

# Orchard Primary School

## Inspection report

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<b>Unique Reference Number</b>	135562
<b>Local Authority</b>	Hounslow
<b>Inspection number</b>	341670
<b>Inspection dates</b>	6–7 July 2010
<b>Reporting inspector</b>	David Wynford Jones

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	647
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Virdee
<b>Headteacher</b>	Christine Haslam
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Orchard Road Hounslow Hounslow TW4 5JW
<b>Telephone number</b>	020 85706247
<b>Fax number</b>	020 8577 0563
<b>Email address</b>	chaslam1.313@lgflmail.org

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Manchester M2 7LA

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## Introduction

This inspection was carried out by four additional inspectors. Inspectors visited two assemblies and 21 lessons, observing 20 teachers. They held meetings with governors, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school improvement plan. Inspectors analysed 78 questionnaires completed by parents and carers.

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

- boys' progress in mathematics throughout the school
- the use of assessments to challenge pupils and accelerate their progress
- pupils' understanding of their targets and how to achieve them
- the impact of the school's work to improve the quality and consistency in teaching and learning
- the effectiveness of middle managers and governors in driving school improvement.

## Information about the school

Orchard Primary opened in September 2008 following the closure of Orchard Infant and Orchard Junior Schools. It is considerably larger than the majority of primary schools. The percentage of pupils from a minority ethnic background is well above that found in most schools, as is the proportion of pupils who speak English as an additional language. Many nationalities attend the school. The main ethnic groups are of Indian and Pakistani heritage.

The proportion of pupils identified as having special educational needs and/or disabilities is similar to that found in most schools. However, fewer hold a statement of special educational needs. The majority of pupils with special educational needs have moderate learning or speech, language and communication difficulties. The proportion of pupils known to be eligible for free school meals is marginally above the national average. The proportion of pupils joining or leaving the school at other than the usual starting and leaving times is significantly lower than that found in the large majority of schools.

The Early Years Foundation Stage consists of two part-time Nursery and three Reception classes. The school holds the sports Activemark award.

**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

This is a satisfactory and improving school. Under the determined leadership of the headteacher, ably supported by the deputy headteacher, the school is developing its own identity and vision for the future. A good start has been made on introducing systems and structures which are contributing to improving the quality of teaching, making the curriculum interesting for the pupils and in accelerating their progress. As a result, pupils demonstrate a positive attitude to learning and behave well. Many take great pride in their school and want to help the school community to succeed. An older pupil said, 'We like to help each other, especially the younger ones.' The leadership team appreciates the involvement of parents and carers and is actively encouraging their involvement in their children's learning. Parental involvement in the school is increasing rapidly.

Children enter the Nursery with skills and knowledge generally below those expected for their age and make satisfactory progress in the Early Years Foundation Stage. Their progress is hindered by the under-use of the outdoor area as a natural extension of the classrooms. Nevertheless, by the time they enter Year 1, there are signs of improvement, with attainment approaching national expectations. Pupils continue to make satisfactory progress and by the end of Year 6, their attainment in English, mathematics and science is similar to the national average. Some groups and the more-able pupils do not attain well enough. Overall, achievement is satisfactory.

Pupils' progress is variable as they move through the school. This is because of inconsistencies in the quality of teaching. Many lessons are taught well but other lessons do not provide sufficient challenge. Some teachers do not use assessment information well enough to plan work that extends pupils' learning. Pupils who find learning difficult are supported effectively but the more able are not challenged enough. There are some differences in the performance of the different ethnic groups and that of boys and girls. The headteacher and deputy headteacher have worked effectively with staff to identify the elements which help pupils make accelerated progress. These include the setting of literacy and numeracy targets. Many pupils now know and understand their targets and some teachers make frequent reference to them. However, this is not yet consistent throughout the school. In the better lessons, the pace of learning is brisk. The pupils work with sustained concentration. Teachers use questioning strategies effectively to probe and deepen pupils' thinking and understanding, and they encourage pupils to evaluate their own work and that of their peers. Teachers are increasingly making the links between subjects to help pupils see the relevance of their learning. This is helping to accelerate their learning, for example in their writing skills which are consolidated in subjects other than English. The curriculum supports pupils' personal development well

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and in turn leads to the pupils' spiritual, moral, social and cultural development being good. Pupils have a good understanding of staying safe and healthy living.

The headteacher and the deputy headteacher have a good understanding of what the school needs to do to improve and are providing strong leadership. A secure start has been made on improving the quality of teaching and developing assessment procedures. Middle leaders and governors are keen to develop their respective roles and to deepen their understanding of their responsibilities. They have yet to develop their skills in rigorously interrogating and using assessment information and evaluating the impact of teaching on learning. Action plans are in place but the criteria by which they are evaluated are not sufficiently aligned to attainment, progress and achievement measures. Nevertheless, in view of on the progress made since the school opened, the accurate self-evaluation, the drive of the leadership team and the systems and structures now in place, the school has satisfactory capacity for further improvement.

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

- Build on the examples of good practice within the school by:
  - ensuring class teachers use assessment information more effectively to analyse pupils' progress and to inform their planning
  - providing greater challenge for all pupils, but especially the more able
  - ensuring pupils know, understand and consistently refer to their targets in literacy and numeracy.
- Make more effective use of the outdoor areas to promote children's learning in the Early Years Foundation Stage.
- Ensure middle leaders and governors make a greater contribution to whole-school improvement by:
  - refining the school improvement plan and subject action plans to include precise measures by which the outcomes are evaluated
  - improving their skills in using and analysing assessment data
  - providing appropriate training for governors to develop their skills and understanding of their roles and responsibilities.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy school and behave well. Most spoke positively about their school experiences. However, the more-able pupils particularly say that the work is not sufficiently challenging. Pupils have a good understanding of healthy living and many are keen to adopt a healthy lifestyle. They speak knowledgeably about healthy eating and take part in physical activities. This has contributed to the school attaining the sports Activemark award. Pupils value their school community. They are keen to become members of the school council and to take responsibility. Pupils in Year 6 raised funds for an end-of-term activity, successfully bringing together work they had undertaken

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within the 'apprentice scheme'. They were supported enthusiastically by pupils from all year groups. Pupils' regular involvement with the wider community is relatively underdeveloped, but pupils are gaining a good understanding of their own and other cultures. They show respect for each other and get on well together. Attendance is monitored systematically. Any absence is followed up quickly. This has resulted in a reduction in the numbers of pupils who are persistently absent, although there remains a small group whose attendance is unsatisfactory.

Throughout the school, pupils are given good opportunities to develop their speaking and listening skills. They appreciate the opportunities to discuss matters with a 'talk-partner' and share their ideas. They enjoy situations when one pupil takes the part of a character and responds to questions from the rest of the class. This is contributing much to their social development. Pupils' attainment in writing and mathematics is rising with more pupils reaching the higher levels by Year 6. Pupils' attainment in writing and mathematics is improving because they are given clear advice about how to structure and undertake their work. The school's focus on raising boys' attainment in mathematics has resulted in significant improvement, particularly in Key Stage 1. However, there has been a decline in pupils' attainment in reading in Year 2 and this is below the expected levels.

Overall, pupils with special educational needs and/or disabilities make satisfactory progress, as do pupils learning English as an additional language. There are some significant differences in the performance between the minority ethnic groups and between boys and girls. Girls tend to do better than boys. The attainment of pupils of Indian heritage is above that found nationally, while pupils of Black African origin tend to do less well. However, as a result of the closer monitoring of data and improved teaching, the gaps in performance are narrowing. Pupils' progress and attainment provides them with a satisfactory basis for the next stage in their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>

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

### How effective is the provision?

Relationships between adults and pupils are good. Teachers have secure subject knowledge and are confident in the use of computers to support learning. Most lessons are adequately planned and engage the pupils. There are some examples of good use of assessment to set work which challenges pupils. However, some lessons do not take sufficient account of the range of pupils' ability. Consequently, the expectations of various groups are not sufficiently high or explicit. There are many examples of good and informative marking in English but not in other subjects. There is limited but growing evidence of self- and peer-assessment. Teaching assistants and other additional resources are used well to support pupils who find learning difficult and those who are at the early stages of learning English.

Provision for developing the pupils' skills, knowledge and understanding in English, mathematics and science is satisfactory. Staff work together to plan the curriculum and are seeking to provide pupils with more opportunities to consolidate their basic literacy, numeracy and information and communication technology skills in other subjects. The curriculum is enhanced satisfactorily by links to organisations and a good range of extra-curricular activities and educational visits. Pupils are keen to attend the after-school clubs. These and other activities promote the pupils' personal development effectively.

The care provided for pupils ensures that the school supports its pupils satisfactorily. The support for the most vulnerable pupils is good. However, the support for other groups is less consistent. The school works appropriately with a range of agencies to promote pupils' learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

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## How effective are leadership and management?

The senior leadership team provides clear direction for the development of the school which is based on a good understanding of its strengths and areas for development. The detailed analysis of pupils' attainment and progress is resulting in the work of the school being scrutinised with increasing rigour and areas for development pinpointed. Expectations are rising and staff are increasingly being held to account. Middle managers and governors are developing their roles and are supportive. Governors fully acknowledge that they need further training to develop their skills and expertise. Nevertheless, governors ensure that the school's safeguarding and child protection procedures meet the latest requirements and promote equality of opportunity satisfactorily. They ensure that there is no discrimination and the differences in pupils' attainment are being addressed. The school's contribution to promoting community cohesion is satisfactory. The school is striving to be more involved in the local community and to involve the parents and carers and residents in the life of the school. The school takes part in events and activities with local schools. Community cohesion beyond the local area has still to be developed. Links with schools in other parts of the world and in the United Kingdom are under consideration and have yet to be established, although pupils have previously linked with a school in India.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Good relationships and sound induction procedures ensure children settle quickly into



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the Nursery and make satisfactory progress. They continue to make satisfactory progress in the Reception classes but this is variable between classes. This is because of weaknesses in the use of assessment to ensure that all children are appropriately challenged. From entry to the Nursery, children quickly grow in confidence and enjoy learning in a safe environment. They follow instructions, develop their social skills and behave well. In the Nursery and Reception classes, there is a reasonable balance between adult-led and child-initiated activities. However, at times, the children spend too long on the carpet listening to the teacher. Adults do not always provide the children with sufficient opportunities to find things out for themselves.

Classrooms are organised and children's work is celebrated and displayed effectively. Planning ensures that all areas of learning are covered. There is a strong emphasis on promoting the children's skills in communication, language and literacy and problem solving, reasoning and number. Use of the outside area to support learning across the Early Learning Goals has not been fully exploited, especially in communication, language and literacy.

The Early Years Foundation Stage coordinator is newly appointed and has a sound understanding of the strengths and areas for development. Systems for assessing and recording children's attainment are in place. However, the assessments undertaken when children first start in the Nursery are limited and do not provide the school with a secure baseline on which to build. Ongoing assessments have not been analysed sufficiently rigorously to bring about rapid improvements.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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 number of questionnaires returned from parents and carers was low. The large majority of those who responded were entirely supportive of the school's work. Their positive views are generally confirmed by the inspection evidence. A high percentage of parents and carers stated that their children feel safe and enjoy school. However, a few felt that their children did not make enough progress, that the school did not deal effectively with unacceptable behaviour and did not take their suggestions and concerns seriously. Inspectors found that pupils' progress is satisfactory and is accelerating; and that incidents of inappropriate behaviour are rare and dealt with appropriately by the staff. Overall, the school works well with parents and carers and is keen to involve them further in their child's education. Suggestions from parents and carers are taken

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seriously.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Orchard 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.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	55	35	45	0	0	0	0
The school keeps my child safe	36	45	40	51	1	1	0	0
The school informs me about my child's progress	25	32	46	59	6	8	1	1
My child is making enough progress at this school	27	35	40	51	9	12	0	0
The teaching is good at this school	27	35	46	59	4	5	0	0
The school helps me to support my child's learning	26	33	45	58	5	6	0	0
The school helps my child to have a healthy lifestyle	20	26	50	64	4	5	1	1
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)	15	19	52	67	6	8	1	1
The school meets my child's particular needs	17	22	52	67	5	6	1	1
The school deals effectively with unacceptable behaviour	20	26	48	62	8	10	1	1
The school takes account of my suggestions and concerns	13	17	48	62	10	13	2	3
The school is led and managed effectively	24	31	46	59	3	4	2	3
Overall, I am happy with my child's experience at this school	26	33	47	60	3	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



8 July 2010

Dear Pupils

Inspection of Orchard Primary School, Hounslow. TW4 5JW.

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We thought that you were polite and behaved well. You have a good understanding of healthy living and staying safe. Your contribution to the community is good. It was lovely to see the way you all supported the Year 6 fund-raising event in the school hall. We hope it went well and you managed to raise lots of money for your end-of-term activity.

Your school provides you with a satisfactory education. By the end of Year 6, your attainment in English and mathematics is similar to that found in most schools. Your spiritual, moral, social and cultural development is good. Overall, you make satisfactory progress. Inspectors were pleased to see that recently you have been working harder and your rate of progress is quickening. Well done! We were also pleased to see that the school is working well with your parents and carers to help you improve your work.

Inspectors believe you could do better and have asked teachers and senior staff:

- to give children in the Early Years Foundation Stage more opportunities to learn outside
- for your teachers to make better use of the assessment information to plan work that really challenges you and to make certain that you know, understand and consistently refer to your targets in literacy and numeracy
- that middle leaders and governors play a greater role in helping the school improve.

We were pleased when you told us that you like school. From the registers, we see that most of you attend regularly but were very sorry to see that some of you do not attend as often as you should. Please remember that, to make your school better, you must also play your part by always attending and trying your best.

Good luck for the future and keep working hard.

Yours sincerely

David Wynford-Jones

Lead inspector

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