

Orchard Way Primary School

Orchard Way, Shirley, Croydon CR0 7NJ

Inspection dates 8–9 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teachers do not plan lessons that consistently challenge the above-average-ability pupils and enable them to achieve their potential.
- Some lessons lack pace when teachers talk for too long.
- Pupils in Reception and Key Stage 2 are not challenged well enough and so make only adequate progress.
- Information on pupils' progress is not used consistently to ensure pupils make good progress.
- Pupils are not always made aware of the skills they are secure in and they do not always know how to improve these skills.
- In some lessons, teachers do not regularly check pupils' understanding or extend their learning.
- While there is good marking in Years 5, 6 and Year 4 literacy books, not all teachers provide the same quality feedback.
- Although leaders are driving improvements, further training, especially for governors, is needed to ensure that the quality of teaching is good and enables all pupils to make good progress.

The school has the following strengths

- The headteacher has worked hard to ensure all pupils make expected progress. Pupils, parents and carers, and teachers all praise the work of the school.
- Teachers meet with parents and carers often and there are good relationships between teachers and parents and carers.
- Pupils' high attendance and good behaviour shows that they feel safe and enjoy coming to school.
- In lessons, teaching assistants provide good support and care to pupils.
- Pupils' books are marked regularly.
- There are many colourful displays around the school and in lessons and pupils are accepting of different cultures.

Information about this inspection

- The inspection team observed 12 lessons, of which three were joint observations with members of the senior leadership team.
- Meetings were held with the local authority’s link adviser and four governing body members. There were also discussions with pupils and staff.
- Inspectors considered parents’ and carers’ views of the school through discussions and the 23 responses to the online questionnaire (Parent View).
- The team examined a number of documents, including the school’s own data on pupils’ current progress, planning and monitoring documentation. They looked at attendance figures, pupils’ work and behaviour records.

Inspection team

Janice Williams, Lead inspector

Additional inspector

David Wolfson

Additional inspector

Full report

Information about this school

- The school is an average size primary school.
- The proportion of pupils known to be eligible for extra support through funding known as the pupil premium is below the national average.
- The percentage of pupils from minority ethnic heritage is well above the national average.
- The percentage of pupils who speak English as an additional language is above the national average.
- The proportion of pupils supported by school action is well below the national average and the proportion at school action plus, and with a statement of special educational needs, is below the national average.
- In 2011, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. This is the latest year for which validated data are available.
- The school provides pupils with the opportunity to attend breakfast and after-school clubs.
- The school holds the Activemark, Healthy Schools Status awards and the Silver Science Quality Mark. The school has also achieved bronze on the 'Food for Life' programme.
- The headteacher at the last inspection retired and the current headteacher has been in post since September 2010.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is at least consistently good by:
 - checking pupils' understanding more regularly in lessons so that all pupils can further extend their own learning
 - making better use of pupils' progress information in plans to ensure that the work extends the abilities of all pupils
 - ensuring there is brisk pace in lessons
 - ensuring that the quality of marking is typically good and consistent across year groups and within subjects.
- Improve progress to be good or better in reading, writing and mathematics, especially in Key Stage 2, by:
 - ensuring that all pupils have a clear understanding of the skills and know how to improve these skills.
- Strengthen leadership and management at all levels by:
 - ensuring that senior leaders monitor teachers' use of pupils' progress information more effectively to track pupils' skills and be more specific in identifying areas for improvement
 - developing leaders' skills in monitoring pupils' progress so that they can effectively use this information to ensure Reception and Key Stage 2 pupils make good progress
 - providing more training for the governors so that they can challenge senior leaders and effectively support leaders in improving the quality of teaching to enable all pupils to make good progress.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils in Reception and Key Stage 2 do not always make the progress they are capable of in English and mathematics. Pupils in Reception and KS2 make expected progress, but not many exceed the progress that is expected of them.
- Children enter Reception with knowledge and skills that are expected for their age and attain average standards. As a result, children make the progress expected in all areas of learning.
- In Key Stage 1, pupils make good progress in reading, writing and mathematics. In the Year 1 Phonics [sound decoding] Screening Check, pupils attained better than most pupils nationally. In Key Stage 1 and 2, pupils make slightly better progress in reading.
- In Key Stage 2, all pupils make expected, but slower, progress. The 2012 (unvalidated) results for Year 6 show that pupils' attainment, although slightly higher than other pupils' attainment nationally, was still broadly average with the overall profile restricted by some more-able pupils not doing as well as they could have done because they did not do the higher level assessment papers and in many lessons, more-able pupils are not challenged to extend their learning.
- Over the last two years, Key Stage 2 pupils made expected progress in English. However, in 2011, pupils made less than expected progress in mathematics. The 2012 assessment results show improvement in pupils' progress in mathematics.
- The school's current data for 2012 show that the current Year 4 pupils made better progress in mathematics last year. In most year groups, pupils make slightly better progress in reading, but pupils do not yet make good progress in writing and mathematics.
- There is no significant difference in the rates of progress made by specific groups of pupils. Pupils who speak English as an additional language, disabled pupils and those with special educational needs achieve similarly to their classmates and other pupils nationally.
- The pupils supported through the pupil premium funding are making similar progress to all pupils. The improved quality of provision through the better use of resources is enabling them to do as well as others in their classes.

The quality of teaching

requires improvement

- Teaching requires improvement because, although most pupils make expected progress, too few make good progress. Pupils of above-average abilities are often not challenged to extend their own learning and the quality of marking is not the same across the school. Some teachers talk too much while others do not regularly check pupils' understanding. As a result, pupils do not know the skills they are secure in or how to improve these skills.
- In Reception and Key Stage 1 and 2, most of the lessons seen required improvement because in many lessons most pupils did similar activities for long periods of time. In some mathematics lessons, all pupils do similar worksheets or activities and pupils of above-average abilities are not sufficiently challenged to extend their learning because work set is too easy.
- In the good lessons seen, pupils took charge of their learning either by asking questions about the features of a 'solid' such as a sponge or they conducted independent research on the computer and discussed how to solve problems.
- Pupils' books are marked regularly with some pupils answering questions asked by teachers. Good-quality marking is seen in Years 5, 6 and Year 4 literacy books. In a mathematics book, a pupil had the wrong spellings of words and the teacher identified the errors. Her high expectation is seen in the comment, 'These spellings were on the board.' The pupil responded, 'Sorry, miss.' However, this quality of marking is not seen throughout the school. Some marking in books identifies two good things about the work and an area for improvement while others just have short comments.
- In some classes, pupils write what they have learnt near the end of the lesson, but teachers do not consistently check if the above-average pupils understand and then provide more challenging activities. In some lessons, teachers check pupils' understanding by asking for

'thumbs up' if they understand, but even pupils who do not understand put their thumbs up as well and some pupils' lack of understanding is not identified until the teacher marks their books.

- Older pupils are aware that they have assessment levels, but cannot confidently say what skills in English or mathematics they can do and they do not know how to improve. In mathematics, there is a system to track pupils' numeracy skills but this system was not used correctly by all teachers last year.

The behaviour and safety of pupils are good

- Behaviour and safety are good because all pupils are willing to discover new knowledge and are polite to adults and their peers. The school's site is secure and pupils can confidently explain how to keep themselves safe.
- Pupils are caring and respectful, and all are treated the same. Pupils say there is no bullying and issues are resolved quickly. During break and lunchtimes, pupils play safely in the playground and older pupils look after Reception and Year 1 pupils. Younger children have jobs such as carefully carrying out drink bottles to other children.
- In lessons, pupils work well together in groups to discuss or solve problems. In Reception, children's social skills are well developed. For instance, one child prepared his friend's coat so that they could get ready at the same time. The Reception teacher looks after the children well. At lunchtime, children willingly report to the teacher how much lunch they have eaten. The teacher also gives pupils good guidance in looking after themselves.
- Pupils listen well during assemblies and their efforts and work are celebrated. There are class rewards for effort, achievement and behaviour. There are also rewards for attendance. During one of the assemblies, a Year 1 boy received an award for his behaviour. He was very proud as he did not expect to receive this award.
- In lessons, teaching assistants offer great care to disabled pupils and those with special educational needs by warmly guiding pupils in the tasks and offer good encouragement to pupils so that they become more confident.

The leadership and management requires improvement

- Leadership and management are not good because they are not yet enabling all teaching to be good enough to ensure that all pupils make good progress. Leaders' evaluation and understanding of the school's strengths and weaknesses are overgenerous because they do not effectively track that all pupils make good progress or ensure that pupils know how to improve their skills.
- Leaders have worked with the local authority to check the quality of teaching in the school and have used this information to evaluate most aspects of the school's work as being 'good'; the review focused mostly on the current teaching seen and pupils' work in books, but did not examine pupils' past or current assessment information.
- Leaders hold pupils' progress meetings each term with teachers to check pupils' attainment and progress, and additional support is planned for pupils to ensure they all make at least the expected progress. However, the progress meetings do not include pupils who are making better than expected progress to further identify activities to challenge and extend their abilities. During the meetings, pupils' assessment levels are discussed but these levels are not consistently used in lesson planning. As a result, some lessons do not challenge the more-able pupils. Not all pupils know the levels they are working at and they do not know what to do to move to the next level.
- The headteacher has put strategies in place to improve teaching but this is not improving strongly enough; the school's documentation shows teaching improving over time but teachers do not always deliver good or better lessons and the quality of marking is not as good in some classes and subjects as others.

- Senior leaders have monitored teaching to identify strengths and weaknesses, and have provided support for teachers. However, where teachers have been moved to teach in a different year, leaders have not clearly identified immediate training needs in subject knowledge, especially in mathematics.
- Leaders have spent the pupil premium funding to provide effective support for pupils making less than expected progress. Leaders have invested the funding in writing and mathematics support, training for staff, breakfast and after-school clubs, school trips and workshops. As a result, attendance is high and pupils enjoy coming to school, and progress rates have improved. Leaders and governors have reviewed the performance of teachers and link salary progression to pupils making expected progress.
- **The governance of the school:**
 - The governing body is very supportive and committed to the school. It ensures that the school site is safe and pupils are looked after well. Governors have ensured that all safeguarding requirements are fully met.

A governor is assigned to each class and visits classes with the headteacher to look at learning. They check that pupils are doing the work and understand what they are doing. Some governors ask challenging questions but they cannot effectively challenge senior leaders to improve the quality of teaching so that all pupils make good progress because more training is needed.

Governors are also assigned to each area of the school’s work. The finance governor is aware of how the pupil premium funding is spent as this is discussed in meetings, and the chair of the curriculum committee is aware of the various activities in the school and is also responsible for literacy.

Governors rely on the headteacher for information and the local authority’s review on teaching but are not able to effectively examine how the school’s data match up to similar schools.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101772
Local authority	Croydon
Inspection number	400503

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Moira Bamfield
Headteacher	Elizabeth Blake
Date of previous school inspection	27–28 January 2012
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