

# Orchard Fields Community School

Edmunds Road, Banbury, Oxfordshire OX16 0QT

## Inspection dates

12 to 13 February 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and deputy headteacher provide strong and diligent leadership. They know the school well and have put in place effective plans to drive ongoing improvement.
- Governors fulfil their responsibilities well. For example, they work closely with leaders to tackle the barriers to learning that some pupils face.
- Teachers question pupils well to find out what they know and understand, and they adapt their teaching to meet pupils' needs. As a result, teaching is good throughout the school.
- Leaders have developed a broad and balanced curriculum. A range of clubs and activities, including educational trips, successfully promote pupils' spiritual, moral, social and cultural development.
- There is a strong safeguarding culture at the school. Leaders and staff know pupils well and are highly alert to their needs. Pupils know how to keep themselves safe.
- Pupils' behaviour is good. Attendance has improved for all groups. Overall attendance is now similar to the national average.
- Too few of the most able pupils attain the higher standards at the end of key stage 2.
- Pupils' personal development and welfare is outstanding. The excellent pastoral support at the school means that pupils feel safe.
- Provision in the early years is outstanding. Children develop very well in all areas of learning, in an exciting and nurturing environment. Learning time is used exceptionally well.
- Disadvantaged pupils achieve well. Leaders make good use of additional funding to ensure that these pupils make rapid progress.
- Pupils with special educational needs and/or disabilities (SEND) make good progress from their individual starting points.
- Parents are overwhelmingly supportive of the school. They speak very highly of teachers and other staff.
- In the past, too few pupils in key stage 2 attained as well as they should in reading, writing and mathematics. Although current pupils are making better progress, rates of improvement have not been strong enough.
- Current pupils do not make as much progress in reading as they do in writing and mathematics.

## **Full report**

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

- Ensure that pupils' attainment in reading, writing and mathematics, at the end of key stage 2, continues to strengthen.
- Ensure that pupils make rapid progress in reading, and that those who need to catch up, do so quickly.
- Make sure teachers provide greater challenge for the most able pupils so larger proportions achieve the higher standards.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Leaders work with great determination and resilience. They show a strong commitment to the school and have left no stone unturned in ensuring that pupils receive a good standard of education.
- Leaders' evaluation of the school's effectiveness is accurate. It is based on their rigorous monitoring of teaching and learning, and on their analysis of pupils' progress across the curriculum. This has enabled leaders to identify the right priorities for improvement, for example raising pupils' outcomes in reading and ensuring that a larger proportion of the most able pupils attain the higher standard in key stage 2.
- Leaders have put into practice well-considered strategies to raise pupils' attainment. Making sure that pupils explain their reasoning in lessons and use subject-specific vocabulary to show how well they have understood the topics taught are examples of such strategies.
- Subject leaders contribute well to curriculum development. This is illustrated by the English Leader putting in place important training to ensure that the teaching of phonics is effective and pupils' progress is strong.
- Staff form a cohesive team. They show great dedication to the school and relish opportunities for their professional development, which is provided by leaders. They make good use of these training opportunities and apply their learning well to improve pupils' progress.
- The curriculum is broad and balanced. Pupils develop their knowledge and understanding well. Teachers support pupils to use and apply technical vocabulary within subjects, developing and deepening their understanding. Science, humanities and music are strengths.
- Leaders have introduced a well-structured reading programme to develop pupils' resilience and concentration, and to support their reading of unfamiliar texts. This is in addition to the comprehension and phonics lessons. As a result, pupils' progress in reading is strengthening.
- Leaders have made good use of the additional funding for disadvantaged pupils. Staff work hard to meet the welfare and academic needs of this group of pupils. Leaders monitor closely disadvantaged pupils' progress and ensure that they receive support to overcome any barriers to learning. Consequently, disadvantaged pupils' achievement is improving.
- The physical education (PE) and sports curriculum is well led. PE funding is used effectively to ensure that pupils participate enthusiastically in a range of sporting and physical activities. Leaders review the curriculum to ensure that it is matched to pupils' sporting aspirations and is both challenging and engaging.
- Leaders have ensured that pupils benefit from the breadth and balance of the curriculum. Academic subjects are enriched through a wide range of experiences which include visits to museums, the seaside, local festivals and residential trips. These deepen pupils' learning and combine well to contribute to pupils' understanding of the

wider community and life in modern Britain.

- Pupils with SEND are supported well. They receive highly effective support and make good progress from their starting points. Leaders track their progress carefully to ensure that all support has a positive impact on pupils' academic and social development.
- Following a decline in outcomes in 2016, leaders worked closely with the local authority to identify what the school needed to improve, and to monitor improvements. As an example of this work, the English curriculum was reviewed to establish consistency in how reading comprehension is taught across the school. Consequently, leaders have secured improvements in the quality of teaching and learning in many areas of the curriculum.
- The overwhelming majority of parents who spoke to inspectors or who responded to Ofsted's online questionnaire, Parent View, are happy with the quality of education and care that their children receive at the school.

### **Governance of the school**

- Governors have a good understanding of the school's strengths and weaknesses. They work collaboratively with senior leaders to ensure that pupils' needs are met well.
- Governors hold leaders closely to account. For example, in 2016, governors, rightly, commissioned an external review of pupils' reading. They used the recommendations from this review to monitor the impact of leaders' actions and to understand how pupils' reading was being improved throughout the school.
- Governors' decisions are based on the best interests of pupils. They evaluate the impact of additional funding to ensure that it is used effectively.
- Governors are highly skilled and well trained. They keep their knowledge up to date by attending training provided by the local authority, including that related to safeguarding.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The school's caring ethos underpins the vigilant culture that keeps pupils safe. Staff know pupils well and are alert to changes in their behaviour that may indicate safeguarding concerns. Pupils feel safe in school and trust adults to support them if they have any worries.
- The school works very closely with other agencies to keep pupils safe. If necessary, leaders do not shy away from challenging these agencies in order to ensure that pupils receive the best possible care.
- The school's records of the necessary background checks on adults who work in school are thorough and comply with relevant guidance. Leaders follow appropriate procedures to ensure they recruit staff who are suitable to work with children.
- Pupils know how to keep themselves safe when online and in their local community. They know to report concerns and worries to adults at home or to staff at school.

## Quality of teaching, learning and assessment

**Good**

- Teachers have strong subject knowledge. They use questioning skilfully to check what pupils have understood in lessons, to identify and clarify any misconceptions, and to make sure that pupils make strong progress. They expect pupils to explain their ideas using subject-specific vocabulary. This helps to develop pupils' reading comprehension skills.
- Teachers introduce new learning by encouraging pupils to make connections with what they know already. Inspectors observed pupils using and applying their knowledge of mathematical operations to help them understand and solve word problems.
- Pupils show positive attitudes towards learning. They told inspectors that: 'Lessons are fun because our teachers always explain things if we don't understand, and they help us to get better.' Pupils ask for feedback in lessons from staff and peers. They use feedback well to help them improve their work.
- Classrooms have a purposeful learning ethos and pupils are expected to try their best in lessons. For example, in a Year 1 phonics lesson, pupils worked hard on practising and using their phonics knowledge to create a bank of descriptive words to help them improve their creative writing.
- Teaching assistants are well trained. They provide skilful support in lessons for pupils who are finding the work too hard. They provide extra teaching for those with additional needs. Pupils value the help they receive and use it to support their learning. Pupils told inspectors: 'It is okay to make mistakes or not to know everything at the start; there are always things to push you to learn.'
- Teachers use their assessments to plan activities which are appropriately matched to pupils' learning needs. However, at times, activities are not challenging or demanding enough for the most able pupils, who find the work too easy. This is because teachers' focus is on ensuring that the low-attaining pupils understand well what is being taught.
- Reading is now taught consistently well across the school. Pupils are expected to read regularly in school to develop their fluency and comprehension skills. Pupils told an inspector: 'Reading is so much more fun than being on the computer. When you read you can see the picture in your head.'
- Teachers carefully plan opportunities in lessons, in a range of subjects, to help pupils develop their comprehension skills. For example, work seen in Year 6 geography books shows that pupils explain what they have learned about earthquakes by providing accurate summaries from research. They use examples to explain what they understand.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school's ethos is highly inclusive. Leaders are determined that all pupils have a

right to feel valued and supported to enjoy their learning.

- Pupils' views are valued in school. Pupils' views are heard through the school council, the sports council and the eco-council. Recently pupils organised a fundraising activity to raise money for a local first-aid charity. Pupils also play leading roles in the planning and advertising of regular school-community events, which are much appreciated by parents.
- Pupils have an excellent understanding of the importance of healthy living and taking regular exercise. Many pupils attend several after-school sports clubs. Pupils told an inspector that, 'Exercise maintains our good mental health.' Pupils show a superb understanding of how to take care of their own well-being.
- The school offers pupils a daily breakfast club. Pupils enjoy a healthy breakfast with their friends, and this contributes to a confident start to the day.
- Most parents say that their children feel safe and enjoy coming to school. Parents told inspectors, 'The school has a culture where our children thrive.'
- Equality, diversity and difference are celebrated as strengths. Pupils show great sensitivity to, and awareness of, the needs of others. Pupils told inspectors, 'It is fine to be gay, transgender or disabled. In our school, you be yourself!'

## Behaviour

- Pupils' behaviour is good. Typically, pupils conduct themselves extremely well throughout the day, and disruption to learning is rare. They listen carefully to their teachers and respond to instructions with thought and care. As a result, Orchard Fields is a calm and settled school.
- Leaders expect pupils to attend school regularly. They work closely with parents and external agencies to improve pupils' attendance. Attendance rates have improved, and overall attendance is now at the national average. Persistent absence is improving. Impressively, very few pupils with SEND now miss school.
- Pupils play well together during breaktimes. They invite pupils from other year groups to join in with their games. Incidents of the use of derogatory language and bullying are rare. Pupils know staff will help them resolve any concerns they raise.

## Outcomes for pupils

## Requires improvement

- Outcomes require improvement because, in the past, too few pupils in key stage 2, including those who were disadvantaged, attained well in reading, writing and mathematics. As a result, some pupils were not well prepared for the next stage of their education.
- Current pupils are making better progress than previously in writing and mathematics. However, their previous weaker attainment in reading means that some pupils are still catching up in this subject. Leaders are addressing this well to raise current pupils' attainment in reading.
- Scrutiny of pupils' work shows variability in the progress that the most able pupils make in subjects, particularly as they move through key stage 2. Leaders closely

monitor the progress of the most able and know that it needs to be stronger.

- Most pupils in key stage 1 are making good progress in reading, writing and mathematics. Their outcomes are in line with national averages.
- Throughout the school, disadvantaged pupils are achieving well. The school's own assessment information and evidence in pupils' exercise books show that disadvantaged pupils are making good progress in a range of subjects. The difference in achievement between these pupils and other pupils nationally is diminishing.
- Pupils with SEND receive carefully tailored support which is matched to their individual needs. As a result, this group of pupils makes good progress across the curriculum, and pupils achieve well against their personal targets.
- Most pupils develop effective phonics skills. In early years and key stage 1, pupils use their knowledge of phonics confidently to sound out unfamiliar words with increasing accuracy. Most use their phonics knowledge well to support their writing.

### Early years provision

### Outstanding

- The leadership of early years is outstanding. The early years leader is highly ambitious for what children can achieve. As a result, most make rapid progress from their very low starting points and are well prepared for learning in key stage 1.
- Assessments of children's starting points are meticulous and draw on a range of evidence, including discussions with parents. Leaders use this information to carefully plan for children's specific learning needs.
- The early years leader has rightly identified that when children join Nursery their speaking and listening skills and language development are well below average. Additional support and, for some, specialist intervention are matched to children's needs, enabling children to improve their communication skills quickly.
- Adults expertly use and model a rich vocabulary in their interactions with children in both Nursery and Reception classes. Staff's skilful questioning develops children's thinking and encourages them to explore their ideas and begin problem-solving.
- Children use their phonics knowledge to write independently. The learning environment provides exciting opportunities for them to read and write for a purpose. For example, inspectors observed children making Valentine cards and writing their own messages. Their interest and enthusiasm for writing was palpable.
- The children have exciting opportunities to develop their spoken language and vocabulary. They enjoy listening to stories and use their knowledge and understanding of familiar books to invent their own stories. Inspectors observed children use expressive and descriptive language purposefully to create the mood for the adventure stories they were telling.
- The outdoor learning environment provides excellent opportunities for children to use large play apparatus and develop their fine and gross motor skills. Children are encouraged to take turns, share and be considerate of others. Behaviour is excellent, and children collaborate well in all tasks.
- Disadvantaged children and those with SEND are identified quickly. This enables leaders to use additional funding appropriately and ensure that children's learning is

supported effectively. As a result, these children make exceptional progress from their starting points.

- Safeguarding is effective in the early years. Vigilant staff ensure that the environment is safe and secure. Thorough daily risk assessments are carried out rigorously. Staff encourage and teach children to keep themselves safe and manage risks, for example when playing outside.



## School details

Unique reference number	122994
Local authority	Oxfordshire
Inspection number	10078838

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	The governing body
Chair	John Christie
Headteacher	Dawn Shilston
Telephone number	01295 263 324
Website	<a href="http://www.orchard-fields.oxon.sch.uk">www.orchard-fields.oxon.sch.uk</a>
Email address	<a href="mailto:office.2055@orchard-fields.oxon.sch.uk">office.2055@orchard-fields.oxon.sch.uk</a>
Date of previous inspection	10 to 11 September 2014

## Information about this school

- Orchard Fields Community School is a larger-than-average sized primary school.
- The early years comprises a Nursery, for three-year-olds and four-year-olds, and two Reception classes.
- The proportion of pupils supported by the pupil premium is well above the national average.
- The proportion of pupils who receive SEN support is well above the national average.
- The proportion of pupils supported by an education, health and care (EHC) plan is well below the national average.
- The proportion of pupils who speak English as an additional language is below the national average.

## Information about this inspection

- Inspectors observed learning in all classes, including observations of phonics and reading sessions. In many observations, inspectors were accompanied by senior leaders.
- Meetings were held with senior leaders, teachers, subject leaders, pupils and members of the governing body.
- Inspectors listened to pupils read, looked at pupils' work, and discussed pupils' progress and learning with leaders.
- Inspectors met with a group of pupils, and spoke to pupils in classes and on the playground during breaktimes. Inspectors also considered 45 responses to the Ofsted online pupils' survey.
- Inspectors took account of parents' views through discussions with them before school, and by considering 34 responses to Ofsted's online survey, Parent View, including 16 free-text comments.
- The views of staff were gathered through discussions and reviewing 39 responses to the staff survey.
- Inspectors looked at a range of documents and records relating to the following: safeguarding; pupils' behaviour and attendance; the school's evaluation of its performance; the school's development plan; the minutes of the governing body's meetings; and reports from visits by the local authority's school improvement partner.

## Inspection team

Shazia Akram, lead inspector	Her Majesty's Inspector
Catherine Old	Her Majesty's Inspector
Deirdre Crutchley	Ofsted Inspector

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