

Barrow Hall Orchard Church of England Primary School

Church Street, Barrow-upon-Soar, Loughborough, LE12 8HP

Inspection dates 2–3 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Good 2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

Summary of key findings for parents and pupils

This is a good school.

- School leaders check pupils' attainment and progress carefully. They use this information well in evaluating the work of the school and devising appropriate plans for improvement.
- The work of governors and leaders has improved teaching significantly and raised pupils' achievement in reading, writing and mathematics.
- Most pupils achieve well from their starting points and progress is accelerating rapidly. In 2014, pupils in Year 6 gained above average standards in reading and writing, and average standards in mathematics.
- Teachers use their knowledge of what pupils have already learned to plan exciting work that stretches pupils. As a result, most pupils in all year groups make good and sometimes outstanding progress.
- Support for pupils' spiritual, moral, social and cultural development is of an exceptionally high quality.
- Pupils are enthusiastic about their work. They concentrate and persevere because they enjoy the interesting subjects and topics offered.
- Leaders have established effective procedures and training for all staff to keep pupils safe. Pupils say that they feel safe in school because they trust staff to protect them.
- Parents have a wide range of opportunities to work alongside their children in school and to learn about the new curriculum. The vast majority of parents are highly satisfied with the work of the school. They say that their children are happy and doing well.
- Pupils are well mannered and courteous to adults and other pupils. Their good behaviour in lessons and around the school supports their learning well.
- Governors undertake a wide range of training so that they can judge the work of the school for themselves. They hold staff accountable for pupils' achievement effectively.
- Provision in the early years is good and children make good progress in all areas of learning. Staff use their knowledge of children's skills to plan activities that are creative and motivate children to work hard.

It is not yet an outstanding school because

- Staff do not use questioning effectively in all classes to challenge pupils at the right levels.
- While behaviour is good, monitoring systems do not show improvement effectively.
- Teachers' marking does not always help pupils to improve their work. Where teachers give written advice when marking, they do not always require pupils to follow it up.

Information about this inspection

- Inspectors observed teaching and learning in 20 lessons, two of which were jointly observed with the headteacher. They also visited an assembly, heard pupils read and examined the quality of work in pupils' books.
- Inspectors observed pupils' behaviour in lessons, around the school, and at break and lunchtimes. They had informal discussions with pupils and met with the school council.
- Inspectors took account of the 127 responses to the online questionnaire, Parent View, as well as the school's own survey of parents' views. Inspectors also took account of the 27 responses to a staff questionnaire.
- Inspectors met with some parents and carers, school leaders including a group of governors, and took account of letters and telephone calls from parents.
- Inspectors looked at school documents including: information about pupils' achievement; records of behaviour and attendance; records of monitoring the quality of teaching; school self-evaluation; plans for improvement; and information relating to safeguarding.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Christopher Crouch

Additional Inspector

Jane Ladner

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Children attend full time in the Reception classes and part time in the pre-school unit.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils (those supported through the pupil premium) is below average. The pupil premium is extra government funding to support the education of those pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- Barrow Hall Orchard Primary School converted to become a stand-alone academy on 1 October 2013. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be good.
- The pre-school is managed by the governing body of the school as part of its expanded services provision.

What does the school need to do to improve further?

- Raise pupils' achievement by ensuring that all staff:
 - use questioning in lessons in all classes to probe pupils' understanding and amend the level of challenge or support where necessary
 - mark pupils' books in line with the expectations of the school's policy, so that pupils understand how to improve their work and have the opportunity to follow up the points raised.
- Build upon the current good standards of behaviour by establishing systems to record behavioural incidents and check improvement.

Inspection judgements

The leadership and management are good

- The headteacher and governors have been successful in ensuring that teaching is consistently good throughout the school, and that this drive to improve teaching is shared by all staff. They all share leaders' high expectations of pupils' work and behaviour. Pupils enjoy their work and do their best in their lessons. As a result, pupils' achievement in reading, writing and mathematics is improving.
- Leaders have also ensured that the caring and nurturing atmosphere in school has enabled pupils to thrive. Leaders have built effective relationships with the vast majority of parents and carers. They greatly value the wide range of opportunities offered for them to come to workshops and development days.
- Safeguarding policies and procedures meet statutory requirements and are effective in keeping pupils safe.
- Discrimination in any form is not tolerated in school and there is a clear commitment to ensuring equality of opportunity for all. Pupils from all backgrounds are highly valued, have the same good opportunities to succeed, and are fully included all the school does. Staff work hard to support pupils who experience particular difficulties.
- Pupils' spiritual, moral, social and cultural awareness is promoted exceptionally well across all aspects of school life. In all subjects they have good and frequent opportunities to reflect upon their attitudes. Pupils show care and respect for others. Their understanding of other cultures and faiths, through many exciting topics they study, demonstrates their good grasp of British values of fairness and tolerance, together with a growing understanding of life in modern Britain.
- Leaders check the quality of all aspects of the school's work rigorously. They identify appropriate areas for improvement and tackle these in well-planned actions which generally lead to rapid improvements in teaching and achievement. Inspectors confirm senior leaders' view that teaching and achievement are mainly good, and occasionally outstanding, over time.
- Leaders use the performance management system well to ensure that ambitious targets drive teachers' effectiveness. This is developed through appropriate staff training and is measured in terms of the progress pupils make.
- Subject leaders drive improvement in their areas effectively because they check the impact of teaching on pupils' learning and achievement. They ensure that staff have appropriate training through partnership arrangements with the local cluster of schools.
- Those who lead and develop behaviour support systems are enabling pupils to develop positive, and sometimes outstanding, attitudes towards learning and school life. Currently, they do not have a sufficiently robust recording system so that they can check that pupils' behaviour is improving. This means they are not in a position to quickly respond to improvement and further develop pupils' resilience and positive attitudes to work.
- The curriculum is broad and promotes motivation, successful achievement, and pupils' personal and social development. Pupils greatly enjoy the exciting topics, visits and experiences that bring learning to life in a broad range of subjects. Pupils are highly enthusiastic about the opportunities to take part in high quality sport, art and music opportunities in addition to their class lessons.
- The school uses the pupil premium funding effectively through contributions towards visits, clubs, uniform costs and extra small-group teaching or one-to-one tuition. These pupils make good progress and are beginning to achieve standards in line with their peers in school and others nationally.
- The primary physical education and sport funding is used to provide staff training and additional coaching.

This has enriched the sports curriculum and pupils' attitudes to health and well-being. Pupils are very proud of their achievements in tournaments in cross-country running and cricket, and they greatly enjoy opportunities to take part in tennis, gymnastics, football and other sports.

■ The governance of the school:

- Governance is effective. The governing body regularly reviews the skills of governors and plans carefully to fill any gaps. Governors undertake a wide range of training so that they are able to judge the success of the school for themselves. They check on the school's performance by making effective use of assessment data. The governing body sets priorities and targets for development, and checks improvement carefully. Its five-year strategic plan sets out ambitious goals for all pupils.
- When overseeing the management of teachers' performance, governors ensure that they measure success in terms of pupils' achievement. There are robust and effective systems for tackling under performance of staff, and decisions about pay increases depend on pupils' progress.
- The governing body ensures that all resources are focused, through the development plan, on raising pupils' achievement. Governors check the effectiveness of additional funding, such as the pupil premium, by monitoring the progress of the pupils supported by it.
- The governing body has ensured that all the required procedures for safeguarding children are in place and are effective.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Their positive attitudes make an important contribution to their good progress and this is generally reflected in their workbooks. They work hard and concentrate on their work. They behave sensibly in lessons and around the school.
- Pupils show good levels of respect and tolerance for each other's views. They demonstrate a good understanding of different cultures through their topic work and in assemblies.
- Pupils insist that incidents in school are generally dealt with firmly and effectively. Currently records of such incidents do not track whether pupils make sufficient progress in this area. This means the school is not able to give enough support for pupils who improve their behaviour to develop resilience. Inspectors did not see any disruption to learning during the inspection; pupils, staff and parents say that this is typical. Pupils are generally attentive and they cooperate well when they work in teams or groups.
- Pupils are very proud of their school and their achievements. They say that it is a happy and friendly place to be, and that they enjoy their learning. The vast majority of parents expressed high levels of satisfaction with the work of the school and they way in which behaviour is managed.
- Pupils enjoy helping others with their work or through the school council. They enjoy exploring British life and values as they apply to become school councillors or vote for those who will represent them. Pupils appreciate the rewards offered for working hard and enjoy the celebrations of work and attitudes in assemblies.
- Attendance is in line with the national average. The attendance policy is followed rigorously to help any pupils who experience difficulties in coming to school. Some are supported by other agencies outside school.

Safety

- The school's work to keep pupils safe and secure is good. All staff and governors have regular training to help them to protect pupils from harm.
- All required checks on visitors and new members of staff are in place. Governors and senior leaders are effective in monitoring records of any safety concerns which arise and taking remedial action where it is needed. Work in school to identify and protect vulnerable pupils is effective so that they are well cared for by all members of staff.

- Pupils say that they feel safe at school and know how to get help if they need it. They show an understanding of the various forms of bullying, including name calling, and the risks concerned with using the internet and new technologies. They say that the rare incidents of bullying are dealt with successfully.
- Leaders ensure that risks within school and on activities and visits beyond the school are assessed and recorded carefully. They ensure that good systems are in place to make these aspects of school life safe.
- Pupils show a good understanding of the dangers which may occur outside school. They are able to talk confidently about how to keep themselves safe.

The quality of teaching is good

- Teaching is good and rapidly improving, enabling pupils to make good and sometimes outstanding progress in reading, writing and mathematics.
- Teachers build warm and trusting relationships; they promote a focused working atmosphere in class. Teachers set high expectations so that pupils understand what is expected of their learning and behaviour. Pupils listen carefully to teachers' instructions, do what they are told and work hard.
- Teachers use their good knowledge of what pupils already know to set work which stretches pupils of all abilities. This is leading to rapidly improving progress. Teachers ensure that early number and mathematical skills are developed well. Pupils apply these skills effectively in solving problems or investigations. Teachers use homework effectively so that pupils practise basic reading and mathematical skills and have the opportunity to investigate their topic work further.
- Staff teach phonics (letters and the sounds they make) well at the early stages so that pupils develop confidence and competence rapidly in their early reading and writing skills. These skills are applied well through research and writing in a wide range of topic work.
- Teachers monitor the progress of disabled pupils and those who have special educational needs carefully. These pupils receive highly effective extra tuition and support. Teaching assistants are well trained and make a good contribution to pupils' learning because they break tasks down for those who need extra support.
- Most teachers and teaching assistants use skilful questioning to probe pupils' understanding. They change the level of challenge as needed so that they can offer further support where necessary, or deepen understanding and lead to mastery of subjects. This use of questioning is not yet consistent in all classes.
- Most teachers mark pupils' work in line with the school policy, so that pupils know how they can improve their work. Not all teachers have adopted this policy effectively and some do not give pupils the opportunity to follow up difficulties or misunderstandings.

The achievement of pupils is good

- Pupils achieve well from their starting points. In 2014, the attainment of pupils leaving Year 6 was in line with the national averages in mathematics and in English grammar, punctuation and spelling. It was above average in reading and writing. Pupils' progress was in line with others nationally.
- The progress of pupils currently in the school is accelerating rapidly. The work in pupils' books and their test results show that most pupils are now attaining higher standards than in the past, and sometimes these are above those nationally.
- The proportion of pupils in Year 6 attaining the higher levels in 2014 was broadly in line with the average in reading, writing and mathematics. Currently, the most-able pupils are making good progress in each year group and some are attaining standards well above expectations.

- Disadvantaged pupils in Year 6 who left the school in 2014 made progress in line with national expectations from their starting points. They attained levels which were half a term behind their classmates in reading, a term behind in writing and four terms behind in mathematics. When compared with other pupils nationally, they were less than half a term behind in reading, a term behind in writing and four terms behind in mathematics.
- Disabled pupils and those who have special educational needs are making good and sometimes outstanding progress. This is because their needs are identified at an early stage, their progress is carefully tracked and they receive good support to meet their specific needs.
- Pupils make good progress in reading and enjoy talking about their favourite authors and books. In the phonics screening check in 2014, pupils in Year 1 reached standards above those nationally. They apply their reading skills in researching a range of subjects and topics. Younger pupils find out about living things and habitats, while older pupils research climates, myths and the Second World War.
- Progress in writing is now good and pupils write for a wide range of purposes in their topic work. In Year 4, they write about the negative effects of human beings on the natural world; in Years 1 and 2, they learn to write diary entries; and Year 6 pupils describe changing conditions and record their science experiments.
- In mathematics, pupils generally develop confidence in basic number skills. From the Reception classes onwards, they have many opportunities to apply these skills in problem-solving situations and investigations. In the Reception classes, children explored how many different combinations they could find in using two colours to shade three segments in a flag.
- Pupils enjoy the visits and 'wow' experiences which launch their topics. They are very proud of their achievements in music, art and sport. In assemblies, religious education and their topics, pupils learn about people from other cultures, faiths and backgrounds. This helps them to understand and respect those who may be different from themselves.

The early years provision

is good

- Children join the school with skills and knowledge which are broadly typical for their age. They make good progress in both the pre-school unit and the Reception classes. Staff use their good knowledge of what children already know to plan exciting and interesting learning activities, both indoors and outside, that help children move forward quickly.
- Leaders have undertaken a great deal of work to ensure the two parts of the school's early years provision (the pre-school and Reception classes) form a cohesive, continuous learning experience. Leaders have quickly ensured that checks on children's attainment and progress are rigorous throughout the early years.
- Leaders monitor the work of the early years carefully. They use their knowledge of the department's strengths and areas to improve to provide appropriate training. This enables staff to plan exciting work which stretches children, based upon what they already know. This challenge helps children to make good progress.
- Children in the pre-school unit and the Reception classes come to school happily and develop a good level of confidence. Parents are closely involved in their children's learning and the assessment of their progress. They have many opportunities to learn about how children are taught so that they can support them at home.
- The learning environment in the early years is safe and secure. It provides opportunities for pupils to learn and develop confidence in all areas of the curriculum.
- Phonics is taught well so that children move confidently into Year 1, having learned to apply their skills when reading and writing.

- Staff weave more formal opportunities to develop children’s learning with a wide range of exciting and creative activities that children choose for themselves. Staff use their understanding of what children are learning to intervene appropriately, developing and deepening their understanding.

- Children’s good behaviour and attitudes in the early years help them to concentrate, persevere, develop positive attitudes to learning and make good progress. They show respect for each other and learn to work well independently and in groups.

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	140230
Local authority	Leicestershire
Inspection number	461628

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	476
Appropriate authority	The governing body
Chair	Frances Acton
Headteacher	Jane McKay
Date of previous school inspection	Not previously inspected as an academy
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