

Orchard Lea Infant School

Inspection report

Unique Reference Number	116224
Local Authority	Hampshire
Inspection number	379219
Inspection dates	13–14 October 2011
Reporting inspector	Stephen Lake

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	Phillip Jones
Headteacher	Alison Pratt
Date of previous school inspection	9–10 July 2007
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Age group	4–7
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 14 lessons or parts of lessons, seeing seven teachers. Inspectors held meetings with representatives of the governing body, members of staff and pupils; they also spoke to some parents and carers. Inspectors observed the school's work and looked at: the most recent school self-evaluation; the school development plan; the governing body minutes; and the school's assessments of pupils' attainment and progress. Inspectors also looked at the records held on vulnerable pupils and those with special educational needs and/or disabilities, school policies and reports from the School Improvement Partner. Inspectors analysed questionnaires received from pupils, staff and 62 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 achievement of gifted and talented pupils to determine whether teaching is sufficiently challenging.
- The achievement in mathematics of those who find learning difficult.
- The impact of the school's introduction of philosophy for children.
- The impact of strategies to improve the attainment of children in the Early Years Foundation Stage who find learning difficult.

Information about the school

Orchard Lea Infant school is smaller than average and serves mainly the area local to the school, although around a quarter of pupils come from outside the immediate area. A very large majority of pupils are White British with only a few from other ethnic groups. The proportion of pupils known to be entitled to free school meals is average, as is the proportion of pupils on the register of special educational needs. Fewer pupils than average join or leave the school other than at the normal times. The school has been awarded 'Artsmark' silver and enhanced 'Healthy School' 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

Orchard Lea Infant School is a good school. Parents, carers and pupils speak highly of the way the school looks after pupils. Outstanding care, guidance and support ensure a secure welcoming environment in which pupils feel very safe and have an excellent understanding of how to stay safe. Pupils have a good understanding of how to keep fit and healthy. The high quality support, together with outstanding links with parents and carers, has enabled the school to make a very large improvement in attendance, which is now high. Parents and carers are kept very well informed and closely involved in their children's learning. Safeguarding arrangements are good with extremely rigorous procedures for child protection. Strong partnerships with external agencies provide valuable additional support for pupils whose circumstances make them vulnerable. Pupils' good spiritual, moral, social and cultural development can be seen in their outstanding behaviour. Pupils' contribution to the community is good, partly due to the good strategies for promoting community cohesion.

Pupils' achievement is good. Children make good progress in the good quality Early Years Foundation Stage. Good progress continues in Years 1 and 2 and attainment overall is above average at the end of Year 2. Nevertheless, some variations exist. Attainment in mathematics is not quite as good as that in reading and writing, and remains broadly average. The school has also correctly identified that, to raise attainment further, more pupils need to attain the higher Level 3 in all subjects, but particularly in mathematics. Progress is good because of consistently good teaching. It is improving, particularly in writing, due to changes to the effective curriculum that provides stimulating experiences, and good opportunities to promote writing skills.

Leaders know the school's strengths and weaknesses well. The information gained is used to set out good quality strategies for improvement in the school development plan. A secure system for recording and analysing data on pupils' attainment and progress is in place. Nevertheless, it is not yet being used to its full potential to provide high quality information on the performance in different subjects compared to other schools nationally. The monitoring of teaching and learning has improved since the previous inspection and is helping raise standards further through effective professional development linked to performance management. Governors support the school well and hold it to account effectively. The strengths of the previous inspection have been maintained and action is already in place to address areas for improvement noted in this report. There is substantial evidence to show improvements in many aspects of the school's work. This indicates a good capacity

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for sustained improvement.

What does the school need to do to improve further?

- Improve the attainment of more-able pupils, particularly in mathematics, by:
 - ensuring that teaching in mathematics, especially questioning by adults, challenges all pupils as well as it does in reading and writing
 - ensuring there is consistent challenge for more-able pupils to attain the higher Level 3.
- By April 2012, refine the school's analysis of data to ensure that information on overall school performance in different subjects is easily accessible to all leaders and managers.

Outcomes for individuals and groups of pupils

2

Over the last few years, the level of skills and learning experiences with which children enter the school has fallen slightly, especially their communication and numeracy skills. As a result, children start school with skills that are below those normally found on entry to the Reception Year. They make good progress in the Early Years Foundation Stage, but their starting points mean that skills remain average when they start Year 1. The school has successfully focused on improving learning in reading and writing in the last few years and has now started to focus on mathematics. The changes in the curriculum to make learning 'real' for pupils ensure that they thoroughly enjoy their learning experiences. A consistent and effective focus on teaching about sounds and letters (phonics) in daily sessions contributes greatly to the consistently good reading and writing skills. The school is now beginning to improve learning in mathematics by making mathematics a part of everything that they do. For example, in a good lesson observed in Year 1, pupils made good progress learning how to make a pictogram. They were motivated by an engaging activity based on sorting out the Princes' treasure and showing which jewels were the most popular. This was very closely linked to the activities on the previous day's visit to Arundel Castle and enabled pupils to link all aspects of their learning.

Through the school, including the Early Years Foundation Stage, pupils with special educational needs and/or disabilities receive high quality targeted support that includes them fully in all lessons. Their learning is broken down into small manageable steps which enable them to make good progress against the specific targets set for them in all areas including mathematics. Good quality art, reflecting the school's award of 'Artsmark Silver', was observed throughout the school.

Pupils are polite and courteous to each other and visitors. They say there is no bullying and trust the adults to deal with any that might occur. Pupils make a good contribution to school life by taking on a wide range of responsibilities, including as school councillors and playground leaders. They contribute to the wider community in many ways, for example by sharing their Christmas performances with residents of

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a sheltered housing project or raising money for charities. Pupils take advantage of the many opportunities for physical activity in the playground. The daily organised playground games (Huff and Puff), together with daily physical activity at the start of every day, make a good contribution to their understanding of how to stay fit and healthy. Pupils have a good understanding of what constitutes a healthy lunch or snack, as shown by the enhanced 'Healthy School' award. Pupils have a strong understanding of right and wrong. They show a curiosity about the world around them, and work and play together very well. Strong basic skills, including information and communication technology (ICT), prepare pupils well for the next stage of their education.

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	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers prepare lessons that stimulate pupils to learn. ICT is used well to encourage and motivate pupils. Many teachers are skilled at asking the right questions to extend pupils' learning as well as assessing what they already know. In all classes, marking makes it clear to pupils how to improve their work. Improved systems for assessing how well pupils are learning are generally used effectively to plan challenging lessons that focus on the next steps in learning for all pupils. Individual targets are set for each pupil at the frequent progress meetings and are also shared with parents and carers so that they can support learning at home. This has been particularly successful in helping those who find learning difficult, especially in mathematics. The school is applying similar strategies to improving the proportion of pupils attaining above average in the coming year in order to raise attainment

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

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further, particularly, but not only, in mathematics. Nevertheless, more-able pupils are not always challenged consistently to improve upon what they can already do. This is more noticeable in mathematics where questioning does not always extend the most-able pupils enough. The school has identified that developing pupils’ own questioning and thinking skills will benefit all subjects, especially mathematics. They have identified that listening carefully to problems and questioning increases pupils’ success in learning. To support this, the curriculum is being enriched further by the introduction of philosophy for children. This is already being used to improve listening and questioning skills. For example, in an outstanding lesson observed in Year 2, good use was made of talking partners to develop questions about the importance of different jobs in the community. This was then further shared by each pair as other pupils listened carefully to their views and discussed them. Although it is too early to see the full impact of this upon learning, the strategy is clearly engaging pupils, especially the more-able, and improving their skills of discussion and analysis.

The stimulating curriculum makes very good provision for pupils’ personal development. Visits and visitors to the school enhance learning in many areas and give pupils additional experiences that the school alone could not supply. The high focus on providing stimulation for writing is supported well by visits to places of interest in the local area. Increasingly, these visits are also being used to provide opportunities for mathematical development and to link areas of learning across the curriculum.

Pastoral care is extremely strong. High quality procedures for child protection are known and understood by all. The school is particularly vigilant in ensuring the safety of pupils whose circumstances make them vulnerable. Close links with the local authority services and the high quality provision within the school ensure that pupils with additional needs of all types are supported very well. Rigorous monitoring by the school and the excellent support given to parents and carers have improved attendance significantly. The needs of pupils deemed gifted and talented are supported through strong partnerships with other schools. Very strong links with pre-schools and the receiving junior school aids movement between the different stages of education.

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	1

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How effective are leadership and management?

School leaders are effective in communicating their vision for the school to all staff and governors, who all share a strong ambition to improve the school further and work effectively to make this happen. Teaching and learning are monitored effectively and information gained is used well to improve classroom practice. Concerted actions to promote equality of opportunity, and to ensure that no pupil is discriminated against, contribute well to the similar progress made by all pupils. The performance of pupils is monitored effectively and regularly at an individual and class level. Nevertheless, data are not yet used in a sophisticated enough way to monitor the performance in different subjects against the results of national assessments and make this information readily available to all leaders and managers, including governors.

The governing body supports the school well and has robust systems for checking on the work of the school. It has good systems for ensuring the safety of pupils and, along with other staff, undertakes regular training on safeguarding. Staff and governors have a very clear understanding of what is required to keep pupils safe. They understand the importance of safe recruitment, undertake effective risk assessments and take reasonable steps to ensure that the school site is secure. Robust and very effective systems are in place to enable the school to seek the views of parents and carers and to take action where necessary. They value the support given through information evenings about the teaching of reading and mathematics.

The school is a harmonious community. Pupils have a good understanding of how to respect and get on with other groups in the local community. Strategies to extend this beyond the local community have been identified and are proving effective. For example, pupils use ICT weekly to discover what is happening nationally and internationally, and discuss this where relevant.

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	1
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

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The effectiveness with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

Well-established routines and strong links with parents, carers and pre-school help children who are new to the school to feel really secure and cared for. The school is aware of the need to ensure children are well prepared before they start school and is working closely with pre-school providers to make them aware of the school's expectations in this area.

The Early Years Foundation Stage is led and managed well. The strong teamwork between teachers and teaching assistants ensures that the needs of the children are met well. Children feel really secure and cared for and the provision for their welfare is outstanding. They make good progress to start Year 1 well prepared for learning. The very strong focus on talk for writing is enabling even better progress for some in their communication, language and literacy skills, especially those who find learning difficult. The expertise and skill of all adults and the good systems for checking on children's progress ensure that all individuals are gently, but effectively, challenged to achieve well. Nevertheless, there are a few missed opportunities to challenge children to do their very best. For example, when a child is successful in writing the first letter of their name, they are not always extended quickly enough to see if they know any of the other letters. Teachers are skilled at ensuring a good balance between direct teaching and opportunities for children to learn through purposeful play. This enables all children to grow in confidence and build securely on their previous experience. The well-organised and attractive environment is used effectively to support a stimulating curriculum that provides a good degree of challenge to children. Whole-class activities are planned well and suitable opportunities are provided for children to choose their own activities and move freely between indoor and outdoor activities.

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

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Views of parents and carers

A slightly above average proportion of parents and carers completed questionnaires about the school. The overwhelming majority were positive. A minority added written comments which were very supportive of the school. Typical of these was; 'My child has really enjoyed their time at Orchard Lea infants. It is a caring school which puts the children's needs/feelings first.' There were no areas about which a significant proportion of parents and carers expressed concern. All issues raised by individual parents/carers were discussed with the school whilst maintaining confidentiality.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orchard Lea 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 inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	71	18	29	0	0	0	0
The school keeps my child safe	47	76	15	24	0	0	0	0
The school informs me about my child’s progress	41	66	19	31	1	2	0	0
My child is making enough progress at this school	37	60	24	39	0	0	0	0
The teaching is good at this school	45	73	16	26	0	0	0	0
The school helps me to support my child’s learning	42	68	18	29	0	0	1	2
The school helps my child to have a healthy lifestyle	45	73	17	27	0	0	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)	37	60	18	29	0	0	0	0
The school meets my child’s particular needs	39	63	19	31	0	0	0	0
The school deals effectively with unacceptable behaviour	33	53	21	34	2	3	0	0
The school takes account of my suggestions and concerns	35	56	19	31	1	2	0	0
The school is led and managed effectively	50	81	11	18	0	0	0	0
Overall, I am happy with my child’s experience at this school	51	82	11	18	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



17 October 2011

Dear Pupils

Inspection of Orchard Lea Infant School, Fareham PO15 8BJ

Thank you for making us so welcome when we came to visit your school. We were all impressed by your outstanding behaviour. Orchard Lea Infant School is a good school. Here are just some of the things that we liked.

- You get a good start to your school life in the Reception class.
- Your achievement is good and you make better progress in your learning than most children your age because of the good teaching you receive.
- Your school makes learning interesting and fun because of the good range of very enjoyable activities provided for you. No wonder your attendance is so high!
- The school looks after you extremely well, which is why your understanding of how to stay safe is outstanding.
- You have a good understanding of how to keep healthy and fit.
- You make a good contribution to the running of the school through the school council and other jobs that you do.
- The school is led and managed well by your headteacher and the people who help her.
- Your parents and carers get many excellent opportunities to be involved with the school.

To help make your school even better, we have asked the staff and governors to:

- help you all, but especially those who find learning easy or difficult, to do even better, but especially to improve your mathematics skills so that they are as good as your reading and writing skills
- refine the way that they use the information on what you know and can do so that it shows easily how well you are doing compared to other schools.

All of you can help by continuing to work as hard as you can.

Yours sincerely
Stephen Lake
Lead Inspector

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