

# Inspection of Orchard Community Primary School

Grange Drive, Castle Donington, Derby, Derbyshire DE74 2QU

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Inspection dates: 16 and 17 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are excited to come to school every day. They love the opportunity to flex their 'character muscles' and become the very best that they can be.

Parents and carers and pupils wholeheartedly agree that the school is welcoming and caring. Typically, one parent commented that: 'The school is an inspiring place.' Everyone is valued and accepted. Pupils have an excellent understanding of what it means to be tolerant and value others. They discuss these ideas with maturity and confidence. Pupils' personal development is a strength of the school.

Pupils know that their voice matters. They have many opportunities to contribute to school life, such as deciding on which clubs will be offered. Pupils enjoy the well-planned enrichment opportunities at school, including contributing to the radio station and accessing learning from the wide range of educational visits and visitors who come to the school.

Pupils are kind and respectful to all around them. As one said: 'Everyone is friends with each other.' Pupils understand how important it is to look out for and help others. The school council takes responsibility for running the school food bank.

Pupils feel safe in this calm and orderly environment. They know where to go if they are worried. Bullying rarely happens. Pupils say that staff help them to resolve any issues quickly.

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

Senior leaders are unwavering in their drive to improve the school further. They have high expectations of pupils and staff. Leaders have designed an ambitious curriculum that aims to build pupils' character and enthuse them. Leaders have planned carefully what pupils will learn and know, and when, in most subjects. An extensive range of experiences and activities enhances pupils' learning and personal development.

Leaders quickly identify and assess pupils' special educational needs and/or disabilities (SEND). Staff carefully break down the learning so that these pupils achieve well. Parents really appreciate the support that pupils with SEND receive.

Children get off to a good start in their education. They learn phonics as soon as they start the Reception Year. Teachers regularly check which sounds pupils can remember. Pupils who are not sure about a sound receive extra support to help them catch up quickly. However, a few pupils read books that are not well matched to the sounds that they know. Reading and a love of books are promoted throughout the school. Pupils read books by a range of authors. They know why it is important to be a good reader.

In most subjects, the curriculum is ambitious and well planned. In mathematics, curriculum plans set out the key knowledge and skills pupils should learn from early years to Year 6. Leaders ensure that pupils have a secure understanding of basic concepts. Pupils' books show that they learn content in a systematic way and know and remember more over time. Teachers benefit from training to help them teach mathematics well.

Subject leaders make sure that teachers know what to teach so that pupils gain the knowledge and skills that they need in most subjects. In history, pupils learn about key historical figures, such as Rosa Parks. They consider how they would feel if they were in her shoes. Pupils have a thorough knowledge of the beliefs and practices of a range of faiths. Fundamental British values, such as respect and tolerance, inform pupils' daily actions and words. They are well prepared for secondary school.

The sequence of learning is not as precise in a few subjects, such as music. Pupils do not build consistently on their knowledge and skills over time. Some teachers do not check well enough whether pupils have remembered what they have learned before.

Pupils talk confidently about how to maintain healthy lifestyles, including the changes they have made since learning about these at school. They know how to form healthy relationships based on trust and respect. The school's work to build character benefits all pupils, particularly those who are disadvantaged. These pupils enjoy the wide range of opportunities and enrichment provided by the school.

Staff are overwhelmingly positive about the school and the marked improvements that have happened since the previous inspection. They say that leaders always listen to them and provide support. Staff say that workload is managed well. Parents also speak highly of the school.

Governors benefit from regular training. They fulfil their roles well. They visit the school and ensure they are well informed. They use this to question leaders about the school's performance. Governors are well informed about the views of parents and take these into account when planning how to improve the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide frequent training so that staff know what to do if they have any concerns about pupils. The pastoral team makes sure that pupils and families get the help they need. There are robust procedures in place to ensure that all adults are suitable to work in school.

Pupils have many opportunities to learn about how to keep themselves safe, including when working online. Staff teach pupils about personal space and consent. Pupils said that if another pupil ever made them feel uncomfortable, they would tell them to stop or seek support from an adult.

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

### (Information for the school and appropriate authority)

- A few pupils' reading books are not matched closely enough to their knowledge of phonics. These pupils do not get the practice they need to become more confident and fluent readers. Leaders should ensure that pupils read from books that are matched to the sounds they know.
- Leaders have ensured that there are well-developed curriculum plans in place in almost all subjects. However, in music, for example, the plans are not well sequenced. Some pupils struggle to recall what they have learned in previous topics. They find it difficult to make connections in their subject knowledge over time. Leaders should make sure that the curriculum is coherently sequenced in all subjects so that pupils are able to know and remember more.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	119982
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10199971
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	324
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sue Shearman
<b>Headteacher</b>	Fiona Shields
<b>Website</b>	<a href="http://www.orchardprimary.org">www.orchardprimary.org</a>
<b>Date of previous inspection</b>	26 and 27 October 2017, under section 5 of the Education Act 2005

## Information about this school

- The headteacher took up the post in August 2018. The chair of the governing body was appointed in September 2018.

## Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with the headteacher, the deputy special educational needs coordinator, the early years leader, subject leaders and groups of staff.
- The lead inspector spoke with four members of the governing body, including the chair. She also spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and music. For each deep dive, inspectors visited lessons, looked at curriculum

planning, reviewed pupils' work, listened to pupils read and spoke with pupils and teachers about their lessons.

- Inspectors visited the on-site breakfast club.
- A wide range of documents was scrutinised, including those relating to safeguarding and behaviour.
- Inspectors reviewed the 80 responses to Ofsted's online questionnaire, Parent View, including 47 free-text responses, and considered two emails received from parents. Inspectors also spoke with parents at the start of the school day. Inspectors also considered 39 responses to the staff survey and 104 responses to the pupil survey.

### **Inspection team**

Joanne Sanchez-Thompson, lead inspector	Ofsted Inspector
Caroline Stewart	Ofsted Inspector
Paul Lowther	Ofsted Inspector

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