

Orchard Way Primary School

Orchard Way, Croydon, CN0 7NJ

Inspection dates 8–9 May 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The school has undergone a period of rapid improvement over the past 18 months, especially in the quality of teaching and the rate at which pupils make progress.
- The quality of teaching over time is good. Pupils make good progress and achieve well.
- Pupils learn particularly well in year groups when they are challenged and engaged in their learning. Pupils are well prepared for their next stage of education.
- The leaders' and governors' drive to improve teaching and attainment is resulting in high standards.
- Governors regularly visit the school and make accurate judgements on how well the school is progressing.
- The behaviour of pupils is consistently good. They love the school, are keen to learn and have good manners.
- The school makes sure the pupils feel safe and secure. Parents and carers agree that their children are safe and happy at school.

It is not yet an outstanding school because:

- Teaching does not always ensure that the most-able pupils are given harder work to challenge their thinking.
- Pupils do not always have sufficient opportunities to improve their written work.

Information about this inspection

- Inspectors observed teaching in 14 lessons, including six joint observations with the headteacher and deputy headteacher. In addition, the inspectors listened to pupils read.
- Discussions were held with: school staff, senior staff and leaders with responsibility for a specific subject, members of the governing body, parents and carers, a representative from the local authority.
- Inspectors observed the school’s work and looked at a wide range of documentation including safeguarding documents, the school’s procedures for gaining an accurate view of its own performance, its development plans, records of pupils’ standards and progress, documents relating to attendance and behaviour, and pupils’ work in their books.
- There were 65 parental responses to the online questionnaire (Parent View) which the inspectors took into account alongside the responses to the school’s own parental survey. One letter was received from a parent.
- Staff questionnaires were considered and pupils’ opinions were gathered, especially about their learning over time.

Inspection team

David Harris, Lead inspector

Additional Inspector

Gillian Keevill

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school with one class in each year group.
- The large majority of pupils are of White British heritage. Other pupils represent a wide range of different ethnic backgrounds. The number of pupils from ethnic minority groups is above the national average.
- Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported by school action is below the national average. The proportion of pupils needing external support or with a statement of special educational needs is in line with that found nationally.
- The proportion of pupils eligible for the pupil premium is below that found nationally. The pupil premium is extra funding for pupils known to be eligible for free school meals and children looked after by the local authority.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding, particularly in writing, by:
 - making sure that all pupils have sufficient opportunities to refine and improve their written work
 - ensuring that all teachers consistently set harder work for the most-able pupils, to provide them with work that challenges their thinking and deepens their knowledge, enabling them to make rapid progress.

Inspection judgements

The achievement of pupils is good

- As a result of improvements to teaching, pupils' achievement has improved well over the past 18 months.
- The success of these changes can be seen, for example, in the reading screening check carried out at the end of Year 1. In 2013 the proportion of pupils who met the required standard was above the national average. Currently, pupils are on track to achieve above average levels in their use of phonics (the sounds that letters make).
- In Reception children make good progress from their starting points which are very variable each year. For example, the current Year 3 entered the school with knowledge and skills below what was usual for their age, whereas the current Year 2 began Year 1 with average levels. The school checks and assesses pupils accurately to ensure good progress for all.
- In Key Stage 1 pupils' progress is good. Last year some pupils did not make as much progress as they could have done. Leaders and staff took successful action to tackle this. All groups, including the more able, make good progress. This is as a result of teaching that is highly focused on areas of weakness, such as extended writing.
- Progress across Key Stage 2 is good. The proportion of pupils achieving expected progress is significantly above the national average for reading, writing and mathematics. The school has had a significant drive to improve mathematics and pupils do better than expected against the national average. Mathematics is now a strength of the school.
- Pupils from ethnic minority backgrounds achieve well because the school checks and assesses their progress regularly.
- There are no gaps between the attainment and progress of pupils eligible for pupil premium and those of their classmates. They all achieve well.
- Disabled pupils and those who have special educational needs make similar or better progress than their peers in reading, writing and mathematics because the school uses intervention groups to support them effectively.
- Pupils' achievement is not outstanding because not all teachers set hard enough work for the most able pupils. These pupils make good rather than outstanding progress in most lessons and over time.

The quality of teaching is good

- Teaching has improved at Orchard Way since the previous inspection. Teaching is typically good, and lessons are well planned and effectively resourced. Interactive displays support the pupils develop their questioning and thinking skills. The use of targets enables the pupils to discuss their learning and what they need to do to improve their work.
- Teachers and other adults create a positive atmosphere in class that is built on high expectations for every child. Pupils have a love of learning and say all adults help them to improve their learning with regular marking and feedback.
- Teachers benefit from a wide range of good-quality training, combined with constructive feedback they receive from school leaders.
- Pupils have regular opportunities to develop their knowledge and understanding. They listen to each other thoughtfully and the teachers use follow-up questions skilfully to extend understanding.
- Orchard Way has established a language of learning called 'OWLS' (Orchard Way Learning Skills). This structure provides all pupils with opportunities to reflect on how they learn by providing pupils with questions about how they learn. As a result they have extremely positive attitudes that help them challenge themselves.
- Teachers expect pupils to think deeply. For example in a mathematics investigation, pupils had to use a systematic approach to solve an investigation, based around Harry Potter. They

discussed how they had developed their thinking, which in turn prompted others to refine their mathematical patterns and develop their logic. The teacher skilfully led the learning to deepen their knowledge of technical mathematical vocabulary.

- Teaching assistants provide very effective support for pupils. They explain tasks carefully and are patient with pupils who need more time to understand new ideas.
- Marking extends pupils' learning well. The school uses 'thought bubbles' to target key areas each child needs to improve. Pupils say that this helps to develop and extend their knowledge.
- The teaching of writing has improved since the last inspection. However, teachers provide pupils with too few opportunities to edit and proof-read their work to enable all pupils to make outstanding progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' attitudes to learning are much better because they enjoy their lessons much more.
- The school fosters good relationships well. All staff have good working relationships with the pupils and offer pupils plenty of praise and encouragement. This is a view supported by parents and carers. One parent said, 'Our child is in the best possible hands and is making great progress both in educational learning and socially.'
- Pupils' spiritual, moral, social and cultural development is promoted well, particularly through assemblies. Pupils have good opportunities to learn about different cultures and beliefs. They are involved in raising money for charities on a regular basis.
- Pupils behave well in lessons and teachers use these positive attitudes to help drive progress within their learning. On very rare occasions, where the teacher has not pitched the learning at just the right level for some pupils, a few lose concentration and become chatty or fidgety, which gets in the way of their learning.
- Attendance and punctuality are above average. The school monitors attendance well and promotes the need for high attendance successfully to pupils.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and there is little bullying. They feel well supported at school and understand who to go to if they need a problem sorting out.
- Pupils have a clear understanding of cyber bullying, e-safety, road and fire safety.

The leadership and management are good

- The headteacher leads by example and leaders at all levels have a clear ambition and drive for the school to do the very best for the pupils. Leadership is organised, efficient and caring.
- Leaders have led significant improvements in the quality of teaching. Joint observations of teaching with school leaders show that their judgements are accurate and feedback to teachers is focused on ways in which they can improve their teaching and the pupils learning.
- The schools' self-evaluation accurately identifies the areas requiring development. Staff are overwhelmingly supportive of the drive for improvement and are involved in setting priorities for the school. Leaders hold pupil progress meetings regularly, and as a result there are no significant gaps in the achievement of any groups of pupils. There is good equality of opportunity and leaders ensure there is no discrimination.
- Pupils experience a varied range of subjects and topics, enriched by a variety of educational visits and visitors to the school. The focus on 'learning to learn skills' to develop independence enables all pupils to challenge themselves.
- The spending of additional government funding has been planned and used well to target support for the progress of eligible pupils. The additional primary school sports funding for physical education and sport is well used to ensure pupils develop skills in sports, gymnastics and dance. As a result, pupils achieve better physical well-being.

- Safeguarding arrangements meet requirements. All members of staff are well trained and have been suitably checked for working in the school.
- The local authority has provided effective support for governors which has enabled school leaders to drive improvements. The headteacher has found this support useful.

■ **The governance of the school:**

- Governors are kept well informed about the school's strengths and weaknesses. Governors support the school well and are actively involved in guiding long-term development. They benefit from attending a wide range of training to improve their skills. Since the previous inspection, governors have played an active role in driving improvements within the school. Governors have a good knowledge about the school's performance data about pupils' achievement. The headteacher keeps the governing body very well informed about the quality of teaching. This helps them contribute to the management of the headteacher's performance and know about how decisions on teachers' pay increases are decided. Governors keep a close check on the finances and know how additional funding is being spent and the impact on raising pupils' achievement. They make sure that all statutory requirements are met.

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	442149

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	209
Appropriate authority	The governing body
Chair	Moira Bamfield
Headteacher	Elizabeth Blake
Date of previous school inspection	8–9 November 2012
Telephone number	020 8777 6111
Fax number	020 8776 2243
Email address	admin@orchardway.croydon.sch.uk

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