

Orchard Primary School

Holcroft Road, Hackney, London, E9 7BB

Inspection dates 27–28 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The executive headteacher and school leaders make sure that teaching and achievement are outstanding. Together with the governors, they lead the school exceptionally well.
- Outstanding teaching inspires pupils to enjoy learning so that they make very rapid progress and develop excellent personal skills. Standards are above average in reading, writing and mathematics.
- Children begin school with levels of skill and knowledge that are generally well below those expected for their age. They make excellent progress so that by the time they join Year 1 standards are above average.
- The rigorous tracking of pupils' learning and meticulous planning for improvement support outstanding progress across the school.
- Pupils receive consistent, high quality feedback in their books. Most pupils respond fully to comments from teachers, which supports their ongoing progress.
- Pupils who speak English as an additional language achieve as well as their peers because teachers and teaching assistants make sure that they learn exceptionally well through high quality teaching. This is also true of disabled pupils and those with special educational needs and pupils eligible for the pupil premium.
- Pupils' behaviour in lessons and around the school is exemplary. They have excellent attitudes towards learning and say they feel safe in school.
- Parents are extremely pleased with the school's work to keep their children safe and happy.
- Governors make sure that the pupil premium funding makes an excellent contribution to the achievement of eligible pupils.

Information about this inspection

- Inspectors observed teaching and learning in 29 lessons, 15 of which were joint observations with members of the senior leadership team. In addition, the inspection team made eight shorter visits to lessons to focus on specific aspects.
- Inspectors listened to pupils read and attended assemblies.
- Meetings were held with different groups of pupils, the executive headteacher, head of school, subject leaders, members of the governing body and a representative from the local authority. There were insufficient responses to the online Parent View questionnaire to provide evidence on the opinions of parents, but inspectors took account of comments from parent surveys carried out by the school. Members of the inspection team also spoke to parents as they brought their children to school.
- The inspection team observed the school's work and looked at a number of documents, including school improvement plans, data on pupils' current progress, pupils' written work, minutes of governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet, Lead inspector	Additional Inspector
Samuel Ofori-Kyereh	Additional Inspector
Sue Cox	Additional Inspector
Mark Wilson	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is higher than the national average. There are currently no pupils from service families in the school.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above the national average.
- The majority of pupils are from minority ethnic backgrounds and most of them speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school is part of a federation with a local primary school and has supported that school since 2012. The federation has a joint governing body.

What does the school need to do to improve further?

- Continue to drive rapid and sustained progress for all pupils by:
 - making sure that they all respond fully to teachers' advice and guidance in their books.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils across the school attain levels that are above the national average in reading, writing and mathematics.
- Children join the school with skills and knowledge that are generally well below the levels expected for their age. By the end of the Early Years Foundation Stage, their attainment is above the expected level for their age, indicating that they have made outstanding progress.
- Children in the Nursery and Reception classes learn quickly to recognise their letters and sounds because teachers encourage the use of play and imagination to develop and practise communication skills. Results from the national screening check in phonics (the sounds that letters make) at the end of Year 1 show that pupils' reading skills are above the national average.
- By the end of Key Stage 1, most pupils achieve average standards in reading, writing and mathematics. By end of Key Stage 2, pupils attain above-average standards in these subjects.
- Pupils who speak English as an additional language make outstanding progress from their starting points because teachers and their assistants plan and teach in a way that stimulates and accelerates their learning. The same is true of disabled pupils and those who have special educational needs, who also achieve exceptionally well.
- The most able pupils make outstanding progress because lessons keep them interested and challenged.
- Pupils' literacy and numeracy skills develop extremely well because activities around the school promote the importance of reading, writing and using mathematics.
- Pupils across the school are strong readers. They love reading and are encouraged to enjoy literature and develop their skills in spelling and understanding of grammar. These skills are combined with activities in mathematics lessons, and as result, pupils are particularly confident in using their skills of calculation and understanding of measurement to solve problems.
- Pupils eligible for the pupil premium funding make outstanding progress and attain standards that are above national expectations by the end of Key Stage 2, in both mathematics and English, exceeding those of their classmates.

The quality of teaching

is outstanding

- The quality of teaching is outstanding. As a result, all pupils are excited about learning and develop rich knowledge and skills at a rapid rate. Pupils learn through creative and fun-filled tasks that provide memorable outcomes and strong foundations for learning. For example, in a Nursery class, children's laughter was combined with their learning of letters and sounds while they played 'What's the time Mr Wolf'. They quickly mastered letters and were able to read them.
- Corridors which are vibrant with pupils' work and photographs, and classrooms that are well organised with thought-provoking displays, create a stimulating learning environment that reflects high expectations for learning. Teachers set a good example by showing respectful and positive attitudes towards pupils at all times. As a result, pupils are confident and dedicated to their learning.
- Pupils develop their skills in reading, writing and mathematics rapidly because their experiences provide them with high quality, challenging and motivating tasks. For example, Year 6 pupils studying life in Brazil wrote articles using persuasive language, edited each other's work and then explained to their partners how they could improve their writing.
- Teachers and their assistants understand every pupil's ability level because they plan together to ensure that everyone achieves their full potential. In some lessons pupils work so speedily that they sometimes complete tasks earlier than expected. The school is aware of this and is providing extra challenging opportunities.
- Pupils receive high quality feedback and guidance in their books on how to improve, and most

pupils respond regularly to their teachers' questions or tasks. However, a few pupils do not always fully act upon advice given in marking and this can limit the pace of their progress.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding.
- Excellent reinforcement of positive behaviour starts in the Early Years Foundation Stage and is consistently applied across all year groups. All teachers and staff model calm and positive behaviour that pupils replicate in class and around the school.
- Pupils' attitudes to learning are exceptional. They love being in class and learning. Their ability to work well, both on their own and within groups, is visible across the school. Pupils check each other's work on a regular basis and reflect on their own learning.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils have a good understanding of how to keep safe and are involved in making sure that their school is a friendly and welcoming place. They know how to apply the principles of e-safety when using computers and how to keep healthy. Bullying is very rare and pupils feel confident in speaking to other pupils who are given the role of mediators if they need support at playtime.
- Pupils are well prepared for the next stages of their education through continuous opportunities to understand the world of work, budgeting and designing products. A recent 'Enterprise Week' culminated in pupils designing and selling their own products in a school fair.
- Parents have very positive views of the school and how it keeps their children safe and happy. Parents attend workshops to support their children's development and regularly take part in reading initiatives that support development of literacy.
- Staff and parents are unreservedly positive about the behaviour and safety in the school.
- Attendance is above average as a result of the school's diligent work to promote punctuality and regular attendance.

The leadership and management are outstanding

- Senior leaders work together very successfully, and at a fast pace, to ensure that high quality learning and progress of all pupils are the school's core purpose. The executive headteacher and the head of school are excellent role models for all their staff through their positive attitudes and high levels of expertise.
- Improvement planning is detailed and focused sharply on the school's key priorities. Systems for tracking pupils' progress help leaders and staff to support pupils' achievement extremely well.
- Leaders in charge of subjects meticulously analyse how well pupils are doing in their subject areas and provide clear, focused 'next steps' for teachers. They ensure that staff excel in their teaching skills through carefully planned training.
- Leaders have worked to improve pupils' achievement since the previous inspection. Consequently, all pupils, including disabled pupils, those with special educational needs, those eligible for the pupil premium and pupils who speak English as an additional language, achieve outstandingly well. The school's work to promote equality of opportunity is excellent.
- The pupil premium is allocated effectively. For example, funding is used to extend the literacy and numeracy needs of eligible pupils who need this support, through booster classes and a range of in-school and after-school sessions led by specialist staff.
- The curriculum is exceptionally well planned and organised by all teachers. Subjects and activities offered take full account of pupils' needs to enjoy and achieve in new learning opportunities. Pupils deepen their knowledge through activities that develop teamwork, creative thinking and an understanding of the world.
- The school makes good use of the additional government sports funding by promoting physical education and pupils' health and well being through coaching programmes, developing teachers' specialist skills, and inter-school competitions.

- The school very successfully ensures that all elements of spiritual, moral, social and cultural learning are embedded across the curriculum. Learning about other cultures, religions and countries is extremely well integrated into the school's curriculum. Pupils also learn French and visit pupils in a French school each year.
- Safeguarding practices meet the statutory requirements.
- The local authority provides 'light touch' support for the school by visiting at key points and endorsing partnership working with other schools and within the federation.
- The federation works effectively to share good practice and improve standards.
- **The governance of the school:**
 - The governing body successfully supports and challenges school leaders to ensure that teaching and achievement are of high quality across the federation, and particularly at Orchard Primary School. The Chair of the Governing Body leads other members extremely well to both collectively hold the school to account, and to develop their skills as governors through regular training. Governors have an excellent understanding of the school's data and how it is being used to maximise the impact of teaching. Governors ensure that teachers are suitably rewarded for good performance, linked to the quality of their teaching and pupils' achievement. Governors are linked to particular areas of the school and visit the school regularly to keep up to date with developments. They visit lessons and celebrate the work of teachers and pupils. They check that pupil premium funding is allocated in the best interests of the pupils concerned. Consequently, these pupils make rapid progress in their reading, writing and mathematics skills and attain higher levels than their peers nationally and within school.

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	100234
Local authority	Hackney
Inspection number	425595

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	485
Appropriate authority	The governing body
Chair	Joanna De Guia
Head of School	Rachel Davie
Executive Headteacher	Stephen Hall
Date of previous school inspection	18–19 September 2008
Telephone number	020 89857785
Fax number	020 89863748
Email address	adminorchard@soschools.hackney.sch.uk

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