

Inspection of Orchard Primary School and Nursery

Chapel Street, Kirkby-in-Ashfield, Nottingham, Nottinghamshire NG17 8JY

Inspection dates: 2 and 3 February 2022

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

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils are polite and friendly. They behave well in lessons and around school. Pupils say that they enjoy playtimes because there is plenty for them to do. Leaders have designed the outdoor spaces to promote pupils' physical fitness and their social and emotional well-being. There are plenty of activities to appeal to all tastes. Some pupils say that they are proud to act as 'playground friends'. They are on hand to help anyone who feels lonely at playtime.

Pupils understand the meaning of bullying. They know it is wrong. Parents, staff and pupils agree that the school handles any instances of bullying well. Pupils say that they feel safe.

Pupils receive regular teaching about how to stay healthy. Leaders say this is a priority due to the impact of COVID-19. Pupils say that they enjoy keeping active. They understand the importance of physical exercise and healthy eating. They enjoy gaining lunchtime stickers for trying new vegetables.

Pupils show positive attitudes in lessons. Most are keen learners, who take pride in their work. They are beginning to learn how to apply what they know when tackling new concepts.

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

Leaders have recently rewritten the curriculum. They have ensured that the revised curriculum sets out precisely what pupils should know, and be able to do, in all year groups. The revision is complete in all subjects except modern foreign languages. Leaders recognise that the current French curriculum is not fully in line with the national curriculum. There is a plan to ensure that this is rectified. Some subject leaders are new to their roles. They do not yet have a secure overview of their subjects.

Teachers have begun to deliver the revised curriculum. There are signs that this is going well. Staff have received appropriate training. Leaders and staff are now beginning to check whether the curriculum supports pupils to know and remember more.

The mathematics curriculum is strong. Leaders have set out the key knowledge and skills that pupils should gain, from the early years to Year 6. Staff in the early years ensure that children build knowledge and skills in counting and simple problem-solving. Older pupils are confident learners. They say that they enjoy challenging work in mathematics.

Leaders recognise the importance of reading. They are keen for pupils of all ages to develop a love of books. Leaders have recently introduced a new phonics programme. Staff spoke positively about the impact on early reading. They say that pupils are becoming fluent, confident readers much more quickly, because of the

new approach to phonics. All staff follow a consistent method in the daily phonics sessions. Pupils read from books that match their phonics knowledge. Pupils in Years 3 and 4 who still struggle with reading now receive systematic phonics teaching. This is having a positive impact on their reading fluency.

Pupils with special educational needs and/or disabilities receive effective support in school. This means that they can access the full curriculum. Staff liaise well with parents and carers, and with external agencies.

Leaders promote pupils' broader development well. Leaders and staff endorse the school's key values through the 'build a better me' aspect of the curriculum. They focus on a key value each term. This ensures that pupils have time to understand, and demonstrate, each value. In discussion, pupils spoke about democracy and the rule of law. They know it is important for everyone to 'have a view' in a democracy.

Pupils have a more limited knowledge of a range of faiths and cultures. These themes are included in the religious education curriculum. However, the evidence from pupils' workbooks, and from their responses in discussion, suggests that pupils' understanding is inconsistent.

Staff say that leaders are considerate of their workload and well-being. Governors discuss leaders' and staff's well-being regularly, in their meetings. Governors and leaders have a shared, ambitious vision for the school. Their focus is to ensure all pupils reach their academic and personal potential.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a strong safeguarding culture. They provide regular training and updates for all staff and governors. Leaders and staff understand the importance of sharing any concern, however small. Leaders say that their mantra is: 'If you're not sure, share it.' Detailed records confirm that staff pick up on concerns quickly. Leaders take swift action, working with external agencies whenever necessary. There is a well-trained pastoral team, who provides support for pupils and families. Leaders make sure that pupils understand how to stay safe online. Staff have received training about peer-on-peer abuse.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is well planned and sequenced in all subjects except in modern foreign languages. However, it is clear from leaders' actions that they are in the process of bringing this about. Leaders need to complete the process of reviewing the French curriculum within their identified timescale. For this reason, the transitional arrangements have been applied.

- Staff began to implement the revised curriculum from September 2021. It is too soon to evaluate the full impact on pupils' learning. Some curriculum leaders are new to their role. They do not yet have a secure overview of their subjects. They have not yet carried out precise checks on how well subjects are being implemented. Leaders should ensure that subject leaders develop confidence and expertise. They should ensure that the curriculum supports pupils to know and remember more, over time.
- Leaders have not ensured that the provision for pupils' spiritual, moral, social and cultural development has included a sufficient focus on their understanding and appreciation of a wide range of faiths and cultures. Staff and pupils were not as confident when discussing those themes as they were in other aspects of pupils' broader development. Leaders should ensure that they prepare pupils for life in modern Britain by encouraging informed respect for those who hold a range of faiths and beliefs.

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

Unique reference number	122722
Local authority	Nottinghamshire County Council
Inspection number	10211870
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	360
Appropriate authority	The governing body
Chair	Michael Cordin
Headteacher	Jane Chambers
Website	www.orchard-pri.notts.sch.uk/
Date of previous inspection	15 November 2007

Information about this school

- The headteacher was appointed in September 2019.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, curriculum leaders and a range of staff. The lead inspector met with the chair of governors and other members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and modern foreign languages. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.

- Inspectors also spoke to leaders about the curriculum and reviewed samples of pupils' work in some other subjects.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

Christine Watkins, lead inspector

Her Majesty's Inspector

Steve Tague

Ofsted Inspector

Ged Philbin

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