

Orchard Park Community Primary School

Inspection report

Unique Reference Number	134979
Local Authority	Cambridgeshire
Inspection number	381770
Inspection dates	1–2 December 2011
Reporting inspector	Margaret Goodchild

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Clare Blair
Headteacher	Jenny Russon
Date of previous school inspection	3 July 2009
School address	Ringfort Road Cambridge CB4 2GR
Telephone number	01223 438200
Fax number	01223 438209
Email address	office@orchardpark.cambs.sch.uk

Age group	4–11
Inspection date(s)	1–2 December 2011
Inspection number	381770

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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

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 two additional inspectors. They observed 10 lessons taught by five class teachers, as well as sampling support sessions led by teaching assistants. Meetings were held with staff, a group of pupils and the Chair of the Governing Body. Informal discussions took place with parents and carers when they brought their children to school. Inspectors observed the school's work, and looked at documentation relating to self-evaluation and monitoring, the analysis of pupils' progress, teachers' planning and procedures for safeguarding pupils. They scrutinised 39 parental questionnaires together with those returned by staff and pupils.

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

- Inspectors considered how effectively teachers in the Early Years Foundation Stage and Years 1 and 2 are working to raise achievement in reading and writing.
- They explored the main factors that have enabled pupils to do so well in English at Key Stage 2 and whether the school is working successfully to raise achievement further.
- They looked at the key features of leadership and management that are driving school improvement and shaping provision to meet pupils' needs.

Information about the school

The school opened in 2007 to serve a new residential development on the northern outskirts of Cambridge. Although it is smaller than the average size for a primary school, the number on roll has increased significantly since the previous inspection and continues to rise as more houses are built. In addition, some pupils with emotional, social and behavioural difficulties have transferred to Orchard Park from other local schools. The proportion of pupils with special educational needs and/or disabilities is high; the percentage with a statement of special educational needs is broadly average. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils from minority ethnic groups, as well as those who speak English as an additional language, is above average. The school has gained the Bronze Eco-Schools Award and the Activemark, and has national Healthy Schools status. Two of the five class teachers joined the school at the beginning of this term.

Privately run childcare on the school site was subject to 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?

2

The school's capacity for sustained improvement

1

Main findings

This is a good school. It is improving rapidly and is highly rated by parents and carers. They describe it as 'fantastic', 'brilliant', 'exceptional', 'a very happy school', and say that 'the headteacher and the teachers are wonderful'.

Achievement is good and there is a strong upward trend in the school's results. Whereas the previous inspection found that attainment at the end of Year 6 was broadly average, it has been above average for the last two years. The school has been particularly successful in raising standards in English, an area for development at the previous inspection. While attainment at the end of Year 2 has been significantly below average in reading and writing in the past, efforts to raise achievement there are also bringing about rapid improvement. This is underpinned by excellent progress in the development of literacy skills in the Early Years Foundation Stage. Children who moved up into Year 1 at the beginning of this academic year did so with high attainment in reading and writing. Parents and carers are not only satisfied with the progress their children are making but express delight at the rate at which they are learning new skills.

Teaching is good and improving strongly. There are examples of outstanding teaching, particularly in the Early Years Foundation Stage. There are many consistent strengths in teaching throughout the school including teachers' high expectations, the thoroughness with which they prepare their lessons and the way they inform pupils about how to improve their work. Where good teaching is not quite outstanding and in the occasional satisfactory lessons, the tasks that are set for different groups of pupils are not always varied enough in difficulty so that more-able pupils sometimes finish their work early. Teachers do not always monitor closely enough how independent groups are working to ensure they are all making good progress.

Care, guidance and support are outstanding, particularly in the way the school supports pupils whose circumstances may make them vulnerable. This extends to exceptionally good partnership with parents and carers. The school does a great deal to raise pupils' self-esteem, increase their aspirations and instil in them a belief that they can succeed. This is a major feature of pupils' outstanding spiritual, moral, social and cultural development. Pupils feel very secure and all parents and carers express the view that their children are kept safe in school. Procedures for safeguarding are outstanding.

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 headteacher and deputy headteacher have high expectations and provide outstanding leadership. They are working rigorously and systematically to embed their ambition for the school, with the expressed intent of making it outstanding. Accurate monitoring and focused self-evaluation drive continuous improvement, and closely reflect inspection findings. The school has made exceptionally good improvement in the areas for development identified at the last inspection. Some aspects of its work are already outstanding and exceptional features are evident in other areas. The relentless drive for school improvement and leaders' track record indicate that the capacity for further improvement is outstanding.

What does the school need to do to improve further?

- Build on existing work to accelerate pupils' progress and increase the amount of teaching that is outstanding by:
 - ensuring that tasks planned for different groups of pupils are always sufficiently challenging to match the next steps in their learning
 - using adult support more strategically to oversee the progress of all groups of pupils during lessons.

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

Children join the school with attainment that is below expectations for their age, and low in some instances, and leave with attainment that is above the national average. In 2011, attainment at the end of Year 6 was high in English, where half the pupils gained higher National Curriculum levels. Pupils known to be eligible for free school meals and those with special educational needs and/or disabilities both outperformed similar groups nationally. Lessons and the school's own assessment information show that progress is good and accelerating across the school, with examples of an increasing number of individual pupils making outstanding progress. Pupils of minority ethnic heritage and those who speak English as an additional language make similar progress to their peers. Thorough tracking of pupils' progress ensures that pupils with special educational needs and/or disabilities are quickly identified and they receive good support.

Pupils enjoy school a great deal and find it a 'friendly, caring and a happy place' to learn. In an English lesson in Years 5 and 6, pupils were eager to get on with their work and applied themselves exceptionally well as they wrote diary entries inspired by a recent day spent enacting school life in Victorian times. More-able pupils chose to forego their morning break in order to continue writing and showed an outstanding concern for making their vocabulary lively. One diary entry described how, 'The teacher spun round on the heels of his shoes and let out a thunderous roar, his voice resembling that of a leviathan. His lesson seemed almost sophic; however, he spoiled the atmosphere by turning and haranguing whichever child was nearest to him.'

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 and show increasing maturity and pride in their school. They understand the importance of leading a healthy lifestyle and take-up of sporting activities is high. Pupils make a good contribution to the school and wider community. They are regular visitors to the local care home for the elderly, where they entertain the residents, and two pupils are Young Ambassadors for the 2012 Olympics. Attendance is broadly average and improving: most pupils attend school regularly. Pupils are well prepared for the next stage of their education. They develop many positive qualities and make at least good progress in basic skills.

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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers plan their lessons in detail following an agreed school format and make sure pupils are clear about what they need to do to succeed. Questioning is skilled, use of real-life contexts helps to motivate pupils, and there is a strong focus on providing opportunities for independent learning in Years 3 to 6. In almost all instances, teachers manage pupils' behaviour well and ensure that they work in a calm and purposeful environment. Just occasionally, some pupils working independently do not make good progress all the way through the lesson because the work is not sufficiently challenging. Pupils regularly assess each other's work and some outstanding interactions between teachers and pupils were seen during the inspection, involving pupils in evaluating their work against their individual targets. Consequently, pupils are aware of how well they are doing and of how to improve. Whether in class or supporting small groups, teaching assistants promote learning

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

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

well. They make use of some good resources when working with pupils with special educational needs and/or disabilities and those at early stages in learning English.

The curriculum meets pupils’ personal and academic needs well and includes some rich and memorable experiences to excite their learning. A parent commented, for example, on ‘the amazing opportunities’ afforded by ‘archaeology week’ and the recent international dance festival. The school places strong emphasis throughout on the development of basic skills in English, mathematics and information and communication technology. Topics and special events are skilfully integrated with the development of skills so that they provide interesting contexts for pupils’ work. In the words of a parent, the school ‘motivates pupils to achieve their goals and makes sure they know how to do so’. The school has sought external funding to extend the range of support available in order to respond fully to pupils’ emotional needs, enabling it to provide play therapy and counselling. Links with other agencies are highly productive. The school has adapted its procedures exceptionally well in response to the increasing number on roll. It has strong and effective procedures for managing pupils’ behaviour which are valued by pupils, parents and carers alike. This has enabled the school to integrate successfully some pupils who have experienced emotional, social and behavioural difficulties in their previous schools. A parent praised the reward system and said, ‘I am really impressed with the attention to discipline in the school.’

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

How effective are leadership and management?

The headteacher and deputy headteacher have a very clear vision for the school and know what to do to bring about improvement. They are highly effective in inspiring other members of the school community. Morale amongst the staff is high, pupils are very proud of the school, and parents and carers are unanimous in their praise of its work. Self-evaluation is based on thorough analysis of data and rigorous tracking of pupils’ progress. This underpins the promotion of equal opportunities and ensures any hint of discrimination is tackled rigorously. The school is improving rapidly because the findings from monitoring and data analysis are used exceptionally well to plan future developments. Systems are sophisticated and reveal a great deal of attention to detail. The effectiveness of this is evident in the outstanding improvement in English which has been brought about partly by identifying in detail the ‘non-negotiable’ skills that pupils in each year group must grasp. This has provided a clear structure for teachers’ work and a firm basis against which 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

progress can be measured. The same tactics are now being used to accelerate learning in mathematics, where progress is already good. Outstanding leadership of teaching has provided strong guidance to teachers and consistently high expectations in the face of the school’s continual expansion and the appointment of new staff. This has been key to the rise in pupils’ achievement and is a major factor in the school’s outstanding capacity to improve further. As part of this, the monitoring of teaching is meticulous and teachers receive precise feedback about how to improve their work.

Governance is good. The governing body is closely involved in the strategic development of the school and its members bring valuable expertise. They provide a good level of support and challenge. The governing body has been instrumental in establishing outstanding links with the local community. This has helped to put the school at the heart of Orchard Park housing development and to provide a range of events for pupils, their families and the local area. The promotion of community cohesion is good overall: productive links with a rural school have enriched pupils’ learning and leaders are now turning their attention to developing global links.

The school promotes pupils’ safety exceptionally well. As well as providing thorough checks on adults who work with pupils, carefully assessing potential risks and raising pupils’ awareness of internet safety, the school focuses strongly on pupils’ emotional well-being. Excellent support for those whose circumstances may make them vulnerable extends to their families in a way that instils a great deal of trust in the school.

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	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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

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

Children’s outcomes at the end of the Reception year show that attainment is consistently rising and that provision is good and improving. Inspection findings show that children are continuing to make outstanding progress in the development of their early literacy skills as a result of excellent teaching and a strong focus on this aspect of their learning. This was evident in a lesson where the teacher’s very skilled questioning soon led children to write a list, drawing on their knowledge of sounds and letters. Their confidence in tackling new words was evident also in their books where some had produced lengthy pieces of writing, far exceeding expectations for their age. A parent commented on how her daughter ‘has learnt to read and write at an amazing pace this year’. Planning is thorough and children’s attainment and progress are carefully observed and recorded. Termly analysis of data ensures any gaps in their understanding are addressed and strengths are capitalised on.

The indoor and outdoor environments provide children with a good range of learning opportunities, and include some exciting activities. For example, the outdoor construction area provides outstanding opportunities for imaginative role play as well as promoting writing for a purpose. Children now have continuous access to the outdoor space and the school is developing it to include a natural area. Children are happy, play harmoniously together and become readily absorbed in their learning. There are very effective procedures for involving parents and carers and increasing their knowledge of how to support their children’s development at home. The Early Years Foundation Stage leader is making a significant contribution to the school’s drive to raise achievement. She has high expectations and brings much energy to her role.

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	1

Views of parents and carers

Parents and carers who returned the questionnaire displayed a high level of support for the school’s work. In addition to completing the questionnaire, many wrote very positive comments, as reflected throughout the report. These included particular praise for the rate at which their children are making progress and the way the school takes care of them and keeps them safe.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orchard Park 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 122 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	79	8	21	0	0	0	0
The school keeps my child safe	35	90	4	10	0	0	0	0
The school informs me about my child’s progress	27	69	10	26	2	5	0	0
My child is making enough progress at this school	29	74	10	26	0	0	0	0
The teaching is good at this school	29	74	9	23	1	3	0	0
The school helps me to support my child’s learning	28	72	11	28	0	0	0	0
The school helps my child to have a healthy lifestyle	22	56	17	44	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)	19	49	17	44	1	3	0	0
The school meets my child’s particular needs	27	69	12	31	0	0	0	0
The school deals effectively with unacceptable behaviour	21	54	17	44	1	3	0	0
The school takes account of my suggestions and concerns	27	69	12	31	0	0	0	0
The school is led and managed effectively	30	77	8	21	0	0	0	0
Overall, I am happy with my child’s experience at this school	31	79	8	21	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.



5 December 2011

Dear Pupils

Inspection of Orchard Park Community Primary School, Cambridge, CB4 2GR

Thank you for making us so welcome when we inspected your school. We thoroughly enjoyed the time we spent talking to you, visiting your lessons, looking at your work and seeing all the interesting things you do.

We found that you go to a good school that is improving all the time and we could see why you are proud of being a pupil at Orchard Park. You make good progress and some of you do exceptionally well. By the end of Year 6, your work is above average and you reach high standards in English. We were impressed by how well you behave and get on with one another and were pleased to see how much you enjoy school. It provides you with some exciting activities, including 'archaeology week' and the recent international dance festival, and many opportunities for your families to get involved too. The adults in the school care for you really well and keep you safe. Teaching is good and teachers make learning interesting for you. To make teaching even better, we have asked your teachers to make sure the work in all your lessons really challenges you. We have also asked them to make sure an adult always checks that you are getting on well with your work.

Mrs Russon is doing an excellent job in leading the school and all the staff are working together very well. They want to make your school outstanding. You can help by always trying hard and telling your teacher when you have finished your work. We wish you well for the future.

Yours sincerely

Margaret Goodchild
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.**