

Orchid Vale Primary School

Inspection report

Unique Reference Number	131378
Local Authority	Swindon
Inspection number	364025
Inspection dates	6–7 July 2011
Reporting inspector	Joyce Cox

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	The governing body
Chair	Andrew Carr
Headteacher	Deborah Kalyinka
Date of previous school inspection	26 March 2008
School address	Torun Way Swindon SN25 1UG
Telephone number	01793 704003
Fax number	01793 709129
Email address	head@admin.orchidvale.swindon.sch.uk

Age group	3–11
Inspection dates	6–7 July 2011
Inspection number	364025

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.

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

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspection team observed eight teachers and visited 16 lessons. They held meetings with members of the governing body, staff and pupils. Inspectors observed the school's work, and looked at the school improvement plan, assessment information, teachers' planning, pupils' work and safeguarding procedures. They also analysed questionnaires returned by 111 parents and carers, 27 members of staff and 100 pupils.

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

- The achievement of more able pupils in writing at both key stages to determine whether teaching is sufficiently challenging.
- The extent to which pupils are involved in, and take responsibility for, their learning.
- Pupils' knowledge and understanding of different faiths and culture, and of life for children in other parts of United Kingdom and globally.

Information about the school

The school, funded by private finance initiative, opened in September 2006. It has an attached nursery, is smaller than the average-sized school and serves the local community. There are seven classes and children in the Early Years Foundation Stage are taught in the Nursery and the Reception class. The proportion of pupils with special educational needs and/or disabilities and those with a statement of special educational needs is average. The majority of pupils are from White British backgrounds, with a small proportion from minority ethnic families. A very small number of pupils are at an early stage of speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is much lower than average.

The school has an on-site breakfast and after-school club which are managed by a private provider and have a separate 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

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school. Since the last inspection, when the school was judged to be effective in many areas, there has been a good focus on driving and embedding significant improvements. These improvements have been secured because school leaders, staff and the outstanding governing body have worked together effectively, under the determined leadership and direction of the headteacher. They have established rigorous procedures for self-evaluation and improved the provision so that pupils at Orchid Vale receive good teaching, an excellent curriculum and exemplary care, guidance and support. As a consequence, pupils' attainment has risen and is well above average in mathematics and above average in English by the time they leave Year 6. Children make an excellent start in the outstanding Early Years Foundation Stage and then make good progress through the rest of the school. Teachers do not always challenge more able pupils sufficiently in literacy lessons and consequently the number of pupils attaining the higher Level 5 in writing is restricted. Teaching is good and in a small number of lessons, predominately in Year 2, it is outstanding. Although the majority of lessons are taught well, there are inconsistencies within teaching in terms of marking, setting clear learning intentions and use of time.

Pupils' excellent behaviour and mature attitudes create purposeful classrooms. Pupils also make an outstanding contribution to the school community through the school and eco councils, by helping at lunchtimes, being house captains and organising charity events. Pupils' welfare is given the highest priority. Good attention is paid to supporting pupils with special educational needs and or/disabilities, which ensures that they are fully included in all aspects of school life and achieve well.

Taking into consideration the rising trend in pupils' attainment and the effective forward planning, the school demonstrates a good capacity for future improvement.

What does the school need to do to improve further?

- Raise the quality of teaching and learning from good to outstanding by:
 - maintaining a consistently high challenge for more able pupils in writing
 - consistently stating clear learning intentions in all lessons
 - making sure teachers' marking is carried out regularly and clearly tells pupils how to improve their work
 - ensuring that the pace of learning remains brisk at all times by avoiding over-long introductions to lessons.

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

Outcomes for individuals and groups of pupils

1

Observations by inspectors and other evidence presented by the school confirm that pupils' attainment is above average in English and well above in mathematics. Well-organised additional intervention programmes for pupils who find learning more difficult, those with special educational needs and/or disabilities and those in the early stages of learning English ensure they also do well. Indeed, most groups in school are seen to outperform their peers nationally. In the large majority of lessons seen during the inspection, pupils were observed to be making good progress. For example, in an outstanding lesson in Year 2, pupils were excited by the challenge to create a new dance routine for a well-known pop group. Due to lively inspirational teaching, they progressed rapidly with their understanding of how to write instructional texts and with their knowledge of healthy lifestyles by practising their dance routines. However, this high level of challenge, together with a lively pace and very clear and shared learning intentions, is not seen consistently throughout the school.

Pupils acquire a range of exceptional personal and social skills that helps them develop into well-rounded individuals. In lessons, pupils show exceptionally positive attitudes to learning and high levels of perseverance and sustained concentration. All pupils work very well together and are clearly involved and engaged in their learning. Behaviour is excellent and all pupils say they feel extremely safe in school and are adamant that there is no bullying. Older pupils are very clear about internet and mobile phone dangers. Risk assessments are shared with the pupils and they all know that they can talk to school councillors or staff. Pupils have an outstanding awareness of the need for exercise, healthy food and drink, and good hygiene. They love the wide range of sports activities which the school provides. Pupils are very proud of, and highly committed to, their school and local community. For example, eco councillors have been involved in community litter-picking events. Pupils also really enjoy being school councillors, peer mentors, sports leaders and playground pals. Older pupils maturely and sensibly run lunchtime clubs such as 'Huff and Puff' for younger children. Pupils' spiritual, moral, social and cultural development is good, although their ability to reflect and comment on their place in a multicultural and multi-faith society is limited. Pupils' considerable confidence and ability with new technologies, their highly developed enterprise skills as shown in a recent task in the style of 'The Apprentice' and their ability to apply their above-average basic skills ensure that they are prepared extremely well for the next stage of their education and lives.

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

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	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	1
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	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' good subject knowledge and high expectations ensure that many lessons are interesting and stimulating. Hence, pupils become engrossed and active learners. There are now some significant areas of strength within teaching and learning, but these are not yet consistently embedded across the school. Where teaching is outstanding, planning is very detailed and pupils are exceptionally clear about what they are to learn in lessons and how they are to attempt tasks. Lessons move at a swift pace and pupils' interest and engagement are captured by interesting resources and stimuli. In a small number of lessons, pupils are kept sitting for too long without being sufficiently engaged, learning intentions are not evident and more able pupils are not challenged sufficiently. In the large majority of lessons, teachers make effective use of assessment information to plan learning activities which are a good match to pupils' various abilities. Individuals, as well as groups of pupils who require further support, are swiftly identified and effective measures are put into place to meet their needs. In the large majority of classes, pupils know what their learning targets are. Inspectors saw examples of high-quality marking, although this is not consistently seen in all year groups. A large number of teaching assistants work in the school and in some classes up to four adults are present. For the most part, teaching assistants are deployed effectively. However, on some occasions they sit and watch the teacher and are not involved in assessment or in supporting pupils.

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

The school has developed a very successful and innovative curriculum called 'The Knowledge Quest' that encourages pupils to develop investigative and presentation skills alongside acquiring knowledge. Independent learning weeks enable pupils to apply these skills, either independently or collaboratively in groups. Highly effective links are made between different subjects. Pupils' artwork is of a very high standard. An outstanding number of trips, clubs and visitors bring pupils' learning to life. Year 6 pupils enthusiastically recall a recent residential visit to an outdoor activities centre in the Brecon Beacons where they relished exciting experiences such as abseiling, canoeing, kayaking and caving. The exciting 'Forest School' is run by enthusiastic staff who provide activities such as mud painting, which encourage pupils' creativity and resourcefulness.

Pupils receive exemplary care because each child is known and valued. Induction arrangements are excellent and enable Nursery children to settle happily and quickly. Older pupils have many chances to visit their local secondary schools and participate in interesting projects. Highly effective support for all pupils enables them to make the very best of all the opportunities provided by the school. Effective links with, and support for, parents and carers and an effective partnership with a range of agencies help to achieve this. Pupils' well-being is a high priority and well-established systems ensure that those whose circumstances may make them vulnerable are identified quickly and a range of successful interventions put in place.

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 has communicated an effective vision for improvement to the whole-school community. Senior leaders communicate high expectations to staff about securing improvement. Forward planning is good and, because of a thorough programme of self-review and evaluation, the correct priorities inform the school improvement plan. Effective monitoring of teaching and learning is in place, which is resulting in steadily improving teaching and learning. Senior leaders monitor pupils' books and indicate improvement areas, such as marking, to staff. However, these areas are not always followed up and so improvement is not consistently implemented. The governing body offers excellent support to the school because it has clear and rigorous systems to monitor the school improvement plan. Governors also look closely at assessment data for different groups of pupils and use this information to target resources and staff. They ask the leaders and managers challenging questions about pupils' performance if tracking data indicate any potential underachievement. Community cohesion has been promoted effectively within school and with the local community. The school is developing strong international links

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

with European countries through the 'Comenius' project. Effective liaison with external agencies to provide support for potentially vulnerable pupils shows the school's strong commitment to equality of opportunity and tackling discrimination, which enables all pupils to achieve well, whatever their circumstances or difficulties, and breaks down any barriers that might hinder their learning. The system for tracking pupils' academic progress is effective so that any pupil who is not making enough progress is identified quickly and support is put in place. Safeguarding policies and risk assessments are of an excellent quality and are constantly reviewed to ensure pupils' safety at all times. Staff work hard to build strong partnerships and trust with parents and carers and this is reflected in the high number of parental questionnaire returns.

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	1
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	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

The Reception and Nursery learning areas, both indoors and outdoors, provide a highly attractive and stimulating environment in which children make rapid progress in all areas of learning and development. High quality displays and activities, such as large models of the Duke and Duchess of Cambridge in a carriage pulled by a toy horse, are just waiting to be enjoyed. Children are very involved in their learning. For example, during the inspection, Reception children thoroughly enjoyed competing against each other in an exciting range of outdoor physical tasks. Excellent leadership and management, outstanding teaching and loving care ensure that most children exceed the expected levels for their age on entry to Year 1. Children do very well in learning to read and write because of skilful teaching. They busily write congratulation cards to their teacher who has just had a baby and remember to use capital letters and full stops. Staff make learning fun and very enjoyable and really challenge children to think and work together. They are highly enthusiastic play partners and make excellent use of resources, which greatly enhances children's enjoyment, learning and structured play. They teach specific skills

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

such as observational painting extremely well. For example, Reception children made exceptional progress in their creative development when they successfully learnt how to paint in the style of Andy Warhol, because the teacher demonstrated how to observe Warhol's painting and use delicate brush strokes. Children's work is treasured and staff make attractive learning journals to capture children's learning. Assessments are very thorough and clearly chart children's excellent progress in all the areas of learning. Adults work as an exceptionally effective team and have excellent knowledge and understanding of the personal and learning needs of young children. This ensures that children make excellent progress in their personal, social and emotional development and are well equipped for their move to Year 1. The curriculum provides constant pleasure, excitement and adventure. An effective partnership is quickly formed with parents and carers. Nursery parents say that the excellent induction arrangements, which include a family picnic, mean that they and their children are made very welcome from the moment they join the school.

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

Just under half of the families responded to the questionnaire, which is an above- average proportion. Parents and carers expressed high levels of satisfaction with many aspects of the school. Almost all feel that their children are kept safe and that teaching is good and the school is led and managed effectively. Inspectors endorse parents' and carers' positive views. A small number of parents and carers raised minor concerns, although there was no common theme among them. These were summarised and raised with the school without identifying any individuals.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orchid Vale 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 111 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	61	40	36	2	2	0	0
The school keeps my child safe	74	67	34	31	0	0	2	2
My school informs me about my child's progress	39	35	62	56	8	7	2	2
My child is making enough progress at this school	54	49	50	45	4	4	2	2
The teaching is good at this school	58	52	50	45	1	1	1	1
The school helps me to support my child's learning	45	41	56	50	6	5	2	2
The school helps my child to have a healthy lifestyle	59	53	50	45	1	1	1	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)	47	42	50	45	5	5	1	1
The school meets my child's particular needs	50	45	55	50	2	2	2	2
The school deals effectively with unacceptable behaviour	42	38	53	48	7	6	1	1
The school takes account of my suggestions and concerns	36	32	64	58	6	5	1	1
The school is led and managed effectively	59	53	49	44	0	0	1	1
Overall, I am happy with my child's experience at this school	63	57	44	40	1	1	2	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).

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.



8 July 2011

Dear Pupils

Inspection of Orchid Vale Primary School, Swindon SN25 1UG

We enjoyed visiting your school and I am writing to thank you for two very interesting days. We believe that you go to an outstanding school.

These are the things we found out.

- Your behaviour is excellent and you work hard and play very happily together.
- You are taught well and this helps you to make good progress.
- Your headteacher and staff lead and manage the school well and they always want the best for you.
- Children in the Early Years Foundation Stage have an excellent start to school.
- You all enjoy learning very much and are given many exciting things to do.
- The adults keep you extremely safe in school.

Several of you told us in your pupil questionnaires that you would like to know how well you are doing at school. We agree that teachers could make sure they mark your books regularly and clearly tell you how to improve your work. We also think that lessons would be even better if all teachers consistently told you what you are to learn, challenged you to do really well in writing and avoided over-long introductions to lessons.

You can all help by continuing to work hard and by keeping up your excellent standard of behaviour.

We wish you every success in the future.

Yours sincerely

Joyce Cox

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.