

Inspection of Orchid Vale Primary School

Torun Way, Haydon End, Swindon, Wiltshire SN25 1UG

Inspection dates: 10–11 March 2020

Overall effectiveness	Inadequate
The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Inadequate
Early years provision	Requires improvement
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils enjoy school and attend regularly. However, staff are not doing enough to make sure that pupils are safe. The monitoring of health and safety risks and the training of staff have been sloppy.

The headteacher's recent changes to expectations of behaviour mean that pupils' conduct around the school is a strength. Pupils are polite to each other and to adults. Pupils say that there is very little bullying, and staff deal with it well most of the time. However, not all pupils have positive attitudes to learning.

Although there is a broad curriculum, there is no logical order to the teaching of several subjects. Consequently, pupils cannot remember what they have learned over time. Teachers' expectations of what pupils can achieve in the curriculum are too low.

The breakfast club is attended well and provides a good start to the day for many pupils. There are several after-school clubs, which pupils attend. These range from sports to music and outdoor exploration. Most pupils find something of interest to do. Assemblies and personal, social, health and economic education focus on how pupils can become good citizens. However, there is a lack of teaching about cultural awareness for older pupils.

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

The new headteacher has a very clear understanding of what she needs to do to improve the school. She has identified the priorities, such as improving behaviour, and is making a positive difference.

The curriculums for mathematics, science and phonics are improving. However, teachers' subject knowledge is not secure. Curriculum leaders are not checking this effectively. Too often, pupils' misconceptions are not picked up and corrected so pupils have gaps in their learning.

In other subjects, the curriculums do not follow any order. As a result, pupils' learning is superficial and flits from one thing to another without any depth of understanding. Pupils cannot explain why their learning is important. They are unable to make links and develop their learning further. In English and history, pupils are unclear about which aspects are important to learning English or history.

Teachers' expectations have been too low. Pupils lack pride in their work. There are too many incomplete and untidy pieces. The headteacher has introduced new systems by which leaders share with teachers what pupils' work should look like. This is making a difference, but it is at an early stage.

Pupils in key stage 1 have the skills to read. Teachers match reading books to the sounds that pupils learn most of the time. Older pupils are not given the same support and guidance in reading. Consequently, some pupils are not choosing reading books wisely. This limits their reading. Even though every pupil has a reading record, teachers do not check these consistently, so some pupils' reading skills are not developing as well as they should be.

Most pupils with special educational needs and/or disabilities (SEND) are able to access the curriculum. The special educational needs coordinator (SENCo) is new to the role, but she knows the pupils' needs thoroughly. Sometimes, pupils with SEND who have a lower ability struggle, as teachers do not adapt work sufficiently. This is the same for pupils without SEND who also have a lower starting point.

Disadvantaged pupils have not done as well as other pupils in the past. Leaders are starting to plan more carefully to remove the specific barriers that affect their learning. Leaders are beginning to spend pupil premium funding more wisely and with some success.

Pupils know how to behave. Attentive teaching assistants support the minority of pupils who cannot manage their own behaviour in lessons and nurture groups.

Children in the Nursery gain a good start to their education with a well-thought-out curriculum. However, some of the curriculum planning in Reception lacks precision. As a result, children are not developing their skills effectively in readiness for Year 1. Staff do not consider how the curriculum can extend to the outside area. This limits children's learning.

Governors have not stemmed the decline in standards, especially in mathematics. They have not monitored curriculum plans effectively. Consequently, there has not been an improvement in pupils' learning of the curriculum. Since the headteacher started, this has changed. Governors are more involved in planning. They have a greater awareness of the strengths and weaknesses in the school.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not ensured the health and safety of pupils, especially the younger ones. Unsafe equipment is accessible. Staff do not consider health and safety risks carefully enough.

Staff induction is not sufficient. Too many staff do not know who to report any safeguarding concerns to. Some important policies are missing or are not read thoroughly.

Suitable checks are undertaken on staff recruitment. Staff work sensitively with parents and external agencies to monitor and support the more vulnerable pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not been vigilant in ensuring the health and safety of pupils. Leaders must make sure that they deal with this urgently, so no pupil is at risk.
- The curriculum is not sequenced effectively. It is too reliant on texts and topics that have no bearing on what pupils have learned already. Leaders must plan an effective curriculum that helps pupils to know and remember more.
- Many teachers have weak subject knowledge. Curriculum leaders must take responsibility for training staff whose subject knowledge is weaker so that they can implement the curriculum more effectively.
- Teachers' expectations of pupils' understanding of the curriculum are too low. Teachers need to instil greater resilience in pupils so that they become more curious and develop their knowledge at a greater depth than currently.

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 are the school and you are 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	131378
Local authority	Swindon
Inspection number	10133447
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	468
Appropriate authority	The governing body
Chair of governing body	Dan King
Headteacher	Ruth Lee
Website	www.orchidvale.swindon.sch.uk
Date of previous inspection	6–7 July 2011

Information about this school

- A new headteacher started in September 2019.
- The school uses Applied Behavioural Analysis tutorial services.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- We visited lessons with the headteacher, senior and curriculum leaders and the SENCo.
- We scrutinised samples of pupils' work.

- We talked with groups of pupils from Years 3 to 6, as well as with other pupils informally across the site.
 - Meetings were held with the headteacher, SENCo, curriculum leaders, teachers and members of the governing body.
 - Documentary and other types of information were evaluated, including evidence relating to safeguarding.
 - We did deep dives in these subjects: Early reading, mathematics, science and history.

Inspection team

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