

Orleans Infant School

Inspection report

Unique Reference Number	102895
Local Authority	Richmond upon Thames
Inspection number	355280
Inspection dates	25–26 May 2011
Reporting inspector	Jacqueline Marshall

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	376
Appropriate authority	The governing body
Chair	Clare Taylor
Headteacher	Jane Evans
Date of previous school inspection	8 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 15 lessons, observed 11 teachers and held meetings with groups of pupils, staff, school leaders and representatives of the governing body. They observed the school's work and looked at the school's documentation, including policies such as those relating to safeguarding, data on pupils' progress, attendance figures and the school's development planning. They scrutinised pupils' work and evaluated 160 questionnaire responses received from parents and carers.

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

- The effectiveness of the school's strategies for improving the learning and progress for all pupils, particularly groups such as the most able.
- The use staff make of assessment information to support and challenge pupils' learning.
- The effectiveness of leaders in checking, reviewing and taking actions to build on the high standards already achieved and tackle any relative weaknesses in provision, such as writing.

Information about the school

This is larger than the average sized infant school. The pupils come from both White British families and a wide range of other minority ethnic backgrounds, with 22 different first languages recorded. A tenth of the pupils speak English as an additional language and of these, the majority are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average and represents a range of needs. The proportion of pupils known to be eligible for free school meals is below average. Over the last two years, there have been many changes to staff, with a third of the teaching staff new to the school during this period. The school has gained the Healthy Schools accreditation, Sports Mark, and Silver Eco and International Awards.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Since the last inspection, staff and the governing body have worked exceptionally hard to maintain the high standards that pupils reach by the time they leave in Year 2. There is a very strong focus on every aspect of the school's pastoral care that ensures that pupils and their families are extremely well supported, and the school provides tremendously high levels of care, guidance and support. All staff work especially closely together to ensure that pupils achieve outstandingly in their learning and develop exceptionally as mature and caring individuals. Pupils benefit from particularly supportive relationships with all staff and display a great deal of enthusiasm for learning.

The school has made it a high priority to maintain good teaching and learning for the pupils throughout a period of staff changes and recent appointments. Senior leaders and the governing body have an exceptionally clear awareness of the school's performance and look constantly for ways to improve pupils' attainment and personal development further. For example, there is a strong shared commitment amongst all staff to raising attainment still further for all pupils, as seen in the steady improvement to already high standards. The school has focused very effectively on systematically developing pupils' writing. They have been particularly successful in engaging and encouraging boys to write through the wealth of experiences provided in the curriculum as well as ensuring more pupils reach the higher levels. This constant striving to reflect on outstanding practice and still look for ways to improve, together with leaders' extremely accurate self-evaluation and actions to build upon the good levels of pastoral care seen at the time of the last inspection, show that the school has an excellent capacity for further improvement.

Pupils' achievement is outstanding, principally because the school adapts its exceptional curriculum particularly well to ensure that every individual's needs are met and pupils are thoroughly engaged in their learning. Although there is a small degree of variability between different classes, all groups of pupils make exceptionally rapid progress from their starting points in the Early Years Foundation Stage to when they leave to join the junior school. All staff know the pupils' abilities extremely well. This is because of the highly effective checks regularly made on their progress and the considerable skill with which the school adapts and targets the well-focused support it gives individual pupils. Teachers and other adults mark pupils' work alongside them and discuss the next steps in their learning. However, some inconsistencies remain and, as a result, opportunities are sometimes missed to ensure pupils always have a clear understanding of what they are working on next and how to get better.

What does the school need to do to improve further?

- Raise the quality of teaching to consistently match that of the best by:

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- building on the outstanding practice already seen in some classes to ensure that pupils always understand exactly what to do to improve their work and know the next steps in their learning.

Outcomes for individuals and groups of pupils

1

Pupils achieve extremely well academically. They are usually clear about their learning and, in the best lessons observed, talked with confidence about their learning and shared their ideas willingly with one another. During a literacy session, pupils in Year 1 were very keen as the teacher skilfully challenged them to use class writing targets to improve their story opening. Pupils used skills they had mastered in previous lessons and understood completely what they were learning. This enabled them to contribute their own suggestions with confidence about how the writing could be improved. They discussed alternative adjectives and connectives as well as having great fun using their 'Kung-Fu' punctuation actions to spot where exclamation marks and commas could be added. Pupils of all ages talk eagerly about what they have been learning and know they have individual targets. They are keen to know how to improve when their work is marked, engaging them effectively in the next steps in their learning. However, opportunities to do this are sometimes missed and this slows their progress in those lessons.

The trend in attainment in the Year 2 national tests over the last three years has been consistently high. Over time, pupils make outstanding progress from starting points that are at expected levels as they enter the school in the Early Years Foundation Stage. Since the last inspection, progress throughout the school has improved and is now outstanding. This is the result of the whole-school focus on improving the quality of checks made on pupils' achievement. Through this, the school has ensured that different groups, such as boys in literacy and the higher achievers, are targeted extremely effectively. Consequently, all pupils, including those with special educational needs and/or disabilities, in the early stages of learning English and those known to be eligible for free school meals, make the same outstanding progress in reading, writing and mathematics.

Across the school, pupils achieve exceedingly well in their personal and social development. Pupils' behaviour is exemplary both in lessons and at play; they show considerable support for one another regardless of age, gender or ethnicity. Their very supportive approach to one another helps make the school a very safe and welcoming place. Consequently, pupils talk with tremendous enthusiasm about their school. Pupils' enjoyment of school life is evident in their eagerness to take on responsibilities. Whilst they are keen to do more, such opportunities have yet to be regularly planned for. They have a very good understanding of how to stay safe and healthy, successfully campaigning for additional activities at lunchtimes to help make the playground more active. Pupils' spiritual, moral, social and cultural development is outstanding overall. With many different ethnic heritages represented in the school population, their cultural awareness within the school is particularly strong. Pupils' ability to work well together from an early age, their excellent communication skills and their consistently above-average attendance are key factors in their outstanding development of basic skills and preparation for their future life and learning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

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?

The key features of the effective teaching are the excellent relationships adults have with pupils and the interest and fun generated in lessons, which help pupils to develop such positive attitudes to learning. In a Year 2 mathematics lesson all about fractions, pupils were immediately engaged as the teacher entered in the apron and hat of a well known pizza chain. Pizza boxes were used very effectively to demonstrate concepts practically whilst the teacher set high expectations for what they were to achieve. The teacher and other adults successfully used open-ended questioning to extend pupils' thought processes as well as keep interest and ensure pupils' very good understanding of their learning. Pupils were given every chance to talk about how to improve their work, confidently sharing their ideas and thoughts and, consequently, were very motivated and worked well collaboratively. Overall, assessment is thorough and is used very effectively to plan the next steps in their learning. However, sometimes adults miss opportunities to link pupils' targets to what they are learning in the lesson or ensure pupils know just how they can improve their work. In pupils' books where marking is best, pupils understand the next small steps needed to improve their learning and achieve their targets and, as a result, progress is accelerated.

The outstanding curriculum is particularly well adapted to take account of the needs of every individual, and is the cornerstone of the pupils' very high achievement. One example is the extremely effective use of well-trained additional adults in leading small groups and

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within the class to ensure pupils, particularly those with special educational needs and/or disabilities, are supported extremely well in their learning. The learning environment, both indoors and outdoors, is outstanding. Pupils take ownership of their own learning, keen to explore and investigate all that is on offer. The extremely creative links planned between subjects help to stimulate and foster children's considerable interest, and provide further opportunities to challenge and stretch their learning. Along with the rich and varied range of visits and visitors who share their expertise with pupils, these creative links are extremely effective in supporting pupils' very positive attitudes. The programme of out-of-school activities for pupils is strong. Clubs very effectively promote pupils' positive relationships and encourage healthy lifestyles.

Children's welfare and personal, social and health needs are catered for tremendously well because the school works exceptionally closely with parents and carers as well as outside agencies where needed. Staff build up extremely close relationships with pupils and their families, regularly sharing children's progress as well as being there to support when needed. In response to suggestions from parents and carers, the transition process is now particularly strong, with the same care taken over pupils moving from class to class as when they join or leave the school. This really is a school where 'every child matters' and staff at all levels go the extra mile to make a difference.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, supported exceptionally well by other senior leaders, provides a particularly clear vision for how the school can move forward. Despite the many new appointments, there is a tremendously positive spirit and a real team atmosphere of 'can do' amongst the staff. As part of the school's extremely effective development planning, leaders at all levels are positively encouraged to take on responsibilities and are fully involved in analysing the school's results and checking teaching to see where it is most effective and where improvements are needed. As a result, leaders have a very clear understanding of the school's overall strengths and weaknesses. The governing body plays an impressively effective role in checking how well the school is doing, ensuring that pupils' achievement and enjoyment in learning continue to be the school's main aims. Extremely good links with parents are helping the school to achieve its goals. These, along with outstanding links with other partners, are another of the contributory factors to the school's considerable success.

All staff play their part in ensuring that safeguarding procedures are rigorous, constantly checking to ensure exemplary practice is maintained across all areas. Similarly the

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governing body is extremely conscientious in making very regular checks on the school's procedures and systems. With new staff joining the school, very effective and regular staff training ensures everyone in the school is particularly vigilant in identifying any issues. The school's promotion of equality and diversity is excellent. Staff ensure that there is no discrimination between groups so that all children have opportunities to flourish individually and achieve exceptionally well. Pupils are encouraged to play their part in the school community and their understanding and contribution are developing well in this area. However, opportunities to respond to local issues are less frequent. Leaders have been particularly effective in promoting community cohesion at school and international levels. They are currently focused on raising pupils' cultural awareness from good to outstanding by providing the pupils with more opportunities to learn about the diversity of cultures in United Kingdom. The school is concentrating on building links with other schools to develop this aspect of work further.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children in the Early Years Foundation Stage grow quickly in confidence, becoming keen explorers and learners by the time they enter Year 1. Children make good and often rapid progress, especially in those areas where their skills are weaker, entering Year 1 with above average attainment. The curriculum is adapted extremely effectively to engage and enthuse learners in all they do, with a well-balanced mixture of activities led by staff and those chosen by the children themselves. Staff are particularly successful in creating rich and stimulating surroundings where the transition between learning indoors and outside is seamless, particularly in the Reception classes.

Teaching is good overall, with examples of exemplary practice. However, opportunities are sometimes missed to plan activities that specifically extend children's learning and

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accelerate their progress. Adults are skilled at moving on children's learning through good quality interventions as they play. A group of children talked animatedly about how they could write a recipe for making Rice Krispie cakes. They considered in what order to put the photos of the various stages of the recipe taken as they made the cakes the day before. The teacher helped them to refine their choice of words through her effective questions. Highly detailed planning ensured that the rest of the learning environment provided a wealth of other examples and opportunities for the children to practise and develop their understanding of writing instructions and recipes. Staff work very well with parents and carers to ensure there are really good levels of communication and the children get off to a very good start. Regular opportunities to share children's learning and achievements give parents and carers a real understanding of how they can help their children's development through everyday activities. The whole staff team, under the extremely effective management of the Early Years Foundation Stage leader, use assessment well to promote learning and are able to demonstrate clearly the particularly good gains that children make in all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Around 42% of parents and carers returned the inspection questionnaire. The vast majority of responses were positive and most of the written comments expressed considerable satisfaction with the school. They commended the caring attitude of the school, its leadership, the quality of teaching and their children's enjoyment of school. Typical comments about the school included, 'An inspiring, caring and fun atmosphere', 'My child is excited and stimulated by the teaching in this school', 'She has developed a real thirst for learning' and 'A lovely, caring school where the wellbeing and happiness of children are paramount'.

A very small minority reported concerns over how the school meets their child's particular needs and their child's progress. Evidence gathered during the inspection showed that progress overall is outstanding. This is because the school is focused on using assessment information very effectively to tailor learning to individuals' needs. Regular meetings are held to discuss pupils' progress, and the open-door policy which encourages more informal opportunities to talk to staff is welcomed by parents and carers, as evidenced in some questionnaires which commented positively on this aspect of the school's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orleans Infant 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 received 160 completed questionnaires by the end of the on-site inspection. In total, there are 376 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	127	79	31	19	0	0	0	0
The school keeps my child safe	119	74	41	26	0	0	0	0
My school informs me about my child's progress	79	49	74	46	6	4	0	0
My child is making enough progress at this school	89	56	62	39	9	6	0	0
The teaching is good at this school	116	73	42	26	2	1	0	0
The school helps me to support my child's learning	100	63	56	35	2	1	0	0
The school helps my child to have a healthy lifestyle	95	59	58	36	2	1	2	1
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)	98	61	51	32	2	1	0	0
The school meets my child's particular needs	94	59	53	33	13	8	0	0
The school deals effectively with unacceptable behaviour	88	55	59	37	6	4	0	0
The school takes account of my suggestions and concerns	88	55	61	38	6	4	0	0
The school is led and managed effectively	99	62	58	36	1	1	1	1
Overall, I am happy with my child's experience at this school	117	73	42	26	1	1	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

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).

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">■ 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.



27 May 2011

Dear Pupils

Inspection of Orleans Infant School, Twickenham, TW1 3EN

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear how tremendously you enjoy coming to school and that your teachers plan lots of interesting things for you to do and get involved in. You get on extremely well with one another and your behaviour around school is super. You have an excellent understanding of how to be safe and lead a healthy lifestyle. We agree that there are many interesting clubs and activities to get involved in. We understand why you think the adults are very good at helping to make you feel really safe and cared for.

Your school is outstanding. The curriculum planned for you meets your needs extremely well. Teachers help you to make excellent progress in your work and achieve high standards. The leaders in your school run it exceptionally well. They know just what needs to be done to make your school better. In order to help you always make the best progress, we have asked the adults at your school to work on one thing.

- Make sure all your lessons are as challenging as the best ones and you always know just what to do next to improve your work.

You can all help by continuing to be kind and considerate to one another and always following the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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