

Orchard Way Primary School

Inspection report

Unique Reference Number	101772
Local Authority	Croydon
Inspection number	335784
Inspection dates	27–28 January 2010
Reporting inspector	Madeleine Gerard

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Moira Bamfield
Headteacher	Sara Willson
Date of previous school inspection	2 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent over seven hours looking at learning, visited 18 lessons, saw eight teachers and held meetings with governors, staff and groups of pupils. They observed the school's work, looked at work in pupils' books, reports from advisers working with the school, tracking data showing the pupils' most recent progress and the standards that they reach, the school's improvement plans and 126 responses to the questionnaire sent to parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether all pupils are being set suitably challenging work to do
- how effectively the school monitors its work and identifies priorities for improvement
- the extent that the quality of care, guidance and support is a strength of the school.

Information about the school

Orchard Way is a slightly below average size primary school. Pupils come from a wide variety of different backgrounds. The proportion of pupils with special educational needs and/or disabilities is slightly below average. Most of these pupils have speech, language and communication difficulties or moderate learning difficulties. The proportion of pupils speaking English as an additional language is average and none of them is at an early stage of learning English. The school has achieved a number of nationally recognised awards including Healthy School Status and the Activemark. There have been many staff changes over recent years

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Orchard Way Primary is a satisfactory school. The school's strengths lie in its success in supporting the personal development of the pupils and in establishing close partnerships to support the welfare and well-being of the pupils. This contributes considerably to their positive attitudes to learning and good behaviour in lessons and around the school. The curriculum ensures that pupils have a wide range of interesting work to do and promotes their good personal and social skills.

All pupils are valued and enjoy themselves in the school's safe and caring environment. Consistently above average attendance reflects the school's effective work to promote regular attendance and good punctuality. Relationships are warm and friendly. Pupils appreciate opportunities to work in teams and are enthusiastic to take on responsibility. The overwhelming majority of parents and carers responding to the questionnaire are happy with their child's experience of school. One parent typically commented, 'All of my children have been very happy here.'

Teaching is generally satisfactory and enables pupils to make satisfactory gains in their learning. In some classes pupils learn and progress well because teaching is good. The progress of pupils is carefully tracked. Some teachers do not use assessment information well enough in their planning to ensure that pupils are always set suitably challenging tasks to make consistently good progress. Consequently, expectations of what pupils can do are not always high enough and the pace of learning is not always as swift as it should be. Pupils who need additional help with their learning are well supported and this helps them to learn and progress well. Some marking makes clear what pupils should do to move up to the next level in their work, although this is not consistent. Children join the school with a range of skills and capabilities that are generally those expected for their age. Attainment at the end of Year 6 has been broadly average over recent years. This represents satisfactory learning and progress through the school.

The school's leaders have a good understanding of its performance and priorities for action are appropriately focused. However, high staff turnover, largely due to maternity leave and promotion, has limited the impact of initiatives to improve the consistency of teaching and raise attainment. Given its recent track record in improving attendance, attainment in writing and the quality of work observed, the school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Raise attainment and rates of learning and progress by ensuring teachers have a

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shared understanding of the challenge and pace required to ensure that all pupils make swift gains in their learning.

- Use information gained from tracking pupils' progress, assessment and marking to match work consistently to pupils' needs and ensure they know how to improve their work.

Outcomes for individuals and groups of pupils

3

Pupils' achievement and enjoyment are satisfactory overall. Observations and pupils' work show that learning and progress across the school as a whole are satisfactory. In classes where teaching is good pupils learn and progress well. Good learning and progress were observed in a literacy lesson where pupils successfully practised using speech marks through role play and by writing dialogues between three little pigs and a farmer. In another class, pupils were developing their skills in multiplying decimal numbers using the rule for placing the decimal point well. Extra help for pupils who struggle with basic literacy and numeracy, as well as those with speech, language and communication difficulties, is successful in helping them to learn and progress well.

Pupils are polite and friendly. Visits from local emergency services and guidance about using computers ensure pupils have a good awareness of how to keep themselves safe. The school's success in gaining Healthy School Status and the Activemark reflect pupils' positive attitudes to keeping fit and healthy. Pupils particularly enjoy using the climbing frames in the outside areas and physical activity sessions led by specialist sports coaches. Good gains in spiritual, moral, social and cultural development help pupils to show care and consideration for one another. For example, older pupils readily help younger pupils at lunchtime in the dining area. Through work during Black History Month, they celebrated the achievements of people from a variety of different cultures. The school council takes the lead in charity fundraising by organising fun activities. Playground friends enthusiastically help the smooth running of break times. Well-developed personal and social skills, and average attainment in basic skills prepare pupils satisfactorily for the next stage in their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In lessons, teachers make good use of resources including computers and plan interesting activities. This helps to motivate pupils. Teachers use effective approaches to encourage consistently good behaviour. Pupils' good social skills are promoted successfully through opportunities to discuss their learning in pairs and small groups. In some lessons when pupils spend too long listening to the teacher, or teachers' questioning involves only a few pupils, the pace of learning slows. Planning ensures that pupils who need additional help with their learning benefit from good support so that they progress well.. The quality of marking is satisfactory, although it is variable in making clear to pupils what the next steps are in their learning.

Close links with local schools are used well to enhance the curriculum and pupils' personal skills. For example, during the inspection, pupils in Year 5 were participating in a week of activities including computing, Spanish and fitness at a local secondary school. In partnership with another neighbouring school, pupils are producing scaled drawings of the hall as part of a mathematics project to refurbish the school hall. These experiences successfully help pupils to prepare for transfer to secondary school. Pupils in Years 3 to 6 learn French and pupils in Year 4 learn to play the recorder. There are a number of popular extra-curricular clubs including gardening, scrabble and art. Themed days and weeks bring the curriculum to life. Visits to local places of interest, including a residential stay in Dorset for pupils in Year 6, support their learning effectively.

Pastoral care is good and contributes well to pupils' security and self-assurance. Arrangements are well managed to ensure that pupils receive the appropriate care and guidance that they need. There are good links with a range of outside agencies that the school uses well to support vulnerable pupils.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders drive improvement and embed ambition soundly so that teaching and outcomes for pupils are satisfactory. The good learning and progress of pupils with special educational needs and/or disabilities and generally satisfactory performance of pupils through the school show that equality is promoted and discrimination tackled adequately. The school's leaders and governors ensure that procedures to safeguard pupils' welfare, safety and health are good. The governing body is very supportive of the school. However, it does not always hold the school sufficiently to account over pupils' achievement. Pupils have a strong awareness of themselves as part of the school and local community. Planned activities to promote community cohesion have successfully emphasised those who live in communities other than their own in the United Kingdom and abroad. Recently, the school has launched a project to raise funds to support a child in Africa.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a satisfactory start in the Early Years Foundation Stage. Good induction arrangements including opportunities for children to visit the school with their

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parents and carers before they start help them to settle quickly. There is an appropriate balance of opportunities for children to select activities for themselves and tasks led by adults. Assessment systems are satisfactory. Records of regular observations are kept but are not always used to plan further learning. Children enjoy the themed activities planned in the outside area. Sometimes the range of activities is limited which restricts opportunities for children to be appropriately challenged. Leadership and management of the Early Years Foundation Stage are satisfactory.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers responding to the questionnaire confirm that the school keeps their children safe and that their children enjoy school. All confirm that the school helps their children to have a healthy lifestyle. In the survey, almost all parents and carers feel that the school is effectively led and managed and that teaching is good. Most feel that the school meets their children's particular needs and that their children are making enough progress. Inspectors judged teaching and pupils' learning and progress in their work to be satisfactory. Inspectors uphold the positive views of parents and carers regarding the good welfare of the pupils and the strengths in their personal development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orchard Way Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 126 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	55	52	41	2	2	0	0
The school keeps my child safe	72	57	51	40	2	2	0	0
The school informs me about my child's progress	52	41	67	53	7	6	0	0
My child is making enough progress at this school	46	37	68	54	8	6	4	3
The teaching is good at this school	60	48	60	48	4	3	0	0
The school helps me to support my child's learning	54	43	66	52	5	4	0	0
The school helps my child to have a healthy lifestyle	63	50	63	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	29	64	51	10	8	0	0
The school meets my child's particular needs	47	37	67	53	7	6	1	1
The school deals effectively with unacceptable behaviour	48	38	63	50	7	6	4	3
The school takes account of my suggestions and concerns	48	38	69	55	4	3	2	2
The school is led and managed effectively	69	55	52	41	2	2	1	1
Overall, I am happy with my child's experience at this school	62	49	60	48	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 January 2010

Dear Pupils

Inspection of Orchard Way Primary School, Croydon, CR0 7NJ

Thank you for being so very friendly and welcoming when we visited your school recently. We really enjoyed talking to you and listening to all that you had to say. We particularly enjoyed hearing you singing in assembly and hearing your thoughtful suggestions for ingredients to make a good quality lesson. I am writing to tell you about the judgements that we reached.

Orchard Way Primary is a satisfactory school. The best things about your school are:

- you like coming to school and your parents and carers told us they like the school too
- you take on responsibility enthusiastically
- you have a good understanding of how to keep yourselves fit and healthy
- you behave well, are keen to learn and you get along well with one another
- you make satisfactory progress and the standards that you reach are average, although we would like them to be higher
- those of you who need extra help are well supported so that you make good progress
- you enjoy the interesting work the teachers plan for you to do
- the youngest children get off to a satisfactory start in the Reception class
- you like the clubs and the outings and visits that the school organises for you
- the adults look after you well and make sure that you feel safe at school.

When teachers mark your work, we would like them to make clear what you need to do to make it even better. We have also asked that teachers use the information the school collects about your standards of work to plan work that is the right level of difficulty for you. You can help by telling the teachers if the work is too easy or too hard for you.

Yours sincerely

Madeleine Gerard

Lead inspector

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