

# Orchard Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119982
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	358659
<b>Inspection dates</b>	17–18 May 2011
<b>Reporting inspector</b>	Krishan Sharma

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Battle
<b>Headteacher</b>	Anne Sherwood
<b>Date of previous school inspection</b>	11 March 2008
<b>School address</b>	Grange Drive Castle Donington, Derby DE74 2QU
<b>Telephone number</b>	01332 810078
<b>Fax number</b>	01332 810078
<b>Email address</b>	school@orchard.leics.sch.uk

---

<b>Age group</b>	4–10
<b>Inspection dates</b>	17–18 May 2011
<b>Inspection number</b>	358659

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors, who visited 15 lessons and observed seven teachers. Meetings were held with two representatives of the governing body, senior and middle leaders and two groups of pupils. The lead inspector talked to a small group of parents. Inspectors looked at some of the school's policies and procedures, pupils' written work and tracking data used to monitor pupils' progress. Fifty-nine questionnaires returned by parents and carers were analysed as were those completed by pupils and staff.

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

- The progress different groups of pupils make as they move through the school.
- The effectiveness of oral and written feedback given by teachers on pupils' work.
- The rigour in monitoring and evaluation, particularly of teaching and learning and the contribution of leaders at all levels.

## Information about the school

This is a smaller than average-sized primary school. All pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average as is the proportion of those with special educational needs and/or disabilities. The school has been awarded Healthy Schools status and the Eco-Schools Bronze award.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Orchard Community Primary provides a satisfactory quality of education. Its strengths lie in ensuring pupils' safety and promoting healthy lifestyles which are recognised in the school's success with retaining Healthy Schools status. Pupils make an effective contribution to the life of the school and wider community. The school enjoys good relationships with parents and carers, who indicate that they are kept fully informed about their children's progress at school. Attendance is above average. Parents, carers and the school have worked hard over many years to maintain attendance at this level.

Pupils' progress is satisfactory. Children make a good start in Reception. Most of them reach securely average levels of attainment, with a small number achieving above expectations for their age. From then on, most pupils continue to make satisfactory progress. Consequently, attainment at the end of Year 2 has remained broadly average for the last three years and, at the end of Year 5, it is in line with expectations for their age. Throughout the school, progress and attainment are stronger in reading than in writing and mathematics. Pupils with special educational needs and/or disabilities make at least satisfactory progress. Some of the more able make slower progress because, in some lessons, they are insufficiently challenged. Occasionally, the progress made is also slower because tasks given to pupils do not capture their attention for a sustained period, particularly boys, and the pace at which lessons move is steady, rather than brisk. Due to the increasing focus since the last inspection on solving problems in mathematics and conducting investigations in science, pupils' skills are improving in these two areas.

Teaching is satisfactory overall, with some features of good teaching spread across the school. In the better lessons, pupils understand what they are learning and why. Teachers check to ensure that pupils fully understand what they have to do to improve and pupils are able to achieve the best outcomes in their work. In such lessons, teachers use their knowledge of pupils' previous learning as a basis for providing an effective match of work and suitable challenge for different groups. These strengths do not feature sufficiently in the satisfactory lessons.

The effectiveness of the school's self-evaluation is satisfactory. It has contributed to the identification of appropriate priorities for the school's development and underpins its satisfactory capacity for sustained improvement. Data are regularly used to track the progress of individuals and groups of pupils. The monitoring of teaching is undertaken mainly by the headteacher and is adequate to form a general view of the strengths and weaknesses in teaching and learning. The skills of other leaders are underdeveloped to enable them to contribute fully to the process. The school has satisfactorily tackled the key issues identified for improvement at the last inspection.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**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

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

- Accelerate pupils' progress to raise their attainment in English and mathematics by:
  - using assessment of their prior and current learning to provide suitable challenge for all groups of pupils, especially the more able
  - making sure that pupils understand what they have to do to improve and produce their best work
  - equipping pupils to check for themselves how well they are doing and what they have to do to improve.
- Raise the quality of teaching so that all of it is at least good by:
  - planning tasks that sustain pupils' interest, particularly boys, and enable lessons to move at a brisk pace
  - checking that pupils fully understand the purpose of each activity
  - reducing time given to introductions and explanations in lessons to ensure that pupils have maximum time to practise their skills and knowledge on their own.
- Bring rigour to monitoring and evaluation by:
  - planning a manageable timetable of monitoring activities
  - ensuring that all those involved in monitoring are trained and given the necessary level of skills
  - evaluating the outcomes from monitoring activities to plan the next stages of improvement
  - strengthening the role of the governing body in evaluating the work of the school.

## Outcomes for individuals and groups of pupils

**3**

Pupils work steadily in lessons. They are keen to work but some of them display only intermittent enthusiasm, particularly when they find the planned activities lacking in challenge. In contrast, when teachers make the purpose of the activity clear, pupils rise to the occasion and engage well. In one such lesson, pupils were asked to examine the key features of a non-fiction text. The teacher's clear statement of purpose and precise instructions, including the relevant technical vocabulary, equipped pupils well for the task. At the end of the session, most pupils were eager to share their findings with others and demonstrated the correct use of vocabulary in analysing the text. They enjoyed the challenge.

Children enter Reception with skills and knowledge which are generally in line with those expected for their age. A large majority of pupils' in Year 2 are on target to achieve the national average in their basic skills and some are expected to achieve above it. In Year 5, a large majority are at least on target to reach the expected levels for their age in English and mathematics. Boys are beginning to catch up due to the increased focus on planning activities that interest them. Pupils with special educational needs and/or disabilities make at least satisfactory progress. The additional support they receive is focused effectively on their specific needs, which are always precisely identified.

**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

Pupils behave well, in and around the school. In lessons, however, their behaviour makes a satisfactory, rather than good contribution to learning because the work given to them does not always excite them. They willingly take on responsibility for a range of jobs to assist adults in the school and raise funds for good causes, both in the local and the wider community. Groups of pupils contribute to events in their village, such as Maypole dancing and carol singing. Pupils' sound achievement in the basic skills, including information and communication technology (ICT), their confident personal social skills, and their above average attendance prepare them satisfactorily for the next stage of their education. They know right from wrong and are able to reflect on and learn from their own and others' life experiences. Pupils' understanding of the cultural diversity present in modern day Britain is growing due to the steps the school has already taken. They respond with interest when they learn about the customs and celebrations of different cultures.

*These are the grades for pupils' outcomes*

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

In most lessons, teachers make their intentions clear. They deploy additional adults effectively to maximise the learning and progress of identified pupils. As a result, pupils with special educational needs and/or disabilities make at least satisfactory progress. In the more effective lessons, teachers enable pupils to assess their own work so that they themselves know how well they have done and what they need to do to improve the quality of their work. Teachers make efficient use of their time by giving precise and short

**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

introductions and explanations leaving sufficient time for pupils to apply their skills. These features are not commonplace. Teachers' oral and written comments about pupils' work are variable across the school. There are some good examples, but they do not always convey precisely what pupils have achieved and what they should do next.

The curriculum is satisfactorily matched to the needs and interests of most pupils. The further development of pupils' basic skills and a wider use of ICT remain the key concerns. Various subjects are combined into topics that promote cross-curricular links, which are at least satisfactory. Many of these themes allow pupils to pursue their own interests and apply their research skills. Pupils' own ideas are beginning to be taken into account in putting together the curriculum. The range of enrichment activities, educational and residential visits, and expert visitors to school, all contribute to pupils' learning and enjoyment. The Eco-Schools award recognises the school's concern with raising pupils' environmental awareness.

Pastoral care is generally effective in ensuring that the specific needs of pupils whose circumstances make them vulnerable, and those who find learning difficult, are quickly identified and met. Practical support and guidance provided from within the school as well as from external sources contribute effectively to pupils' well-being and satisfactorily promote their learning. Induction arrangements are working well with Reception children, and the transfer of leavers at the end of Year 5 is smooth due to effective links with the secondary schools. The morning breakfast club is well attended and provides interesting, practical learning activities for a sizeable group of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The senior leaders are committed to priorities that are realistically ambitious. Raising standards and improving pupils' personal qualities are at the heart of the school's planned future development. Targets to ensure that a greater proportion of pupils make better than expected progress are being set for individual pupils and year groups. The collection and analysis of data is now a regular feature. Other monitoring activities, such as lesson observations and the scrutiny of pupils' written work are not as regular or robust. Often these activities are insufficiently focused on evaluating pupils' progress. Consequently, the senior leaders do not always have a sufficiently complete picture of the effectiveness of teaching and its impact on pupils' learning. This means the outcomes of current monitoring and evaluation have a limited value in informing future developments. The effectiveness of the governing body is satisfactory. It is supportive of the school and has a

**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

better knowledge of the school's strengths than its weaknesses. Governors recognise that there is more work to do in holding the school to account fully for its performance.

The safeguarding procedures in place meet requirements. Staff are suitably trained and apply their knowledge and understanding consistently. External partnerships contribute to some worthwhile improvements, particularly in areas such as special educational needs and sports. The school ensures that no pupil is discriminated against and that all curricular experiences are open to all groups of pupils. Even so, the promotion of equal opportunities is satisfactory because the progress of the more able is variable. Links with the local community and the community beyond are developing. The school, being the only facility in one part of the village, hosts a range of activities for the community. The school is taking gradual steps to reach out to communities which are set in a different social and cultural context to its own, such as those in the urban and multi-ethnic communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children make good progress in most areas of learning. Their gains in personal and social skills are particularly strong. These are apparent in their willingness to join in the activities on offer, in taking responsibility for organising themselves and in the ease with which they cooperate with each other. A small group of children who planned and set up a tea party clearly demonstrated all these skills. They behave well and can be trusted to work on their own. Children gain a secure grasp of letters and the sounds these letters make. They can accurately count objects around them.

The regular outdoor provision ensures that children have sufficient opportunities to consolidate their skills in all areas of their learning. Planning offers a daily routine of activities and this has a suitable mixture of those led by adults and others that give children a choice. Adults display a good understanding of what Reception children need



**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

and provide a secure learning environment. Occasionally, there is too much prompting which restricts children's responses. Adults observe children at work and note their achievements, which are recorded frequently. These assessments suitably inform future planning and are particularly useful in supporting those children who need additional help. The leadership and management are effectively focused on ensuring children's welfare and well-being. As Reception children are taught in two classes, both teachers ensure that they regularly liaise and exchange ideas. Links with parents and carers are encouraged and are used well in exchanging mutually useful information.

*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

Just over a quarter of parents and carers responded to the questionnaire, which is below the average rate for primary schools. A very large majority of those who responded are satisfied with most aspects of the school's work. They believe their children enjoy being at school and that they are kept safe. A small minority feel that the school does not take sufficient account of their suggestions and concerns. The inspection evidence indicates that parents and carers are consulted annually through questionnaires and there are consultation meetings during the year where they have the opportunity to air their concerns. Parents and carers consider the quality of teaching, the progress their children make at school, and the leadership and management of the school to be good. The inspection evidence indicates that there are strengths in all these areas, but there are also weaknesses, which are reflected in the recommendations made in this report.

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

Ofsted invited all the registered parents and carers of pupils registered at Orchard Community 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	61	20	34	2	3	0	0
The school keeps my child safe	42	71	14	24	1	2	0	0
My school informs me about my child's progress	30	51	25	42	2	3	0	0
My child is making enough progress at this school	32	54	22	37	4	7	0	0
The teaching is good at this school	33	56	21	36	3	5	0	0
The school helps me to support my child's learning	19	32	33	56	5	8	1	2
The school helps my child to have a healthy lifestyle	31	53	25	42	2	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)	25	42	23	39	4	7	0	0
The school meets my child's particular needs	26	44	25	42	4	7	1	2
The school deals effectively with unacceptable behaviour	18	31	34	58	3	5	0	0
The school takes account of my suggestions and concerns	15	25	27	46	12	20	0	0
The school is led and managed effectively	27	46	24	41	2	3	2	3
Overall, I am happy with my child's experience at this school	34	58	22	37	1	2	1	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



19 May 2011

Dear Pupils

**Inspection of Orchard Community Primary School, Derby, DE74 2QU**

Thank you for welcoming the inspection team to your school. We enjoyed talking to you and looking at your work. A special thank you goes to the two groups of pupils who met one of my colleagues and shared views about the school. The inspection team judged your school to be satisfactory. This means that it is doing some things well and there are things it could do better.

This is what we found out about your school.

Most of you make at least satisfactory progress as you move through the school.

A large majority of you achieve expected standards by the time you leave at the end of Year 5.

You attend school regularly.

You and your parents and carers believe that you feel safe at school.

You know how to stay healthy.

You are keen to help others in your school and in the community.

To improve your school further, I have asked those in charge to make sure that:

- you make better progress in English and mathematics and achieve better results than you do now
- your lessons are always as good as they can be so that you learn well
- senior leaders and governors check the work of the school more thoroughly and regularly to see how you and your school are performing.

You also have a part to play in helping your school by concentrating on your work in lessons.

Yours sincerely

Krishan Sharma

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**