

# Inspection of a good school: Orchard Park Community Primary School

Ringfort Road, Orchard Park, Cambridge, Cambridgeshire CB4 2GR

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Inspection dates:

29 and 30 March 2022

## **Outcome**

Orchard Park Community Primary School continues to be a good school.

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

Pupils say that they enjoy learning at Orchard Park Primary and teachers help them to do their best. Pupils feel safe and are kept safe. The school is welcoming and is at the heart of the local community. Pupils and their families are well supported by school staff.

Pupils work hard to meet the high expectations set for them by teachers, and these are beginning to be realised, particularly in English and mathematics. Other subjects are taught through topics that pupils enjoy. Learning was well managed during the pandemic, largely via the school's remote learning offer.

Pupils behave well. Clear behaviour expectations and policies, including rewards and sanctions, ensure a calm, orderly and appropriate environment, both in class and around the school. Pupils say that there is very little bullying and that any concerns are dealt with and taken seriously by staff.

Engagement with the wider curriculum is enhanced through visits and trips related to pupils' areas of study. Pupils say that they enjoy these opportunities, which help bring topics to life. Notably, the school has earned a National Heritage Award through its history curriculum, which links to the special Iron Age site on which the school sits.

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

Leaders are providing a good quality of education. Their intent for each subject is clear. Planned activities provide the opportunity for pupils to demonstrate what they know, can do and understand. Subject leaders provide helpful professional development and clear subject-specific policies. Class teachers use these policies to inform their practice in delivering the planned curriculum.

Daily phonics and guided reading sessions systematically support the teaching of reading. Pupils develop a love of books and of reading. Teaching and support staff are well trained in the various schemes and approaches used, and they skilfully support and develop

pupils' reading skills. Those pupils who need additional support, or who do not read as often, are identified and supported. As a result, pupils quickly develop skills and confidence in early reading.

Most curriculum subjects are largely taught through topics, such as 'A place to settle' in Year 4. This provides opportunities for pupils to make links between subjects such as geography, history and science. Most topics have an attached visit or trip, such as to West Stow. At times, some pupils would benefit from further ambition in wider curriculum objectives, such as opportunities to study areas in greater depth or to apply their newly acquired skills in other subjects. Assessment of pupils' achievement is regular, and teachers provide suggestions for improvement. This is usually effective in pushing learning forward. Occasionally, though, teachers' use of assessment does not make sure that pupils' misconceptions are rectified.

Leaders provide a wide range of opportunities for pupils' personal development. These include instrument tuition for all year groups. Links with local church and faith leaders who host community assemblies support pupils' spiritual, moral, social and cultural development. Support for young carers or those requiring well-being or emotional support is provided. This ensures that pupils have the chance to participate in activities linked to their interests and to gain skills for life.

Children get off to a good start at the school. Both Nursery and Reception classes plan and deliver an appropriate and engaging early years curriculum. This includes targeted activities, a range of interactive activities linked to the planned curriculum, and opportunities to work and play in the well-resourced outdoor areas. Children learn to interact and play together and there is a clear focus on developing children's language and early mathematical skills, which prepares them well for Year 1.

Pupils report that behaviour is managed well through clear policies and procedures, including effective rewards and sanctions. Pupils know and understand these. There is targeted support available for those who need it.

Pupils with special educational needs and/or disabilities (SEND) are supported to achieve well. Leaders are proactive and work closely with families and outside agencies to get the most appropriate advice. Pupils with SEND are supported in class using appropriate strategies by skilled adults. This ensures that these pupils can access the planned curriculum as fully as possible.

Governors consider the workload and well-being of staff. They are regularly involved with the school by monitoring effectively the quality of education. Governors check with leaders to ensure that pupils have good attendance and punctuality. They ensure that persistent absence is followed up and families are supported where necessary.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are proactive in quickly identifying children who may need support or who are at risk. Leaders secure timely help for families by liaising with safeguarding partners and other agencies. There is a safeguarding team with clear roles and responsibilities. Staff and pupils know whom to talk to and what to do should they have any concerns. Case studies show that concerns are recorded and followed up appropriately.

Teachers raise awareness of safety issues through curriculum input, such as in personal, social and health education lessons and during assemblies. As a result, pupils demonstrate good awareness of risk, including online risks. Recruitment records and checks on adults working at the school are thorough and appropriate.

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

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

- Teachers' use of assessment does not always help pupils to understand where they have misunderstood what they are being taught. Some pupils do not progress through the curriculum as well as they could. Leaders should ensure that staff address pupils' misconceptions effectively, so that pupils learn well across all areas of the curriculum.
- Some aspects of the curriculum are not ambitious enough. This means that pupils are not given the opportunity to explore and learn different subjects areas in as much depth as they should be able to. Leaders should ensure that the curriculum is planned to enable pupils to learn in depth across all subjects.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2011.

## **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>	134979
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10212468
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Janice Fuller
<b>Headteacher</b>	Stacey Harper
<b>Website</b>	<a href="http://www.orchardparkprimary.co.uk">www.orchardparkprimary.co.uk</a>
<b>Date of previous inspection</b>	8 March 2017, under section 8 of the Education Act 2005

## Information about this school

- There have been no relevant changes since the previous inspection.

## Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, assistant headteachers, the SEND coordinator and several subject leaders. She also spoke with members of the governing body, including the chair, and the local authority school improvement adviser.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to support staff, spoke to some pupils about their work and looked at samples of pupils' work. Other aspects of the curriculum were discussed with some leaders.
- Safeguarding was inspected by considering the school's records, case studies and the single central record. The inspector spoke with those responsible for safeguarding,

including the designated safeguarding lead, and discussed safety with a group of pupils.

- Governors were included in the inspection and their views were sought during a meeting with the inspector that was carried out remotely.
- The inspector considered school policies, procedures and information contained on the school's website.
- Breaktimes and lunchtimes were observed by the inspector. She also attended an assembly hosted by the headteacher and a local vicar.
- The inspector met with a group of pupils from Year 2 to Year 6 to discuss their experiences of the school and safeguarding and well-being. She spoke with several other pupils, including younger pupils and children in early years, during lesson visits.
- The inspector considered 47 responses from pupils to Ofsted's pupil survey, and 81 parent and carer responses to Ofsted Parent View, including 20 free-text comments. She also considered 24 responses to Ofsted's staff questionnaire.

### **Inspection team**

Jacqueline Bell-Cook, lead inspector

Ofsted Inspector

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