

# The Orchard School

Christchurch Road, London SW2 3ES

## Inspection dates

21–22 May 2019

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

## Summary of key findings for parents and pupils

### This is an outstanding school

- Since the previous inspection, senior leaders have raised the quality of teaching and assessment to improve pupils' progress. The impact of this work is now evident across the core subjects. Leadership of the early years is also highly effective.
- The governing body is extremely diligent and provides school leaders with significant challenge and yet also recognises the importance of the school's vision.
- Governors are drawn from the wider school community and have a great understanding of the local context. This has contributed greatly to the rise in standards over recent years.
- Staff provide pupils with a balance of excellent care and guidance and academic challenge. Working relationships are excellent, helping pupils to overcome difficulties. This prepares them very well for secondary school.
- Pupils in all year groups make outstanding progress. Leaders make effective use of monitoring records to create small-group and individual teaching sessions that quickly address any underachievement.
- Teaching is outstanding and provides exactly the right amount of challenge because of teachers' insightful knowledge of their pupils.
- Teaching develops pupils' skills strongly in reading, writing and mathematics, as well as in other subjects, including art, physical education (PE) and science. It is less developed in geography and history.
- Pupils with special educational needs and/or disabilities (SEND) do well because care is taken to plan work that meets their individual needs.
- Pupils show great respect, tolerance and kindness towards others. They are very well behaved and willing to work hard. Leaders ensure that pupils are very well cared for and make excellent provision for their personal development.
- In the early years, the outstanding provision in the Reception class means that children make excellent progress and are very well prepared for Year 1.
- School leaders have worked effectively with parents and carers to help improve pupils' attendance, which is now broadly average or better.

## **Full report**

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

- Improve the quality of teaching by developing teachers' subject knowledge in history and geography so that pupils make outstanding progress equal to that in other curriculum areas.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Since the previous inspection, school leaders have been highly effective in improving the quality of education that pupils receive. Their continuing aim is to ensure that pupils attain to the best of their abilities in the core subjects of English and mathematics, while at the same time developing pupils' spiritual, moral, social and cultural understanding. As a result, standards have risen and progress rates are exceptional.
- Leaders have a very detailed understanding of the school's strengths and weaknesses. Their comprehensive plans for improvement focus on the areas in need of most attention. The impact of leaders' work is shown by the clear improvements in the quality of teaching made in recent years. This is evident in the teaching of reading, writing and mathematics and of a range of other important subject areas, including science, PE and art.
- Middle leaders contribute enthusiastically to the school's work to raise standards. They work closely with senior leaders and teachers, focusing on the quality of work produced by pupils in their areas of responsibility. Their work has led to improvements in how well pupils are being taught as they know the pupils very well.
- Leaders use assessment information skilfully to hold teachers to account for their pupils' progress. Leaders monitor standards and progress judiciously to give them accurate information to identify and support pupils at risk of underachievement. Teachers use feedback from senior leaders to improve their planning and teaching.
- Leaders use the pupil premium funding well to support the learning of disadvantaged pupils. Bespoke extra help for those pupils who need to catch up forms the basis of this work. Consequently, disadvantaged pupils' progress compares favourably with that of other pupils nationally.
- The primary PE and sport premium enables the school to provide specialist teaching which the pupils enjoy, both in lessons and at lunchtimes. Pupils also benefit from a good range of clubs and extra-curricular activities, such as football and multisport competitive events. These opportunities are effective in promoting pupils' fitness and enjoyment of physical activity.
- The school makes excellent provision for pupils' spiritual, moral, social and cultural development. This is helping pupils to acquire a thorough understanding of life in modern Britain and is linked to the school's Islamic faith identity. The school's deeply held values place mutual respect at its core. This gives pupils a secure anchor from which they gain confidence to explore learning opportunities.
- The curriculum at The Orchard is carefully planned. Leaders have maintained pupils' entitlement to the national curriculum, while at the same time giving pupils a very solid grounding in the basic skills of literacy and numeracy. Although successful, leaders recognise that this work is ongoing and teachers' subject knowledge in other subjects could be better.
- The school has received useful external support from the local authority's school improvement service, which has a good understanding of the school's work. Together

with the Al-Risalah Trust and the Windmill cluster of schools, leaders have been able to ensure that pupils maintain both a deep and wide perspective of educational opportunities in London and beyond.

## **Governance of the school**

- Governors are drawn from a wide variety of professional backgrounds, many having a long association with the school. They carry out their duties diligently. They are totally in step with the school's vision and understand local issues well, and offer both significant challenge and support to the school's leadership team. Their wisdom is matched with their determination to promote the school further so that it is fully recognised for the excellent work which it undertakes.
- Governors' focus is rightly on ensuring that pupils do the best they can at school. They use their meetings and committee structure to make sure that this remains central to their work. They have ensured that the school's equitable balance of providing a first-rate education with care, respect and love of humanity is clear in the work which they do and is highly successful.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders ensure that all members of staff are well trained in child protection and have the necessary skills and knowledge to promote pupils' welfare. The school's policies and practice are thorough. A strong culture of safety exists in the school. Leaders and staff work closely with parents, as well as external professionals, to ensure that all pupils are supported and are as safe as possible. Key staff have ensured that safer recruitment training and practices are up to date.
- Pupils are very confident that the school is a safe place. Parents and staff at the school who responded to Ofsted's surveys or spoke with an inspector agree with this view.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Teaching is of a consistently high standard. Staff in all year groups show that they have extremely high expectations of what pupils can achieve. They use their time and resources extremely well. Staff have very positive relationships with the pupils, based around mutual respect – a key aspect of life at this school.
- Teachers use their deep insight of pupils' abilities to plan, pitch and deliver lessons that meet the needs of pupils across the range of attainment. This is particularly true in the teaching of pupils new to learning English. Additional adults support pupils with SEND effectively and motivate them to try hard. Pupils know that the staff want them to do well. In turn, this has developed pupils' extremely positive attitudes towards learning.
- The school has been increasingly effective in its approach to the teaching of early reading skills. This has helped to ensure that precise teaching supports pupils in acquiring secure knowledge of phonics. This helps pupils to use phonics to decode words increasingly accurately and fluently, which, in turn, enables them to make a very

sure start in learning to read with clarity and expression.

- The teaching of writing is effective in making tasks challenging and interesting for all pupils. The teaching places emphasis on developing pupils' use of grammar and punctuation to make their writing more interesting to read. In turn, pupils have become avid readers. They read at home and enjoy taking books from the school's excellent stock of fiction books.
- Staff have improved their teaching through regular training. They are totally committed to ensuring that pupils in their class do the very best possible. This means that they understand the best way to teach in order to support pupils' rapid acquisition of core skills of literacy and numeracy. In some other subjects, such as the humanities, this is developing, although it is not yet at the same extremely high standard.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils work and play together harmoniously because they are taught to show respect for diversity, as well as compassion for others. Pupils are also taught to work hard and to demonstrate respect and understanding.
- Through the curriculum, pupils develop a strong awareness of different faiths, ethnic backgrounds and cultures. Through a carefully planned curriculum, they are taught how other faiths have both similarities to and differences from their own. Pupils demonstrate considerate attitudes and show respect for each other, even if they hold different beliefs or points of view.
- Pupils say that bullying does not take place at the school, although, were it to occur, they know how to respond and the systems that exist to support them. Teachers ensure that pupils are knowledgeable about how to keep safe while using the internet.
- Through different subjects, including science, pupils are made aware of key aspects of keeping healthy, such as the importance of a good diet and regular exercise.

### Behaviour

- The behaviour of pupils is outstanding. Pupils conduct themselves impeccably, both in classrooms and around the school site.
- Leaders have continued to work effectively to maintain a great sense of community in the school. This is evident in how the pupils care for one another. While working and playing in the lunchtime break, a calm, friendly and inquisitive atmosphere pervades the school.
- The school communicates well with parents, who are overwhelmingly positive about the school's work. One parent, typical of others, commented:

'I am very impressed with the teaching and care my children are receiving. There is a real sense of community between children, parents and staff and there is effective communication between all parties. The school supports every child's progress, no matter what their level is, and gives them opportunities for challenge.'

My children adore their school and their teachers.'

- Last year, attendance was well above average when compared with similar schools. The school has maintained a focus on raising attendance through developing partnerships with parents.

## Outcomes for pupils

## Outstanding

- Standards at key stage 2 have been rising since 2016. In 2018, the proportions of pupils attaining the expected standards in reading, writing and mathematics were well above the national averages. This represented very strong progress in reading, writing and mathematics. An above-average proportion of the most able pupils attained the higher standard in reading, writing and mathematics.
- In 2018, the proportion of Year 1 pupils meeting the expected standard in the phonics screening check was well above the national average. This is because of the school's clear commitment to getting children reading as soon as they start at the school.
- Current pupils are making very good progress in reading, writing and mathematics. This is shown by the school's assessments of their progress over time, work in their books and their learning in classrooms. This is the result of excellent teaching over time.
- Throughout the school, great emphasis is placed on providing opportunities for pupils to write across other subject areas. This has resulted in written work being of an excellent standard. For example, in Year 1, pupils are able to write detailed well-constructed non-fiction pieces about the life of elephants in the wild.
- Pupils clearly enjoy reading, and leaders have ensured that a wide variety of good-quality reading material is available to them. Book areas are very well resourced, and this promotion of reading is helping pupils to broaden their reading, as well as improving their vocabulary and comprehension skills.
- Careful use of the pupil premium funding is helping to support the good progress that disadvantaged pupils make in all curriculum areas. Their progress in writing is now improving because of the school's careful analysis and the resulting actions.
- As a result of effective support, pupils with SEND are fully included in all aspects of learning and they learn well. The school's deputy headteacher is new to leading this role but has made an excellent start. She understands the needs of pupils and uses assessment information effectively to monitor the progress of these pupils and ensure that they receive the help they need to make good progress.

## Early years provision

## Outstanding

- The leadership of early years is outstanding. Leaders demonstrate a clear understanding of the developmental needs of the school's youngest children. As a result, children learn well and make very strong progress from their starting points.
- The proportion of children attaining a good level of development by the end of the Reception Year has risen since the previous inspection and is now above that of other schools nationally. Children develop very positive attitudes to school life in the early

years and are very well prepared for moving into Year 1.

- Staff create a very welcoming, kind and inclusive learning environment, where children thrive in activities that they find enjoyable. Very skilful teaching ensures that children gain basic skills, working independently or with their peers. Work is planned and reviewed based on the children's interests, and careful records of learning are kept to ensure that all children make excellent progress.
- Children are excited by the interesting topics that staff plan for them. They settle swiftly to work and are very well behaved and respectful towards one another. Children in the Reception class are showing increased skills in writing, with many children able to write clearly and use basic punctuation, including full stops and capital letters.
- Classrooms are well resourced and staffed so that children can learn independently or with adults, as they choose. Teaching assistants work very well to support children in their learning. This is clearly exemplified both inside and outside, for instance playing alongside children during role-play activities in the outdoor café, creating a sense of both fun and hard work.
- Children are very well cared for and their well-being is of paramount importance. The school has worked successfully to raise disadvantaged children's achievement. They are now doing better than their peers nationally.
- The school has developed effective partnership working with parents, who are clearly valued. Parents contribute to the assessments made of children's progress, beginning with visits to the school before the children start school. The school obviously values the contributions made by parents and this is reciprocated.

## School details

Unique reference number	134507
Local authority	Lambeth
Inspection number	10058969

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Maksud Gangat
Headteacher	Hoosen Randeree
Telephone number	020 8671 4400
Website	<a href="http://www.orchardprimaryschool.com">www.orchardprimaryschool.com</a>
Email address	<a href="mailto:admin@orchardprimaryschool.com">admin@orchardprimaryschool.com</a>
Date of previous inspection	18 May 2018

## Information about this school

- The school is smaller than most primary schools. The proportion of pupils with SEND is average. The proportion of pupils supported by the pupil premium is well above average. The majority of pupils speak English as an additional language.
- Pupils come from a wide range of ethnic backgrounds. The largest group of children is from Black or Black British African backgrounds, with children from mixed backgrounds forming the next sizeable ethnic group.



## Information about this inspection

- Inspectors visited classrooms in all year groups. Several visits were carried out jointly with members of the school's leadership team.
- The inspection team heard pupils read in Year 2. Inspectors talked to pupils in classrooms and looked at samples of pupils' work.
- Inspectors looked at a range of documents, including the school's improvement plan and records of pupils' behaviour, safeguarding and attendance. They also scrutinised assessment information and records of meetings of the governing body.
- Inspectors met with teachers and spoke with pupils. A meeting was held with the chair of the governing body. A meeting was also held with a representative from the local authority. Several meetings were held with the headteacher and deputy headteacher.
- The views of parents were obtained through informal discussions, the 38 responses to the online Parent View survey and the 18 responses for the online text facility.
- The views of staff were examined through the 18 responses to the staff survey.

## Inspection team

Tim McLoughlin, lead inspector

Ofsted Inspector

Nick Hitchen

Ofsted Inspector

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