



# Orchard Way Primary School

## Inspection Report

**Unique Reference Number** 101772  
**Local Authority** Croydon  
**Inspection number** 286178  
**Inspection dates** 12–13 March 2007  
**Reporting inspector** Ian Wilson

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Orchard Way
<b>School category</b>	Community		Shirley
<b>Age range of pupils</b>	4–11		Croydon CR0 7NJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8777 6111
<b>Number on roll (school)</b>	207	<b>Fax number</b>	020 8776 2243
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Kenny Gibb
		<b>Headteacher</b>	Mrs Sara Willson
<b>Date of previous school inspection</b>	28 October 2002		

<b>Age group</b> 4–11	<b>Inspection dates</b> 12–13 March 2007	<b>Inspection number</b> 286178
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Orchard Way Primary School is an average sized school and serves a mixed residential area. The percentage of pupils from minority ethnic backgrounds is above average but the majority of these have English as their first language. The proportion of pupils entitled to free school meals is below average and proportion of pupils with learning difficulties is well below average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Orchard Way is a good school. It is well led by the headteacher who provides a clear vision for the school which is shared by staff and governors. The school has been through a difficult period with many changes in staffing and a consequent detrimental effect on pupils' attainment and progress. Although average standards and progress were maintained during this time, they were not rising. This situation is no longer the case and a stable staff, coupled with better teaching, a better curriculum and good monitoring of pupils' progress has led to significant improvement since the last inspection. It is well placed to continue to improve under its effective and committed team of leaders. Parents were overwhelmingly complimentary about the work of the school, one commenting 'we feel proud our son attends this school'.

Pupils achieve well. They start school with broadly average attainment except in their writing skills which are below average. They now make good progress throughout the school because the teaching and learning is good. Standards by the end of Year 2 are improving rapidly. The progress of the older pupils is not entirely consistent as they are still not sufficiently challenged in a few classes. Progress is strongest in Year 6 due to particularly strong teaching and high expectations. Standards remain average by the end of Year 6 because of the legacy of teaching and a curriculum which were no better than satisfactory. Pupils currently in Year 6 are on course to meet challenging targets. Pupils' attainment in writing is not as good as it is in reading and mathematics because of their lower starting points.

Pupils are happy and enjoy learning. They are well cared for and their learning needs are met well by the school. Children make a good start in the Foundation Stage where they quickly settle, become confident learners and make good progress. The curriculum links areas of learning and so makes it more interesting and relevant to pupils. There are a good range of visits and visitors which pupils enjoy. They also benefit considerably from the good provision for physical education and information and communication technology (ICT). Pupils are well supported by teachers and other adults and a range of support programmes are used effectively to provide additional help to those pupils who need it. Pupils work hard and are keen to succeed. They develop good personal skills, such as working well in teams and speaking confidently and taking responsibility for different tasks around the school. They know about the importance of staying safe and healthy and are well prepared to move on to secondary school.

### What the school should do to improve further

- Improve standards in writing.
- Improve the consistency of pupils' progress in Key Stage 2 by ensuring that challenge and expectations are equally high in all classes.

## **Achievement and standards**

### **Grade: 2**

The achievement of pupils in the school is good. It has improved significantly during the past 18 months due to a combination of better teaching, more effective targeting of support and a curriculum that meets pupils' needs more effectively. In the Reception year, good teaching with well planned activities that meet their needs enables children to make good progress. Pupils continue to achieve well in Years 1 and 2 where the emphasis on developing literacy skills and problem solving in mathematics is leading to rising standards especially in reading and mathematics. In Years 3 to 6, the progress of pupils is good but some inconsistencies remain. In Year 6, pupils are making rapid progress because the level of challenge and expectation is particularly high. This is leading to better achievement. However, the impact of previously weaker teaching means that standards have been broadly average in recent years. For all pupils, attainment in writing is improving but standards are not as high as in other areas. Pupils with learning disabilities and difficulties make good progress due to the good support provided for them.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being, including the spiritual, moral and social and cultural elements, is good. They have a clear understanding about right and wrong and show respect for each other whatever their cultural or religious background. They are polite, expressive, behave well and grow in confidence and self-esteem as they move through the school. They all say how much they enjoy school. They have a good understanding about how to be safe in the community and they adopt healthy lifestyles; for example, they said how much they like physical education and playing different sports. Their attendance is average. They work well together and develop good team working skills. Through their involvement in various duties, such as monitors and 'buddies' to younger pupils and membership of the active school council, they develop a sense of responsibility. The good development of these personal qualities, coupled with good achievement in basic skills, prepares them well for their future lives. They are involved in the wider community through fundraising, for example sponsored events to raise money for local charities and needy causes.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers are enthusiastic, have good relationships with their pupils and plan lessons with interesting activities that effectively meet their needs. Combined with the good pace of lessons and the good support provided by teachers and teaching assistants, pupils are able to make good progress. Occasionally

the progress of higher attaining pupils is not as rapid as it might be because teaching does not challenge them sufficiently. Teachers explain things well so that pupils know what is expected of them. They make good use of ICT, including electronic white boards, and this contributes to motivating pupils. They assess pupils' knowledge and understanding through effective questioning and careful marking of work. Pupils have good attitudes to their learning and work and try hard because they are keen to do well. They generally maintain good levels of concentration but noise levels can rise at times which causes some pupils to become distracted.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Links between subjects are well planned, for example, in ICT, younger pupils worked ordering names on the computer to support follow up work on dictionaries and alphabetical order. Good use is made of initiatives such as 'big writing' and problem solving in mathematics. These are popular with the pupils and are very effective in helping them improve their literacy and numeracy skills. There are good support programmes in each year; pupils commented on how they enjoy these 'booster groups' and how much they help them to improve. Some work has been done on developing pupils' thinking skills but it has not been embedded. The curriculum provides well for personal development, for example sex and drugs education. Good links with a neighbouring secondary school have considerably enhanced the range of opportunities for physical education; pupils mentioned how they liked playing lacrosse, netball and football. The curriculum is enriched well through a good range of visits and the use of visitors such as artists, theatre companies and the police. A varied range of after school clubs is provided which are popular with pupils.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for pupils are good. Child protection procedures and risk assessments are secure and understood. In this safe environment the school effectively promotes pupils' understanding of health and safety issues. They benefit from the high priority given to healthy eating and physical activity. Pupils are well known to staff and always have someone they are confident to approach with an academic or personal problem. Good systems are used to record academic achievements and are used well to inform teachers' planning and aid pupils' progress. Most pupils know their targets in English and mathematics and say, 'they give you an idea of what to do better'. Those in danger of underachieving are identified and given effective support, often working with parents and outside agencies when needed. Systematic procedures for identifying the needs of gifted and talented pupils are not yet in place, although there is some additional provision for higher attaining pupils in, for example, mathematics. Pupils with learning difficulties or whose first language is not English are well supported. Marking gives pupils guidance on how to improve but does not always indicate where they have met their targets.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher provides good leadership and she has created a new team of senior and middle leaders who work well together, share a common vision for the development of the school and are beginning to have an impact on raising standards.

The school's self evaluation procedures are good and consequently leaders have an accurate understanding of the strengths and weaknesses of the school. The right priorities for development are identified and the action taken to address weaknesses is leading to steady improvement. For example, teaching has improved because of good support and training for staff, and improvements to the curriculum are reflected in pupils' progress over the past year and a half. All the issues raised in the last inspection have been dealt with well and the school has a good capacity to continue to improve.

Parents are very supportive of the work of the school and have opportunities to be involved through, for example, working parties and curriculum workshops. Governance is good. The supportive governors understand the school well and have developed their 'critical friend' role. Their professional skills provide good practical support to the headteacher.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us feel welcome at your school. We agree that yours is a good school with many strengths. Here are some of the things we like about it.

- You make good progress in your work and enjoy your lessons.
- Your behaviour is good and you look after one another well.
- The teaching is good and teachers help you to understand what you are learning.
- The school plans activities carefully to meet your needs.
- The school cares for you well and shows you how you can improve your work.
- The school is well led by the headteacher and her leadership team.
- The governors do their work well and keep in touch with what is going on.

Although your skills in English and mathematics are improving they are not as good in writing as in other areas. This is something that the school is already helping you with and we think that they need to concentrate on this even further. We also saw that, although you are all making progress, it could be even better for some of you. We have suggested, therefore, that the school tries to ensure that your progress is consistently good across the school.

Thank you again for being so friendly. We enjoyed meeting you and send you our best wishes for the future.

Yours sincerely,

Ian Wilson

Lead Inspector