

# Scotch Orchard Primary School

## Inspection report

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<b>Unique Reference Number</b>	124101
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	359583
<b>Inspection dates</b>	31 January 2011–1 February 2011
<b>Reporting inspector</b>	Gerald Griffin

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Cookson
<b>Headteacher</b>	Wendy Horden
<b>Date of previous school inspection</b>	1 May 2008
<b>School address</b>	Scotch Orchard Lichfield WS13 6DE
<b>Telephone number</b>	01543 510740
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons taught by eight teachers. They observed assemblies, break times and held meetings with members of the governing body, staff and groups of pupils. Parents and carers at the school gate were spoken to. Inspectors observed the school's work, and looked at progress records, teachers' lesson plans, pupils' work, school improvement plans, policies and reports. They analysed completed questionnaires returned by 90 pupils, 48 parents and carers and 13 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do pupils make good enough progress in mathematics?
- Does teaching sufficiently challenge pupils who are more able?
- Do improvement plans have sufficient rigour to ensure progress is good for all children and pupils?

## Information about the school

Scotch Orchard is an average sized primary school. Nearly all pupils come from White British backgrounds. The remainder come from a wide range of minority ethnic heritages. A few of them speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these have specific learning difficulties or behavioural, emotional and social difficulties. The school has an above average proportion of pupils with special educational needs and/or disabilities because its reputation in this field of provision. The Early Years Foundation Stage provision comprises a morning Nursery class and a full-time Reception class. The school has recently gained a number of awards including national Healthy Schools status.

The on-site Beacon Badgers after- school care club is privately managed and inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

This is a good school. It provides a happy and stimulating atmosphere in which pupils grow into mature young people. Pupils are well behaved and very polite. They feel very safe and are exceptionally well cared for. Pupils enjoy all aspects of school, which is reflected in their above average attendance. Children get off to a good start in Nursery and Reception and their progress is good. Parents and carers are very happy with the standard of education the school provides. One parent told an inspector, 'My child loves coming to school and is making good progress. The teachers are very helpful and are keen to sort out any worries I have about his education.'

The school has improved strongly since the last inspection. Progress, teaching, the curriculum, leadership and management have all improved and are good. Care, guidance and support is now outstanding. Attainment has risen and is above average for older pupils. The school has sustained pupils' good personal development. Successful improvement plans have tackled past weaknesses in progress in mathematics. Leaders have provided effective training which ensures that teachers plan challenging tasks for more-able pupils. As a result, progress in mathematics and that of more-able pupils is good. The headteacher's determined and unrelenting drive to improve the school is confidently articulated and enthusiastically embraced by staff. Subject leaders support the headteacher well and take full responsibility for attainment in their areas of responsibility. Leaders' rigorous monitoring of the school's performance provides them with secure and accurate information for self-evaluation. This leadership record shows the school has a good capacity to improve further.

In lessons, relationships are very positive and pupils are keen to learn and work hard. Teaching assistants provide good support for pupils with special educational needs and/or disabilities. Teaching is good; it does not always sustain a sufficiently rapid pace to learning throughout lessons to ensure outstanding progress. Typically, this happens when introductions last too long or because the work does not match precisely the needs of each member of the class. Marking is good. However, older pupils cannot take a good measure of responsibility for their own progress because they are not sure about their target levels and the precise level at which they are currently working. Music is a strength of the school. Many pupils learn to play an instrument and most take part in music festivals, which especially contributes to their growing confidence and ambition. Staff use their detailed knowledge of each pupil skilfully to provide them with a high standard of pastoral care.

## What does the school need to do to improve further?

- Ensure that a rapid pace of learning is sustained throughout lessons so that pupils are fully challenged by:

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- making sure introductions do not last too long
- matching work precisely to the needs and abilities of each pupil.
- Enable older pupils to take a good level of responsibility for their learning by providing them with details of the levels at which they are working and those that they are expected to reach.

## Outcomes for individuals and groups of pupils

**2**

Attainment on entry to the school this year was broadly average. However it varies and some intakes in recent years have been below average. All groups of pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, enjoy learning, and their achievement is good. The learning observed in lessons was at least good and sometimes outstanding. Pupils were keen to learn, try their best and take pride in their work. They were curious and enjoyed answering teachers' questions, which were effective in promoting their self-confidence, communication skills and understanding. Mostly, pupils concentrate well, even when they find the work hard. Their proficiency as independent learners is developing well particularly when they work with their peers solving problems for themselves and making decisions about the direction of their investigations.

Progress in mathematics has improved strongly because pupils now find the subject interesting and challenging. They are encouraged to use the new computers to reinforce their understanding and test themselves to see how much they know and where they can improve their work. Teaching uses examples from everyday life to make mathematics work engaging. For example, in a Year 4 class pupils enthusiastically set about solving a mathematical problem that would provide them with the combination of numbers to open a bicycle lock. Teachers are making better use of progress data to plan work that challenges more-able pupils across the school in English and mathematics, and this has accelerated their progress.

Progress in English is good, and improving, across the school. This is especially so in reading for younger pupils who are becoming very skilled at linking letters to the sounds they make.

Pupils have a deep understanding of how to keep themselves and others safe, for example on the internet. They are keen to eat a healthy diet and take plenty of exercise and this is reflected in the school's national award. They are very aware of the dangers of drug and alcohol abuse. Older pupils would like more information about the changes that happen to them as they grow up. Pupils readily take responsibility in school, for example as members of the school council, and they collect generously for charity. Their level of contribution to the local community is a relative weakness. Above average standards in basic skills and pupils' positive attitudes means they are well prepared for secondary school. Pupils reflect maturely on their feelings and a strong moral code supports their good behaviour. They are keen to help each other and work productively in groups. Pupils have a well-developed understanding of the diversity of British culture.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching uses resources, such as computers, well to engage and develop pupils' learning. Teachers' questions are challenging and really make pupils think. Teaching assistants provide valuable support to pupils with special educational needs and/or disabilities by helping them to concentrate. They also record information about their learning and pass this on to the teacher to guide lesson planning. Pupils find the feedback they get from teachers about how to improve their work valuable. Older ones would like to know their targets and working levels so that they can have greater ownership of their progress.

The curriculum supports personal development well. For example, the Wednesday afternoon enrichment lessons develop valuable life skills such as cooking and first aid. Lively assemblies provide many opportunities for pupils to reflect on their actions and those of others. The school is currently arranging for older pupils to join a police youth liaison committee to broaden pupils' contribute to the local community. There are many educational visits that extend learning well and add to pupils' enjoyment of school.

Pupils feel most confident approaching a member of staff with a problem because they know that their worries will be resolved. Pupils with special educational needs and/or disabilities are provided with sensitive support. The school works very closely with outside agencies to assess specific needs and learning programmes closely match them. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is very effective.

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*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders articulate clearly the school's challenging targets. Their checks on pupils' progress are very regular and effective. They ensure appropriate work is quickly provided for any whose progress slows so that they can catch up with missed work. Leaders, backed up by productive partnerships with the local authority, have provided successful training that has sharpened teachers' skills; for example, in planning exciting mathematics lessons. In their quest to be even better, leaders are correctly working hard to fine-tune teachers' planning so that they sustain a fast pace of learning throughout lessons. The governing body works hard on behalf of the school. Its understanding of data means that it is challenging the school robustly over its effectiveness.

Safety and safeguarding are given a high priority. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with pupils are rigorous. Lessons on safety and safeguarding provide pupils with a very strong understanding of how to keep themselves safe. The school is committed to equal opportunities. The good progress of pupils with special educational needs and/or disabilities and those who do not speak English as their first language show that its policies have a positive impact. The school is a happy and harmonious community in which pupils from all backgrounds integrate well. Its promotion of wider community cohesion is developing strongly. For example, the school is providing local people who have moved from Eastern Europe with translation services and guidance about access to local resources. The school is developing links with schools in Japan to extend further pupils' understanding of diversity.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Nursery and Reception both provide a very safe and happy atmosphere for children to learn in. Their personal development is especially good. They behave well, are polite and readily share resources. Children enjoy school and develop a good level of independence. For example, children in the Nursery washed their hands before eating a healthy snack without a prompt from an adult. Parents and careers are very pleased with the arrangements that ensure children settle quickly into the routines of school and value the good advice they are given about how to help their children's learning at home.

The good teaching provides exciting topics through which children quickly develop new skills in all areas of learning. For example, children were thoroughly engrossed in their topic on China. One group of children was improving their hand and eye coordination by drawing Chinese letters, while another were broadening their knowledge of Chinese food through role play in the class kitchen. There is an appropriate balance of adult-led and child-initiated learning. Children use the outdoor learning area regularly. However, planning does not always ensure that outdoor resources provided for each child match their needs precisely to ensure that they make the next step in their learning.

The school's plans to make better use of data to strengthen its evaluation of progress and to identify where further improvements can be made are appropriate. Leaders are successfully improving the early learning skills of adults in the setting, which is underpinning children's good progress.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

An average proportion of parents and carers returned a questionnaire. Their comments indicate that they believe their children are very safe, enjoy school and are very well cared for. They feel the school is well led and managed and commented on the good communication between school and home. A few parents and carers thought that their children's progress is not good enough. The inspection found that in the recent past, progress in mathematics and that for more able pupils was satisfactory rather than good. It concluded that the school's procedures to address these shortcomings have been effective and that progress across the school is now good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Scotch Orchard Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 208 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	52	21	44	2	4	0	0
The school keeps my child safe	28	58	20	42	0	0	0	0
My school informs me about my child's progress	24	50	23	48	1	2	0	0
My child is making enough progress at this school	20	42	24	50	4	8	0	0
The teaching is good at this school	25	52	18	38	2	4	0	0
The school helps me to support my child's learning	17	35	26	54	3	6	0	0
The school helps my child to have a healthy lifestyle	28	58	19	40	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	46	20	42	1	2	0	0
The school meets my child's particular needs	24	50	21	44	2	4	0	0
The school deals effectively with unacceptable behaviour	23	48	21	44	1	2	2	4
The school takes account of my suggestions and concerns	23	48	22	46	1	2	0	0
The school is led and managed effectively	25	52	22	46	1	2	0	0
Overall, I am happy with my child's experience at this school	21	44	24	50	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



2 February 2011

Dear pupils

**Inspection of Scotch Orchard Primary School, Lichfield, WS13 6DE**

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially liked hearing about how much you enjoyed your visit to sing in the Symphony Hall in Birmingham. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Scotch Orchard is a good school. Here are some of the things we found out.

You get off to a happy start in Nursery and Reception.

You told us you enjoy school and feel very safe and secure.

You work hard in lessons and make good progress.

Your behaviour is good.

You have good relationships with your teachers.

The curriculum provides you with plenty of music and exciting clubs and visits, which you enjoy.

Adults look after you very well and are always ready to help you.

The headteacher and staff are working together to make the school get better.

We have asked the school to do two things to help you do even better in your learning:

- to improve your progress in lessons by making sure introductions do not last too long and that your work makes everyone think hard
- to provide older pupils with their target levels and the levels at which they are working in lessons so that each one can take greater responsibility for their progress.

All of you can help the school by continuing to try your best in lessons, behaving well and attending regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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