

# Orchard Junior School

Water Lane, Dibden Purlieu, Southampton, Hampshire, SO45 4SB

**Inspection dates** 10–11 December 2014

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

## Summary of key findings for parents and pupils

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

- Achievement requires improvement. Over time, although attainment was above average, several pupils, especially the more able, did not make expected progress to the higher levels.
- Rates of pupils' progress in the school are too variable. Progress is more rapid in Years 5 and 6 than in Years 3 and 4. Progress in writing is slower than in reading and mathematics.
- Teaching requires improvement. Teaching in the past three years has not been good enough to ensure that pupils make good or rapid progress, especially lower down the school.
- There is not sufficient challenge to ensure that more able pupils always achieve as well as they should.
- Leadership and management require improvement. Middle leaders with responsibilities for teaching and learning throughout the school have had limited opportunities thus far to check the quality of learning and ensure more rapid progress.
- Teachers do not get enough opportunities to share the best practice in the school as a way of encouraging high-quality learning.
- Marking in books and the use of pupils' targets are not sufficiently effective in showing pupils how to improve their work.

### The school has the following strengths

- This is an improving school. Governors challenge the senior leadership about the school's performance. Senior leaders now check the quality of teaching and learning more effectively, which has had a good impact higher up the school. They use assessment information well to identify those pupils needing extra support.
- In several classes, the gap in progress between different groups of pupils has narrowed. Most able pupils now achieve better higher up the school.
- The majority of disadvantaged pupils in receipt of additional funding, and disabled pupils and those with special educational needs, now make better progress than in previous years.
- Parents and pupils are very enthusiastic about the school. Pupils feel very safe. They enjoy lessons and the wide range of extra activities such as clubs and visits. Attendance is well above average.
- Pupils behave well in school and have high-quality care and support.

## Information about this inspection

- The inspectors observed 16 lessons, taught by 13 teachers. Five of the observations were carried out jointly with members of the senior leadership team.
- The inspectors held meetings with pupils, staff and three members of the governing body. An inspector had a telephone conversation with a representative of the local authority.
- Inspectors took account of 38 responses to the Ofsted online questionnaire (Parent View), in addition to the school's own surveys of parents' and pupils' views. Inspectors also took account of 37 completed staff questionnaires.
- The inspection team looked at a range of documentation, including the school improvement plan, information about pupils' current attainment and progress, the school's own view of its effectiveness and documentation relating to safeguarding. Inspectors also looked at pupils' work in their books.

## Inspection team

John Laver, Lead inspector

Additional inspector

Jacqueline Good

Additional inspector

Sean McKeown

Additional inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- The great majority of pupils are of White British heritage and there are very few pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils supported by pupil premium funding is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the current floor standards, which are the minimum government expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The present headteacher was appointed just over two years ago. Since then there have been a few changes in staffing. The senior leadership team was completely restructured just over a year ago. Also the school has appointed middle leaders (those usually responsible for subjects or aspects of the school) with responsibilities for teaching and pupils' learning.

### What does the school need to do to improve further?

- Improve teaching, so that it is securely good or better and so raises pupils' attainment and progress, especially in writing, by:
  - making sure that work which teachers set in Years 3 and 4 is always sufficiently challenging, especially for more-able pupils
  - giving more precise information to pupils when marking their work about how well they have done and how they can improve their work further, especially in writing
  - ensure that pupils' response to marking helps improve their work
  - use pupils' targets more effectively to support their learning.
- Strengthen the role of leadership and management in driving up the quality of teaching and pupils' achievement by:
  - ensuring those middle leaders responsible for checking teaching and learning have a coordinated and effective approach to improving these aspects, especially in Years 3 and 4
  - setting up more opportunities for teachers to observe each other, work together and share the best practice in order to strengthen the efforts the school is making to raise achievement.

## Inspection judgements

### The leadership and management

### require improvement

- Leadership and management require improvement because leaders have not yet made sure that all groups of pupils, particularly in classes lower down the school, achieve as well as they should. The quality of teaching over time has not been good enough to enable all pupils to make enough progress. The new headteacher has identified weaker aspects of teaching and pupils' achievement and is starting to raise expectations of both staff and pupils to help improve the effectiveness of the school.
- The school has not ensured that most able pupils always achieve as well as they should.
- Middle leaders responsible for checking the quality of learning and how subjects are taught are very committed to their role, but have not made enough impact on improving the progress of all groups of pupils, especially in writing.
- Although school leaders check the quality of what the school provides thoroughly, and have identified the right priorities for improvement, their impact on some classes has been limited.
- The leadership's rigorous checking of teaching and use of information on pupils' progress have led to initiatives such as giving extra opportunities for able pupils, for example in mathematics. Consequently, many pupils now make good progress. However, these initiatives have not had the same impact in some classes or for some groups of pupils, particularly in Years 3 and 4.
- The leadership has begun to develop new ways of teaching subjects (often known as the curriculum) which engage pupils' interests as well as teaching them important skills.
- During the last two years the headteacher has ensured that staff are now more accountable for progress, particularly in the case of recent appointments. Targets and pay allowances are linked. The school has eradicated inadequate teaching. Staff strongly back leaders' determination to improve the school. The improvements being made show that the school has the capacity to improve further.
- The leadership has used pupil premium funding effectively to improve the progress of some of the pupils concerned, closing the gaps in achievement with other pupils. The school also uses funding to help these pupils take a full part in all school activities.
- The leadership has used sports funding to help improve teaching expertise in sport and provide more sporting opportunities for pupils. As a result, there is a high take-up of activities and the school has a very successful record in competitive sport.
- The school benefits from good links with other local schools. These have given opportunities, for example, for additional staff training. The links also allow pupils additional benefits such as using the sports facilities at the nearby secondary school.
- The school meets all safeguarding requirements. All staff are aware of the policies and are trained in the appropriate procedures.
- There is good provision for pupils' spiritual, moral, social and cultural development. Inspectors saw several examples of pupils reflecting on different faiths and values, both in lessons and in books. Pupils learn about values and democratic processes which are key factors in British life. For example, they learn about how to form an opinion and back it up when considering the implications of using different energy sources. They learn about the difference between worshipping a 'god' and admiring someone. Older pupils learn about the democratic processes involved when considering local and national issues.
- The leadership puts a strong emphasis on promoting equality and avoiding any discrimination. For example, they make sure that disadvantaged pupils can participate in all school events, outside as well as inside school. Additional funding has helped to provide additional support, which is improving these pupils' achievement.
- The school is very successful in promoting musical education. Several pupils performed very creditably on a variety of instruments in an assembly during the inspection.
- The school reaches out effectively to parents, engaging them where possible in school activities as well as supporting learning at home. An inspector joined many parents attending a pupil fashion show during the inspection. Pupils managed the event very well.
- The local authority has provided good support for the school in recent years. It assisted the headteacher in creating a more effective leadership structure after he joined the school two years ago. The local authority has helped the school to raise expectations generally.
- **The governance of the school:**
  - Governors get appropriate training for their role and do challenge the leadership. They understand how well pupils achieve in relation to pupils elsewhere, and talk knowledgeably about the school's assessment data and national test results. They have evaluated the impact of pupil premium funding on the progress

of disadvantaged pupils and the impact of sports funding on the quality of teaching and pupils' experiences in physical education. Governors are active in the school, for example, going into lessons and listening to action plans produced by school staff. They recognise strengths in the school, such as the quality of care and support. They also understand the areas needing to improve. They recognise the importance of the school continuing to close any gaps between the progress of different groups of pupils. The governing body fully supports the leadership in the desire to continue improving the school, and recognises the need for rigour, for example in linking teachers' pay and progression to their performance. Governors get good opportunities to update their expertise and awareness, for example in safeguarding.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. The great majority of pupils do enjoy lessons. They talk about the 'fun' aspects of lessons. Pupils get on very well with each other when working together.
- Pupils enjoy responsibility. They talk enthusiastically about the school council and they love taking part in events such as the fashion show and the musical assembly, both of which took place during the inspection. They are also enthusiastic about activities such as the residential visits.
- Parents believe that behaviour is good, and pupils agree that it is most of the time. Pupils understand that there are different types of bullying. Pupils and parents say that bullying is rare, and is dealt with well. The school's documentation shows that there are occasional incidents. The school records them and responds to them appropriately.
- Attendance procedures are secure and attendance is well above average, reflecting the fact that most pupils enjoy school. The home-link worker provides valued support for those parents who find it difficult to ensure that their children get the most out of their time in school.
- Occasionally some pupils do not focus as well as they should in lessons, although there is very little deliberate disruption. This is why behaviour is not outstanding. Their presentation of work varies in quality, which reflects the differing expectations amongst teachers.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils feel very safe in school. Parents agree with this, as shown not just in response to inspectors but also from the school's own surveys.
- The high quality of care and support for pupils is a strength of the school. It contributes strongly to pupils' good moral and social development in particular. There are good links with outside agencies, which ensures effective provision for vulnerable pupils.
- The school keeps detailed records on pupils who might be vulnerable.
- The school meets safeguarding requirements and also works hard to protect children in areas such as the safe use of the internet.
- The school gives a high priority to addressing safety issues, such as dealing with strangers, through assemblies and work in lessons.
- There is a good level of adult supervision, which contributes strongly to pupils' sense of safety and security.

## **The quality of teaching** requires improvement

- The teaching of English and mathematics is not good, because the achievement of many pupils has not been good enough over time. There has not been a consistent level of challenge for the most able pupils, so that not enough of them have reached the higher levels in writing and mathematics of which they are capable. The progress of other groups of pupils has been too variable.
- Sometimes more able pupils spend too long on basic tasks, which they can do quickly. This was observed during some mathematics lessons, when occasionally pupils worked on exercises which focused on skills or concepts which they already could do and understood. Sometimes the actual focus is more on the activity than the skill. There are inconsistent expectations of how pupils present their work. This is particularly the case in Years 3 and 4.
- Teachers have too few opportunities to observe the best practice of other colleagues in the school to raise

the quality of teaching and learning higher.

- Pupils have lists of what they need to cover in order to succeed. However, these tend to be very general. Pupils have activities which they enjoy doing, but the actual depth of learning expected is not apparent to them. When the pupils tick off their success 'lists', they often cannot explain exactly what they have learned and why. Pupils have some targets, but many are not clear about when they have reached them, what to do next, and how exactly this relates to their learning.
- The marking in books is often quite detailed, because teachers are conscientious in making comments. However, the comments are not always very specific or helpful in showing pupils exactly how they can improve. There is very inconsistent practice in how pupils make use of the marking to help them improve their work.
- Where the teaching and learning are more effective, mostly in Years 5 and 6, all groups of pupils learn and achieve well. Inspectors saw some pupils with special educational needs making good gains in their understanding. An inspector saw older and more able pupils in mathematics making rapid progress because they were busy collaborating on finding solutions to challenging mathematical problems.
- There have been some changes in staffing in recent years, along with more opportunities for teachers to develop their expertise. This has led to improvements in teaching, which are confirmed by the leadership's records. However, as the leadership recognises, there are still inconsistencies in teaching and learning, especially lower down the school, which is why progress is slower in Years 3 and 4.

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement, because despite pupils entering the school with levels of ability which are often better than the national average, they do not achieve well enough over time. Pupils' progress through the school has been too variable. This is still the case, although the variation is now centred more on Years 3 and 4 than higher up the school.
- Despite pupils' attainment being above average in the most recent test results in 2013 and 2014, there has been some variability in how well pupils achieve in reading, writing and mathematics. There are differences in achievement between boys and girls, particularly in writing, where girls do better than the boys. No group of pupils made as much progress as they should, many significantly less so.
- Currently the school is improving achievement, mostly as a result of strategies adopted since the senior leadership was reconstructed just over a year ago. Higher expectations of the most able pupils in Years 5 and 6 have significantly increased their progress, although it is still not as rapid as it should be lower down the school. The overall gap in the progress of boys and girls has narrowed, and in some classes has virtually disappeared.
- Pupils in receipt of pupil premium funding now make better progress, and some of them are making more-than-expected progress, especially in relation to similar pupils nationally, in writing, reading and mathematics. They have benefited from additional adult support and resources. The gap between their progress and that of other pupils in the school has narrowed, although in some classes it still exists. Sometimes pupils in receipt of funding are a term or more behind other pupils in writing, reading and mathematics.
- The progress of the most able pupils requires improvement. Teaching is not always pitched at the correct level to ensure the most able pupils are fully challenged in their learning. For example, more able girls, particularly, do not reach the levels of which they are capable.
- Disabled pupils and those with special educational needs did not achieve as well as they should have done until recently. A stronger focus on improving their progress has had positive results, and inspectors observed this in some lessons during the inspection. However, the rate of progress still shows variations.
- Extensive scrutiny of pupils' work during the inspection confirmed that progress overall has improved, especially higher up the school. There is some very well-presented written work both in literacy and activities done on particular topics, for example in history. There are still variations, with some work showing less progress by groups, particularly in Years 3 and 4. There are also differences in what teachers expect from all groups of pupils.
- Standards in reading are above average, with many pupils reading confidently and with enjoyment. In some classes, as a result of more confident and knowledgeable teaching of mathematics, progress in that subject has improved considerably. There are some examples of good writing in a variety of styles, although this is not consistent in all classes, especially in Years 3 and 4.
- The leadership recognises that one of its major priorities is to ensure that the progress seen in the achievement of all groups of pupils is spread more evenly across all classes and year groups. This would mean more consistently good teaching and taking full advantage of pupils' keenness to learn.

## 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

<b>Unique reference number</b>	115988
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	449162

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nikki Brigg
<b>Headteacher</b>	Chris Parker
<b>Date of previous school inspection</b>	24–25 November 2010
<b>Telephone number</b>	023 8084 3162
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