

Inspection of Pontefract Orchard Head Junior and Infant and Nursery School

Orchard Head Lane, Pontefract, West Yorkshire WF8 2NJ

Inspection dates: 7–8 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this school?

Orchard Head Primary is a caring school. The motto 'value, respect and appreciate everyone' is threaded through all aspects of the school. Family and community are at the heart of this school. One parent commented that 'children love coming to school and feel valued.' Pupils told us it was 'like one family'.

Pupils are happy and enjoy school. They are well behaved and engaged in lessons. Staff have high expectations for pupils. Adults set a good example and pupils respect them. Relationships are strong. Pupils told us that staff challenge them to try their best. Pupils in Year 6 value the buddy system. They told us this supports friendships and improves their work. Pupils feel safe. Bullying is rare. Pupils say there is always someone to talk to if they have any worries or concerns. Staff quickly sort out any problems.

Pupils appreciate the opportunities they have for learning beyond lessons, for example, the roles of reading ambassador and school councillor. One reading ambassador told us, 'I want to share my love of reading with everyone.' The '50 activities to complete by the end of Orchard Head Primary' idea increases pupils' aspirations of what they can achieve in the future.

What does the school do well and what does it need to do better?

The school has improved since the last inspection. It is a happy place to be. Staff are proud to work here. The head of school leads the school very well. The multi-academy trust has transformed governance. Governors hold school leaders to account. They have ambitious plans for improving the curriculum.

Reading is at the heart of the school's new curriculum. The multi-academy trust has worked with teachers to map out what pupils should learn. The trust's 'literary canon' of books makes links to subjects. These plans show how work is sequenced. They raise aspirations for the pupils and their local community. Staff told us that the multi-academy trust's shared planning and training have reduced their workload.

In some subjects, pupils use what they have already learned well. In physical education, pupils could remember what they had learned last term. They linked this knowledge to their new learning. Mathematics is taught well. Teachers organise lessons so that pupils build on what they know. Mathematical vocabulary is mapped out from early years to Year 6. Pupils feel the work they do is challenging. We agree.

Science learning is interesting and challenging. Older pupils told us that teachers build on their knowledge. For example, when learning about refraction, pupils moved on to more difficult work. Pupils struggled to explain prior learning in design technology. They made links to science instead. Leaders are aware of this and have plans in place to make sure pupils know more about design technology over time.

Leaders and staff want all pupils to achieve well in all subjects. They make sure that

pupils with special educational needs and/or disabilities (SEND) get all the support they need. Leaders work well with other professionals to get extra help for pupils.

Pupils also have the chance to attend a range of clubs and to try out new activities. They take part in competitive sport across the multi-academy trust. Pupils show respect and tolerance to others. They can explain the importance of democracy, linking this to their school council. Some struggled to talk about their understanding of other faiths and cultures. Leaders have curriculum plans that are in the early stages of development which will help pupils' understanding.

Leaders help pupils to love reading. Teachers choose a wide variety of books for pupils to read. They read with enthusiasm to pupils. Many pupils choose to read at home. Staff encourage parents and carers to read to their children. They share ways that parents can support reading at home. Pupils can talk about a range of stories, poems and rhymes. Pupils read in lots of subjects for pleasure, purpose and productivity (the school's 'three Ps').

Younger children get off to a great start in early years. They learn to listen, take turns and work well together. Children often practise learning to read. Pupils read books that contain the sounds that they know. Staff teach phonics skilfully. They are clear about what pupils should be able to read by the end of each term. If a pupil struggles with reading, teachers give them extra help. A small number of pupils do not practise sounds often enough to build confidence and fluency in reading.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors have created a strong culture of safeguarding. Pupils' welfare has the highest priority. Staff have regular training. They know what to do if they think a pupil may be at risk. Leaders work well with other agencies. They are not afraid to challenge if they think pupils need more help. Leaders have thought about particular risks in the local area. They make sure pupils know about these risks. The curriculum helps pupils understand how to stay safe, both online and in the world outside school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In Reception and key stage 1, the books that most pupils take home to read match the sounds that pupils know. However, for the weakest readers, they are not spending enough time practising these sounds to become fluent readers. This means they are not catching up quickly enough. Leaders need to make sure that pupils have enough practice and check that this extra practice is effectively helping pupils to become fluent readers.
- Curriculum leadership of personal, social, health and economic (PSHE) education

is in its early stages of development. Leaders should define clear end points for each sequence of work so that teachers know what specific knowledge and understanding pupils need to secure. This will allow pupils to gain a better understanding of different faiths and cultures.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139503
Local authority	Wakefield
Inspection number	10110613
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	Board of trustees
Chair of trust	Phil Jones
Headteacher	Joe Mitchell
Website	www.orchardheadschoo.com
Date of previous inspection	12 February 2019

Information about this school

- The school is much larger than the average-sized primary school.
- The school is part of the Pontefract Academies Trust.
- The school runs a breakfast and after-school club that is attended by many pupils.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with representatives of the multi-academy trust, the head of school, senior leaders, subject leaders and other members of staff. We also met with a group of governors, including the chair of the school performance review board. We took account of the 25 responses to Ofsted's staff survey.
- We looked in depth at the following subjects: reading, mathematics, design technology, science and physical education. In doing so, we visited classes across all year groups and reviewed pupils' work. We spoke to pupils about their learning and listened to them read. We also met with teachers.
- We observed pupils' behaviour in lessons and around the school, including at

playtimes and lunchtimes. We gathered pupils' views about the school through formal and informal discussion. I also considered the 68 responses to Ofsted's pupil survey.

- We scrutinised a range of documentation, including the school's self-evaluation and improvement plans, curriculum information and a range of safeguarding documents.
- We gathered the views of parents at the start of the school day. We also took account of the views of 52 parents who responded to Ofsted's online questionnaire, Parent View, and the 52 free-text responses.

Inspection team

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