

Orchard Park Community Primary School

Inspection report

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|--------------------------------|----------------|
| Unique Reference Number | 134979 |
| Local Authority | Cambridgeshire |
| Inspection number | 329003 |
| Inspection date | 3 July 2009 |
| Reporting inspector | Martyn Skinner |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 72 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mrs Clare Blair |
| Headteacher | Mrs Jenny Russon |
| Date of previous school inspection | Not previously inspected |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Ringfort Road Arbury Park Cambridge Cambridgeshire CB4 2GR |

| | |
|--------------------------|-------------|
| Age group | 4–11 |
| Inspection date | 3 July 2009 |
| Inspection number | 329003 |

Telephone number

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Age group 4-11

Inspection date 3 July 2009

Inspection number 329003

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is a new school serving a residential development which is still in the process of being constructed on the northern outskirts of Cambridge. Having opened in September 2007 with only 12 pupils, it has now grown to 72 pupils. The number of pupils eligible to claim free school meals is well above average. The proportion of pupils from minority ethnic groups, as well as those for whom English is an additional language, is above average. The proportion of pupils with learning difficulties and/or disabilities is also above the national average. The school has been awarded the Active mark and Healthy School status. The school has not been previously inspected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with many strengths and a well-deserved good reputation. It is an integral part of the local community with a strong family feel and a very positive ethos. This clear sense of identity owes much to the dedication and commitment of school leaders and governors to the welfare and education of all pupils. Parents hold the school in high regard and testify to the good level of support that pupils receive. One parent summed up the views of many with the following comment: 'The teachers are all caring and enthusiastic and the school is a real part of the community of Orchard Park.' Others referred to how proud they are to send their children to this school.

The large majority of pupils, including those who find learning more difficult, make good progress from the moment they enter the school, which could be at any time of year into any year group. On arrival at the school, most pupils are working at levels which are below those expected for their age. Standards across the school are currently broadly in line with the national average, indicating that pupils are making good progress. Standards are below average in writing, which is an area the school has already rightly identified as a key priority for the coming academic year.

As a result of good care, pupils enjoy school, feel safe and get on well with each other. Behaviour overall is good, as seen in respectful attitudes and a calm environment for learning. A small number of pupils do not always behave appropriately in lessons or at playtimes, but the school has introduced a new behaviour policy which is helping to bring about improvement.

The curriculum is good, with clear and meaningful links between subjects helping pupils to enjoy and make connections in their learning. There is a tangible sense of excitement amongst staff and pupils as the curriculum continues to evolve and develop in creative ways.

Teaching is good. Pupils learn well in lessons that challenge and spur them to make good progress. Where teaching is strongest, children are fully involved in the excitement of learning. On occasions, pupils' work is over-directed and opportunities for them to take responsibility and direct their own learning are not always given. Pupils greatly enjoy many 'hands-on' learning experiences throughout the school, from Reception to Year 6. However, Reception children's exploration of outdoor learning is currently limited, due, in part, to the lack of a covered area.

The establishment of this new school has been led and managed very well by the headteacher, whose vision is shared by all associated with the school. Governors have wholeheartedly embraced their role in shaping the strategic direction of the school and they are working in strong partnership with school leaders to raise standards further. Considering the many successes already achieved in the short history of this school, it is well placed to improve further. Staff and resources are well deployed and the school gives good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Reception class provides children with a very positive start to their learning journey at Orchard Park. Children are happy and confident, behaving well and making good progress in most areas of learning. They benefit from good resources and a stimulating learning environment. When children join the Reception class, their skills are below those expected for their age. Skilled teaching, combined with good care, ensures that children make good progress to reach standards in line with those expected in most areas by the time they enter Year 1. Progress is

particularly good in calculating and reading, but remains satisfactory in other areas, such as creative and physical development. Children greatly enjoy learning through play, both indoors and in the outdoor area. However, the lack of resources or a covered area is restricting the range of activities and the extent to which children can use the outside area during inclement weather. Leadership and management of this key stage are good and communication with parents is a particular strength. Planning is very thorough and all members of the staff team make a good contribution to the assessment of children's learning.

What the school should do to improve further

- Accelerate progress to raise standards, especially in writing.
- Build on good provision in the Early Years Foundation Stage to ensure free access to outdoor learning throughout the year.

Achievement and standards

Grade: 2

This school is in a very unusual situation, since published Key Stage 1 and Key Stage 2 test results from 2008 were based on very small numbers of children who had been in the school for a maximum of one academic year. Unvalidated test results for 2009 are also based on small numbers of pupils who have joined the school at many different points over the last two years. The test results therefore do not present a complete view of standards or progress in this school. However, the school's own assessment data clearly shows that pupils make generally good, and sometimes, outstanding progress. Inspectors agree with the school's view that progress is good and that standards across all year groups are broadly average, although they remain below average in writing. This is because pupils arrive at the school with well below average standards in this subject. Progress rates are almost identical for all assessed subjects. School leaders understand that outstanding progress in writing is required to bring standards up to average levels and beyond.

Personal development and well-being

Grade: 2

Pupils feel safe and enjoy belonging to this school. They appreciate the positive attention they receive and the good level of care from teachers, who they fully trust to deal with any concerns. Attitudes in class are good due to positive relationships and interesting lessons. A small number of pupils do not behave well, but most are polite, attentive and considerate of other people's feelings. Pupils make a good contribution to the school community. Through the structure of the school council, all pupils have a voice and feel listened to. They are happy to accept extra responsibilities, such as helping in the classroom or serving as 'buddies' in the playground. Pupils' spiritual, social and moral development is good. They demonstrate a mature capacity to reflect on their own behaviour and that of others, with one pupil commenting that while sport is greatly enjoyed, a lack of 'sportsmanship' is sometimes a problem during competitive games. Attendance is satisfactory, although absence due to holidays in term time remains a concern. Pupils have a good awareness of the importance of keeping fit and have a good understanding of the importance of healthy eating. They make sensible choices which help to keep everybody safe in school. Pupils' positive attitude to learning, together with broadly average standards, ensures they are satisfactorily prepared for future success.

Quality of provision

Teaching and learning

Grade: 2

A significant factor in the good achievement of pupils is the good quality of teaching and learning and the strong relationships between pupils and staff. Teachers challenge pupils and use assessments effectively to ensure that pupils make good progress. Learning is particularly effective where pupils are well motivated and actively participate in lessons. Most lessons include an interesting variety of activities, which are successfully adapted to meet the needs of pupils with a wide range of abilities. Occasionally, learning is too directed, with the result that pupils are less enthusiastic and the pace of progress slows to satisfactory. Teaching assistants take an active role in supporting learning in lessons. Pupils understand their learning targets and teachers provide detailed guidance on how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good, providing a wide range of opportunities which make learning exciting. Teachers are committed to making good use of meaningful cross-curricular links to enhance learning. This is an exciting and evolving area of the school's work which is adding value to the education of all pupils. For example, a project on the Second World War has enabled all Key Stage 2 pupils to explore the topic in depth through literacy, art and design and technology activities. Older pupils have been highly motivated by the opportunity to construct a large-scale Anderson shelter in their classroom. The school provides a wide range of extra-curricular activities - including sports and special interest clubs - which are well attended. There are also many enjoyable enrichment opportunities during the school day, such as the recent visit to the Imperial War Museum at Duxford. Provision for information and communication technology is good, with an excellent computer-to-pupil ratio, and above average standards are being reached in art and music. Pupils make good use of a well-resourced and very attractive school library to develop their research skills. All statutory curriculum requirements are met.

Care, guidance and support

Grade: 2

Every member of staff takes responsibility for the welfare of every pupil. There are rigorous systems for ensuring pupils' safety, health and well-being. The school is working well with families to improve attendance, although there is still progress to be made in this area. Supervision arrangements are good. Statutory requirements regarding safeguarding of pupils are fully met. The school meets the emotional needs of pupils, including those who are especially vulnerable, particularly well. Pupils know that staff care for them and so are confident to ask for help when issues arise. A range of strategies, including earning and then choosing their 'Golden Time' reward, play an important role in motivating most pupils to behave well. The school's detailed assessment procedures in reading, writing and mathematics help to ensure that pupils receive good guidance about their learning and are able to make the necessary improvements to their work. The school works closely with outside specialists to ensure pupils who find learning more difficult, as well as those at the early stages of learning English, get the support they need to make good progress.

Leadership and management

Grade: 2

The headteacher leads with energy, enthusiasm and a determination to ensure that all pupils receive the very best opportunities. Parents express great confidence in her leadership, describing her as caring, patient and very accessible. As one parent commented, 'I feel the school is not just child-centred, but parent-centred too.'

The headteacher benefits from strong support from her deputy. Working closely together, they are driving forward initiatives to improve pupil achievement. Governors also play an important and influential role in supporting the work of the school. They have a clear understanding of what is happening in the school and a well-informed, strategic focus on pupil achievement. This is a school where school leaders and governors work positively together with a common sense of purpose. They demonstrate a good commitment to community cohesion, taking effective measures to bring all groups of pupils and their families together in a shared vision of a caring society.

The judgements the school reaches about itself are carefully considered, accurate and well-grounded in a range of evidence, including a systematic programme of monitoring and review of the quality of teaching and learning. The school is well aware of the next steps that need to be taken and has shown evidence of a good capacity for further improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| 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

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

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ 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/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are 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 |
| The extent to which 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 learners' needs? | 2 |
| 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? | 2 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 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 |

Annex B

Text from letter to pupils explaining the findings of the inspection

4 July 2009

Dear Pupils,

Inspection of Orchard Park Community Primary School, Cambridge CB2 2GR

Thank you very much for the way you helped us with the inspection of your school. You were very friendly and told us lots of interesting things about how you learn and what you most enjoy about school. We understand why you and your parents are proud of your new school - we think you should be! We agree with you that you are at a good school where you are being well cared for and making good progress in your work. Your headteacher and teachers are doing a good job and they have lots of ideas to make your learning even more enjoyable in the future.

So that the school can carry on getting better, we have asked your teachers to:

- help you make even better progress in your work, especially in your writing
- make sure that the youngest children in your school have more opportunities to learn in their outdoor area.

You can all play your part in helping to improve your school by attending regularly and behaving brilliantly in lessons and at playtimes.

I wish you all a very happy future as you continue to behave well and work hard.

Yours faithfully

Martyn Skinner

Lead inspector