

Barrow Hall Orchard Church of England Primary School

Inspection report

Unique Reference Number	120112
Local Authority	Leicestershire
Inspection number	358695
Inspection dates	15–16 March 2011
Reporting inspector	Andrew Stafford

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Louise Dallow
Headteacher	Jane McKay
Date of previous school inspection	4 June 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 28 lessons taught by 18 teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school's strategic plan, lesson and curriculum planning, and procedures for keeping pupils safe. The inspection team scrutinised the responses from 149 questionnaires from parents and carers team, and they also spoke with a number of parents and carers.

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

Do enough pupils achieve the higher grades in key subjects at Key Stage 1?

- Do pupils achieve equally well in English and mathematics at Key Stage 2?
- How well is the school promoting pupils' progress across all year groups?

Information about the school

This is a larger than average sized primary school. Pupils come from a wide range of socio-economic circumstances in the surrounding rural and urban areas. The vast majority of the pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is average, with most of these pupils having autistic spectrum needs or moderate learning difficulties. The school has gained a number of awards, including the International School award, Activemark and Healthy Schools status.

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

Barrow Hall Orchard Primary is a good and improving school that serves the community well. The school is a safe environment that provides good guidance and support, with strengths in pastoral care, and a happy atmosphere in which pupils grow into confident and mature young people. Pupils have an excellent understanding of what constitutes a healthy lifestyle, especially through programmes that focus on the impact of choices. Parents and carers are pleased with the quality of education the school provides. Typically, one parent wrote, 'The school has improved a lot over the last few years. We know what our children are learning, what their targets are and what they need to do to improve. Communication with parents is much better. The school looks and feels much more purposeful.'

Since the previous inspection, the school has improved pupils' progress and achievement, the provision for the curriculum and the quality of teaching and learning. The school's robust use of its tracking system to identify quickly any pupils making slow progress is helping to improve outcomes. The school has successfully tackled any underachievement through effective improvement plans and the determined leadership of the headteacher. As a result, progress and achievement are good. Good progress is particularly evident in the Reception Year and Year 6. The curriculum is good. The sheer variety of activities offers pupils very valuable experiences. Attainment has been raised to above the levels seen nationally. The leaders' drive to improve the school is clearly articulated and enthusiastically embraced by staff, especially in literacy and numeracy. Leaders' very rigorous monitoring of the school's performance, that includes all subjects, provides them with secure and accurate information for self-evaluation. Their subsequent actions have brought about steady improvement. This leadership record shows the school has a good capacity to improve further.

There are many signs that teaching and learning have improved, especially through the use of information and communication technology and as a result of focused professional development for staff. Teachers plan interesting and relevant work that leads most pupils to make good progress. As a result, relationships are strong and pupils have very positive attitudes to their work and try hard. Learning support assistants make a very valuable contribution to learning through the well-timed use of their expertise in supporting those who need help with literacy and numeracy. This is most evident for pupils with special educational needs and/or disabilities. Many good lessons were seen across the school. Occasionally, teaching is satisfactory. This is because teachers do not always use assessment information consistently to plan work that matches closely the range of abilities in the class.

Pupils enjoy lessons, school clubs and meeting friends. The interest and challenge that the curriculum provides is promoting accelerated progress. For example, special writing

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projects in book week on 'The Aliens Have Landed', and the regular use of computers and games across the school, engage them well. Teachers do not always give pupils enough opportunities to write for a range of purposes in subjects other than English. Pupils share in celebrating a range of religious festivals, have strong links with schools locally, in Leicester, Uganda, Bangalore and Sofia which give them a good insight into cultural diversity. Almost all pupils come to school regularly, making attendance above average.

What does the school need to do to improve further?

- Build on current good practice to increase further the proportion of good lessons by ensuring that teachers consistently use assessment data to challenge and extend the learning of pupils of all abilities.
 - Extend the variety of opportunities across the curriculum that stimulate writing for a range of purposes.

Outcomes for individuals and groups of pupils**2**

All groups of pupils, including those with special educational needs and/or disabilities who receive regular additional support, enjoy learning, and their achievement is good. The progress of girls in mathematics has accelerated and they now make the same progress as the boys. Children start Reception with skills in line with those expected nationally for their age. Pupils are keen to learn, try their best and take pride in their work. Their research and planning skills are quickly improving and many are becoming proficient at managing their own learning. Pupils enjoy discussing ideas in small groups and with their class, which is promoting their self-confidence, communication skills and understanding. This was seen when Year 5 pupils were enthralled by the imagery in the poem 'The Highwayman'. Identifying alliteration, and using similes and metaphors, pupils experimented with opening lines of their own. Talking with partners, pupils were able to use these devices rapidly to draft their poems by the end of the session. However, occasionally, pupils find their work either too hard or too easy and this slows their progress. This means that a few higher attaining pupils in Years 1 and 2 sometimes miss the higher levels.

Pupils are confident that the very rare cases of bullying will be quickly resolved by the school. They know precisely how to keep themselves and others very safe. All pupils learn to swim, part of a very active lifestyle supported by a very wide range of other sporting opportunities. This is complemented by a strong understanding of a balanced diet and the alternative negative outcomes. Pupils are keen to take responsibility and participate as fully as possible. The pupils are partners within the school, with their families in the village, and through joint ventures across the country and the world. Older pupils act as buddies to younger children at playtimes and represent views through the school council. Pupils collect generously for charity. Positive attitudes, and rising standards in the basic skills, including computer skills, mean pupils' preparation for secondary school and future work is good. Pupils reflect maturely on their own feelings and emotions. For example, one boy confided in his teacher after assembly that the moving music made him cry as well. A strong moral code supports pupils' good behaviour. Pupils celebrate each other's achievements and work productively in teams. These opportunities contribute effectively to their good spiritual, moral, social and cultural development.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teachers have developed skills that enable them to plan interesting and relevant work that engages pupils well. Generally, they are raising their expectations of the effort and progress that pupils need to make. They make good use of resources, such as electronic whiteboards, to develop learning. The impact of this strengthening of teaching was evident in the good progress made by Year 6 pupils in 2010. In Year 4, teachers' questions and the tasks they set really make pupils think. The challenge provided by teaching is inconsistent in Years 1 and 2. Pupils have an improving understanding of their challenging targets.

The curriculum supports aspects of pupils' academic and personal development well. Newsround sessions provide pupils with good opportunities to develop creative skills, increase their knowledge of the world and pursue personal interests. Recent changes to the English and mathematics curriculum, to guide learning more actively, have given these subjects greater appeal. The school exploits the rich resources found within its boundaries to extend opportunities to study the natural world. A good range of well-attended clubs and many educational visits, including a residential stay at Castleton, add to pupils' enjoyment of school and widen their horizons.

Staff use their detailed knowledge of each pupil expertly to provide them with outstanding pastoral care. Pupils with a concern turn confidently to an adult knowing that it will be

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quickly resolved. The tracking of academic progress gives accurate information that teachers use successfully to give individual support. This enables teachers to provide effective support for pupils who are falling behind and help them catch up. Pupils with special educational needs and/or disabilities receive sympathetic support and learning programmes that mean they join in all that the school offers. The school's targeted support for pupils whose circumstances have the potential to make them vulnerable is effective. It works closely with many external agencies to promote pupils' education and welfare. Pupils enjoy the wide range of activities available at the well-run after school club. This is also due to children of all ages mixing well and the positive attitudes of staff, giving it a calm and purposeful atmosphere. The good attendance figures over recent years show that the school's hard work with pupils, parents and carers to sustain high attendance is proving successful.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders, particularly the headteacher and the leader of the Early Years Foundation Stage, articulate clearly to staff their ambitious targets and their plans to make the school better. The English and mathematics subject leaders take a high level of responsibility for checking standards in their areas and ensuring that they are improving. Leaders have accurately identified needs and have provided successful training that has sharpened teachers' skills. One example of this is teachers' better understanding of how to make English and mathematics lessons interesting and relevant. Governance is good and the governing body is very supportive of the school. Safeguarding is a matter that governors discuss at every meeting to ensure the rigour of its provision. Governors' good understanding of data means that they are able to challenge the school over its performance and rigorously hold leaders to account.

The partnerships that have been established between teachers, pupils and families lead to good engagement with parents and carers. Valuable help and advice given to parents and carers are examples of the school's support for families, especially through how parents and carers' skills can help with children's education at home. The thorough way that staff carefully check the progress of different groups of pupils reflects its strong commitment to promoting equal opportunities and tackling discrimination. This approach is at the centre of its ethos, and the success of its plans to remedy previous gender differences in progress shows that its policies are having an impact. Safety and safeguarding are a high priority and stringent checks are made at the single point of access. The school ensures safe recruitment by making rigorous checks on the suitability of adults to work with pupils. Staff are very vigilant about child protection, ensuring that procedures are robust and

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extend beyond those demanded by the current regulations. Their training is regularly updated and fully meets current safeguarding requirements.

The school promotes community cohesion very well in the local area and there are many notable successes. The Barrow Extended Services Team provide extended services that target disadvantaged children in the school community. Parents and carers and volunteers support the school by giving pupils experience of gardening, linking it to the importance of the environment. This contrasts sharply with pupils' classroom studies of the plight of people experiencing the recent natural disaster in Japan. The school is promoting religious cohesion through the celebration of a range of religious festivals that encourage an understanding of Christian and other religious worship.

These are the grades for leadership and management

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

Early Years Foundation Stage

Boys and girls make similarly good progress in all areas of learning because teaching is good. Most children get a good start in the pre-school setting where opportunities for active play are eagerly taken up. Children show obvious enjoyment, play well together with games that, for example, encourage counting and number recognition. They are carefully supervised by trained adults who develop children's independence well in the caring, safe environment. Children enter Reception with levels of attainment in line with those expected for their age. Almost all reach above average levels by the time they start Year 1. Children are well behaved and polite to each other and to adults, and their personal development is good. Parents and carers feel well informed about their child's progress and are happy with the advice they are given about how to help their learning at home. Children are very safe and well cared for in the classrooms and stimulating outdoor learning area.

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Teachers' good planning ensures there is an appropriate balance of adult-led and child-initiated activities which promotes good learning. Some children were able enthusiastically to retell the story of 'Billy Goats Gruff'. At the same time a boy was playing with a large magnet and learnt that it stuck to other things. The teacher picked up on this interest and stuck other things to it, developing interest and learning. Some became engrossed, testing the push and pull properties outside the classroom. Other groups developed their language as they talked about reversing on their car track. Occasionally learning slows when new and interim staff do not sustain pace and challenge consistently.

The training provided for adults who work in the Early Years Foundation Stage is promoting their teaching skills well. Leaders are correctly working hard to fine tune assessments to make planning more precise so that children's progress is even better.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The school clearly enjoys the confidence and support of those parents and carers who returned the questionnaire. A large number of individual comments reflected the very good quality of care, support and guidance given to pupils, particularly to those with special educational needs and/or disabilities, and the strong personal development reached by pupils. The inspectors agree with these views. A small minority of parents and carers raised concerns regarding the way the school deals effectively with unacceptable behaviour. The isolated instances of unacceptable behaviour are dealt with swiftly and effectively. The small number of constructive parental concerns were shared and discussed anonymously with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Barrow Hall Orchard Church of England 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 149 completed questionnaires by the end of the on-site inspection. In total, there are 411 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	56	59	40	4	3	0	0
The school keeps my child safe	68	46	72	48	6	4	0	0
My school informs me about my child's progress	52	35	86	58	6	4	1	1
My child is making enough progress at this school	67	45	69	46	9	6	0	0
The teaching is good at this school	60	40	82	55	2	1	0	0
The school helps me to support my child's learning	52	35	87	58	7	5	0	0
The school helps my child to have a healthy lifestyle	41	28	99	66	5	3	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)	44	30	84	56	1	1	0	0
The school meets my child's particular needs	48	32	91	61	6	4	0	0
The school deals effectively with unacceptable behaviour	35	23	69	46	30	20	3	2
The school takes account of my suggestions and concerns	33	22	82	55	18	12	4	3
The school is led and managed effectively	40	27	77	52	15	10	6	4
Overall, I am happy with my child's experience at this school	57	38	83	56	4	3	1	1

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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 March 2011

Dear Pupils

**Inspection of Barrow Hall Orchard Church of England Primary School,
Loughborough, LE12 8HP**

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. We especially enjoyed hearing you singing with such enjoyment in assembly. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Barrow Hall Orchard is a good school and it is improving. Here are some of the things we found out.

Your teachers make sure that you get off to a good start in Nursery and Reception.

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

You do your very best to eat a healthy diet and take plenty of exercise.

Your behaviour is good.

You are good at playing your part in making your school a good place to learn because your views are taken seriously.

You get on well with your teachers and you try hard for them.

The curriculum provides you with exciting lessons, 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 hard to make the school even better.

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

- make sure teachers always provide you with work that is neither too hard nor too easy, so that you make better progress
- give you more opportunities to use writing in lots of different ways.

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

Yours sincerely

Andrew Stafford

Lead inspector

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