

# Orchard Lea Junior School

## Inspection report

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<b>Unique Reference Number</b>	116225
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312223
<b>Inspection dates</b>	15–16 July 2008
<b>Reporting inspector</b>	Michael Pye

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Philip Yule
<b>Headteacher</b>	Mr Brendan Carroll
<b>Date of previous school inspection</b>	18 October 2004
<b>School address</b>	Kennedy Avenue Fareham PO15 6BJ
<b>Telephone number</b>	01329 234471
<b>Fax number</b>	01329 282019

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This larger than average junior school has more girls than boys. The number of pupils entitled to free school meals is well below average. Pupils come from predominantly White British backgrounds and there are few pupils learning English as an additional language. The number of pupils with learning difficulties is above average, and one pupil has a statement of special educational need. They are mainly pupils with moderate learning or social, emotional and behavioural difficulties. The school has been recognised nationally through the Enhanced Healthy School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education. The pupils' personal development, their pastoral care, and the curriculum are good. Learners benefit from some good links with external partners, for example, a local supermarket has helped promote healthy eating. The headteacher and his deputy work well as a team, setting realistic but challenging targets. They have overseen improvements in the curriculum, in tracking pupils' progress and in the standards and achievement of pupils over recent years. The impact of this can be seen in the high numbers of level 5s in science by the end of Year 6. Governance is good, and responsibility is shared effectively amongst subject leaders. There is a good capacity to improve.

From average entry levels, pupils achieve satisfactorily. Current Year 6 pupils have made sound progress. Standards are rising in English and mathematics although, overall, they remain average. Those pupils with gifts and talents achieve well because of the school's specialist provision, such as the 'clematis' group for literacy, and some precise teacher feedback on pupils' progress. Teaching and learning are satisfactory. Pupils enjoy lessons and teachers make good use of strategies to develop their thinking skills. Teachers' good subject knowledge results in secure questioning and helps them to build well on pupils' answers. Pupils' progress slows when teachers do not use assessment information well enough to plan work that challenges pupils of different abilities.

The good curriculum is based successfully upon clearly identified learning values such as thinking skills. These contribute significantly to the good personal development of pupils, and underpin their improving achievement levels. For example, where there is a focus on the value of collaboration, pupils' teamwork skills are well progressed. Similarly, the result of the focus on creativity is an array of models made at home or in school. Greek pottery, Tutankhamun's death mask and Viking ships reflect the effect of this work on pupils' art and design skills. Written pamphlets describe how people can keep fit. These are an example of where the themes provide very good opportunities for pupils to write for different purposes.

The academic guidance that pupils receive is satisfactory. Marking is supportive, and teachers provide some good opportunities for pupils to assess their own and others' work. However, although the pupils have learning targets, there are missed opportunities in lessons and in teachers' marking to refer to and reinforce them. Consequently, not all pupils know how to improve their work.

Leadership and management are satisfactory. Pupils' progress is now tracked carefully, and senior leaders meet with teachers to discuss those pupils who are in need of further support. An established monitoring and evaluation programme is in place that increasingly allows the school to identify relevant areas for improvement. On occasions, self-evaluation is too generous, particularly regarding the analysis and interpretation of national assessment data. Some plans for improving subjects do not use criteria against which the success of school initiatives can easily be measured and there is insufficient focus on the impact of the school's work on raising standards and achievement.

### What the school should do to improve further

- Raise standards through ensuring that teachers use assessment data to plan work that challenges pupils at all levels of ability.

- Ensure that, when planning, monitoring and evaluating improvement, there is a strong focus on the impact of the school's work on raising standards and improving achievement.
- Improve marking and the guidance given to pupils about their learning targets, so that they know how to improve their work.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement and standards have gradually risen over the past three years. In the 2007 national tests at the end of Year 6, pupils attained average standards overall, with mathematics being the weakest subject. A new mathematics curriculum, together with a developing focus on tracking pupils' progress has contributed to raising standards in mathematics amongst the current Year 6. They are on track to reach the national average.

The analysis of current pupils' work confirms this picture of average standards and satisfactory achievement. Some well-targeted support and good small group work, well led by teaching assistants, help pupils with learning difficulties to progress well.

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

### **Grade: 2**

Pupils are enthusiastic about school and appreciative about what it offers them. They value the positive relationships they form with teachers and each other. Positive attitudes to school help ensure a calm atmosphere. They socialise very amicably in their leisure periods. The small amount of distracting behaviour in lessons is usually linked to teaching which fails to engage pupils' interest. Pupils have a good understanding about how to stay healthy and keep safe. They appreciate the many opportunities the school offers for physical activity. Understanding of a healthy diet is equally good but is not always reflected in the choices older pupils make for their lunch boxes. Pupils' spiritual, moral, social and cultural development is good. They show interest and respect in learning about the lifestyles and beliefs of others. Attendance is satisfactory, and has remained stable over a number of years. Pupils develop satisfactory workplace skills. The level of basic skills coupled with some good teamwork opportunities in lessons and entrepreneurial activities such as the Year 6 and "double your money" activity help prepare pupils soundly for the next step in their lives. The school council has a high profile and pupils respect its achievements. Through these and other various positions of responsibility, pupils develop a good understanding of their role in the school and wider community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Good relationships in lessons help ensure that pupils are willing to answer questions and get involved. Whilst teachers make clear the aims of the lesson, some of these are too general, making it difficult for teachers and pupils to assess progress towards them and for teachers to set more specific learning targets. Teachers use interactive whiteboards well to model answers

and to add pace to lessons. Good opportunities exist for pupils to discuss their ideas with their 'response partners.' Pupils' progress slows when teachers do not use assessment data sufficiently well to set work for pupils of different abilities. In lessons such as mathematics, pupils are asked to think quickly and produce their answer on small white boards, which allows for good on-going assessment. Some marking is not focused sharply enough on the next steps in pupils' learning.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum has been reviewed recently; the mathematics curriculum is being embedded and shows early signs of having an impact on standards. Some outstanding themes have been developed that are carefully designed to link subjects together and ensure that pupils use their skills across a variety of subjects. Pupils told of enjoying the themes that are firmly based upon the learning values identified by the adults in the school. Pupils' spirituality is promoted well when they act out and imagine the feelings of being an evacuee during the Second World War. There are missed opportunities to assess pupils' written work in the themes. Music is a strength of the curriculum, and pupils benefit well from the teaching of French. Enhancement, in the form of visits, visitors, residential trips and a good variety of sports and after-school clubs all add significantly to pupils' enjoyment and social development. Links with the secondary school are good and, consequently, pupils benefit from sports and other activities.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. However, the school rightly prides itself on the quality of its pastoral care. Pupils speak of feeling safe and secure and know who to approach if they have a problem. They talk enthusiastically about attending the Positive Attitudes, Values, Ethos and Self esteem (PAVES) sessions, where there are good opportunities to explore issues that concern them. Pupils gain good personal and moral guidance about the need for respect. They develop an increasing awareness of how their rights in the wider world are linked to responsibilities. The school has good systems in place to track the progress of pupils. They have literacy and numeracy targets but opportunities are missed in lessons to reinforce them. Not all marking sufficiently highlights how pupils can improve their work.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Senior managers have a very clear vision for the future development of the school, based firmly around improving standards and achievement levels. There are well established monitoring systems. Useful feedback has been given to staff that has, for example, contributed to improvements in the quality of teaching. However, there are weaknesses in the way that some of the information is evaluated. For example, regular monitoring of pupils' progress takes place and involves subject leaders well. However, there are inconsistencies in the quality and depth of their written analyses, with insufficient attention being paid to the impact of school initiatives on standards and achievement. Nevertheless, such monitoring leads to the identification of relevant development plans and some good use of targets to focus on improvement. In writing, a weakness was identified and challenging targets set for improving boys' progress and standards. Changes, for example to resources, were introduced. Through pupil discussions, work scrutiny and observing learning the progress of

boys has been tracked and improvements have followed. The professional development of staff is given an appropriate focus and helps support developments such as identifying and developing the learning values that underpin the curriculum. In some development plans, the criteria against which progress can be judged are not easily measurable. Consequently, the school cannot always clearly judge the impact of the school's work on standards and achievement.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

25 July 2008

Dear Pupils

Inspection of Orchard Lea Junior School, Fareham, PO15 6BJ

Thank you for welcoming us into your school during our recent visit. We listened carefully to what you told us about life at your school. We found what you had to say interesting and helpful. I am writing to you to tell you about our findings.

Yours is a satisfactory school. This means it does some things well and that other things could be even better.

Some of the good things about your school are:

- the way that it encourages you to take responsibility, and develops you as young people; you told us how much you like the work of the school council and the councillors are rightly proud of their work
- the wide range of people outside of the school that benefit you as learners, for example, theatre groups, musicians and the good links with the secondary school
- that you told us how safe you feel and that relationships between all of you and the adults are good. We agree with you.
- that the standard of your work and your progress is gradually improving; pupils who are not quick learners do particularly well, as do those who find learning much easier
- that you were able to tell us how good the activities are that the school provides for you. The models of Viking ships and Greek pottery, for example, show how much you enjoy these activities. Well done!

Your headteacher, his deputy and other adults want you to have the best. We have asked the school to look at three things to help improve it further:

- that your teachers use information about how well you are doing to plan work that always challenges you
- that when the adults are deciding on future plans they always have in mind the effect of those changes on your standards of work and how well you progress
- that teachers make sure that all of you know what you need to do to improve your work. You can help by telling them when the work is too hard or too easy for you.

Thank you again for your help, and I wish you all the best for the future.

Yours sincerely

Michael Pye

Lead Inspector