

Inspection of Orchard Infant School

Water Lane, Dibden Purlieu, Southampton, Hampshire SO45 4SB

Inspection dates: 8 and 9 March 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since November 2007.

What is it like to attend this school?

Learning at Orchard Infant School is irresistible. Staff use their significant expertise to provide exciting lessons that engage pupils quickly. In every classroom, pupils are eager to learn new information. They use this to ask thoughtful questions about the world around them. This includes finding out about what is special about their local community. Learning then extends much further afield to exploring the lives of the Māori of New Zealand and on to learning about the planets in space.

Reading is at the heart of the school. Pupils keenly recollect the stories their teachers read with them. They regularly visit the school library to find a good book to explore. Pupils can read with confidence because of the support they get from the highly trained staff. They enjoy wearing their 'digraph-spotting' glasses as they learn new words.

Staff find out what makes each pupil unique. This knowledge is used to provide the individual support that means pupils achieve exceptionally well. There is also a focus on developing the skills pupils need as they grow up. Pupils know that they must be considerate of the feelings of others. They show this kindness to their friends to help everyone enjoy their learning.

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

Leaders, staff and governors are extremely proud of their school. Their ambition is limitless. There is a relentless focus on giving their pupils the very best education. This begins in early years, where the youngest children make an exceptional start to their education. Learning is constantly redesigned to engage and enthuse. The interests of the children are at the heart of this. They are very proud of their work and want to talk about their achievements. The autumn term focus on rules and routines helps children know how to play and learn effectively with their peers.

The emphasis on language and reading that begins in Reception continues as pupils move into key stage 1. This can be seen across the curriculum. Interesting books are selected that support the learning within the different projects. Pupils enjoy listening to these stories, alongside learning to read books that match the letters and sounds that they practise each morning. Teachers think carefully about the vocabulary they want their pupils to learn. This is planned and used to help pupils explain their ideas and their emotions.

Governors and leaders have prioritised staff professional development so that all staff have the skills they need to deliver the well-sequenced and ambitious curriculum. This enables staff to quickly identify any gaps in pupils' understanding and act on these quickly. Pupils are regularly provided with opportunities to apply their learning. In mathematics, afternoon sessions help pupils to consolidate their understanding of number. Within projects, pupils consider real-life scenarios that foster their curiosity. For example, in design and technology, pupils are eager to

explain how the design of their 'roaming rover' will help scientists explore undiscovered planets.

Staff talk daily to identify what every pupil needs to achieve success. The needs of pupils with special educational needs and/or disabilities (SEND) are carefully identified. These are then used to plan specific support that will help all pupils with SEND to achieve highly. Pupils who need help in learning how to control their behaviour get this daily. This ensures that learning is rarely disrupted. Dedicated time is also given to any pupils who find reading more difficult. Pupils are very aware of the additional support on offer. They are confident that there is always a trusted adult who will provide help when this is needed.

The wider personal development curriculum is a strength of the school. Most recently, there has been a focus on reinstating links with the local community that were missed because of the disruption caused by COVID-19. The recent 'community week' is an example of this. During this week, the children in Reception continued to develop their communication skills as they served their grandparents during a tea party. At the same time, Year 2 pupils learned how to be an active citizen by raising money for the restoration of the local pier.

The school's 'CORE' values encourage pupils to strive for excellence and act responsibly. Most recently, staff have focused on helping pupils become more resilient. The success of this work can be seen in the classroom, where pupils can explain how they learn from any setbacks or mistakes. Leaders also keep a close eye on staff and pupils' well-being. They do this to help everyone learn and flourish.

Safeguarding

The arrangements for safeguarding are effective.

All staff know their role in ensuring that pupils are kept safe from harm. They do this diligently. Leaders take swift action when staff report any potential safeguarding concerns. They work closely with external agencies to make sure pupils and their families get vital support when this is required.

Pupils have an age-appropriate understanding of how to keep themselves safe. They can readily recall stories that teach them about personal safety, including protecting their identity online. Staff also provide regular sessions that help pupils explore their emotions. These opportunities encourage pupils to talk about any worries they may have.

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	115977
Local authority	Hampshire
Inspection number	10211823
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	259
Appropriate authority	The governing body
Chair of governing body	Marnie Seymour
Headteacher	Jane West
Website	www.orchard-inf.co.uk
Date of previous inspection	13 November 2007, under section 5 of the Education Act 2005

Information about this school

- The school offers a breakfast provision for pupils at the school. It is managed by school leaders and run by non-teaching members of staff.

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 had 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.

- Inspectors met with senior leaders, staff and pupils. They also spoke with representatives from the governing body, including the chair. An inspector also spoke with a representative from the local authority.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, geography, and design and technology. They discussed the

curriculum with subject leaders, teachers and pupils, visited lessons and looked at samples of pupils' work.

- Inspectors considered the 103 responses to Ofsted's Parent View questionnaire, including 54 free-text comments. They also took account of the responses to the confidential staff survey and gathered the views of both staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors viewed the school's website and policies, met with the designated safeguarding leads, spoke with pupils and staff, checked school records of safeguarding checks carried out on adults working at the school, and spoke with governors.

Aimee Floyd, lead inspector

Her Majesty's Inspector

Laura James

Her Majesty's Inspector

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