

Orchard Church of England Primary School Broughton Astley

Blenheim Crescent, Broughton Astley, Leicester LE9 6QX

Inspection dates	10–11 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress from their starting points in mathematics, reading and writing. Most of the school's current pupils reach standards securely within age-related expectations, with many reaching standards above those expected for their age in all three subjects.
- Pupils make good progress in a wide range of subjects across the school. These include science, art, and information and communication technology.
- Teaching is good. Teachers know their pupils well and plan accurately to meet their needs. As a result, pupils make good progress.
- The curriculum is broad and balanced. Pupils develop their spiritual, moral, social and cultural understanding within a safe and nurturing environment that reflects British values well.
- Children in the early years have their needs met well in adult-led activities. They make good progress in all areas of learning as a result. Early years leaders plan well to engage and follow children's interests. Children are well cared for and are secure and confident learners.
- Pupils enjoy their learning. They are polite, confident and participate fully in the wide variety of experiences the school has to offer. As a result, they leave well prepared for the next stage of their education.
- The headteacher is inspiring and forthright in her uncompromising determination to bring about school improvement. She is well supported by other senior leaders, and governors, who show an equal commitment to improve outcomes.

It is not yet an outstanding school because

- Not all teaching is of the same consistently high quality as some of the most outstanding teaching in the school.
- Challenge and ambition for the most able pupils is not sufficient to ensure all of these pupils reach the highest levels in learning possible.
- The early years outdoor learning area does not provide the same level of challenge and stimulation as the indoor classroom. As a result, opportunities for children's learning are not as well developed there.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching further so that it matches that of the most challenging and inspiring in the school, to enable all pupils to make the progress they should.
- Develop the ambition and expectation of subject leaders, teachers and other staff in order to increase the challenge in learning for the most able pupils across all subjects and all key stages, including in the early years.
- Improve the early years outdoor area so that children have the same opportunities to learn and develop their skills as they do in the indoor classroom.

Inspection judgements

Effectiveness of leadership and management is good

- 'A small school with a big heart' was the view of one parent that summed up the views of many parents in the school. At the centre of this ethos is the headteacher. Since her appointment, she has set out a forthright and determined vision to ensure all pupils receive the best-quality education. She has successfully raised the expectations of the whole-school community and, as a result, engaged everyone in the school's improvement.
- The headteacher's excellent leadership skills and her ability to focus precisely on what needs to improve means she has taken the school quickly from requires improvement to good. Another parent said: 'Management is dedicated, and all staff are keen to help if asked. The staff and the headteacher know who the pupils are and it creates such a lovely, positive learning environment.'
- The headteacher has wasted no time in dealing with poor-quality teaching. Systems to manage the performance of teachers are rigorous and focused precisely on appropriate areas for improvement.
- The headteacher sets high standards for herself and the staff. Leaders of subjects and class teachers readily embrace these expectations. Everyone is working towards a common goal of improving the quality of education. The rigour of the performance management system has had a galvanising effect on school staff and, as a result, pupils' achievements are better. School leaders know that not all teaching matches the best teaching in school. They are working effectively to ensure that the quality of teaching is as consistently high in all classes in order to make sure all pupils reach their full potential.
- The headteacher ensures staff receive the necessary training and support to improve their practice. Her openness to working with other schools and other education professionals ensures that everyone has access to new ideas and ways of working.
- Teachers have the opportunity to carry out research and gain a better understanding of how pupils learn alongside colleagues from other schools. The school works closely with the Thomas Estley Learning Alliance and with the headteacher from Sherrier Primary School. There is an excitement among the staff, and a keenness to make a difference as a result. This is having a positive impact on outcomes for pupils.
- The headteacher is strongly supported by the deputy headteacher. Together, they have built a team of middle leaders who ably take responsibility for learning and progress in their subjects. Middle leaders actively challenge their colleagues to improve their work. Leaders track the progress of pupils very carefully. New systems for measuring progress are effective in identifying any pupils who fall behind. Leaders act with urgency and put interventions in place to ensure pupils are back on track quickly. As a result, progress across the school is accelerating.
- Leaders check on the impact of pupil premium funding thoroughly. Leaders make a careful assessment of how well pupils supported by this funding are doing. They do not allow activities to continue if they are not making a difference. As a result, disadvantaged pupils are making good progress in mathematics, reading and writing.
- Pupils enjoy the new curriculum, which is particularly strong. Leaders have ensured there is depth of learning across a wide range of subjects.
- Pupils' spiritual, moral, social and cultural development is woven into the fabric of everything pupils do. They have a strong understanding of the values and beliefs associated with their school. Leaders have successfully supported pupils to understand that those are common values, shared within British culture. Pupils enjoy many opportunities to explore the arts through music and singing. They explore the cultures and beliefs of others through religious education.
- The additional sports funding received from the government is used to provide a wide variety of sporting opportunities for pupils. This has resulted in greater participation by more pupils. The boys' and girls' football team proved to be very successful in the local league, for example. Leaders have employed a new sports coach who engages pupils in sporting activities at playtime and lunchtime. This focused learning has improved the skills of pupils and improved their behaviour.
- Leaders ensure pupils with special educational needs and disability have full access to the school's curriculum. This access is provided through a thorough accessibility plan that anticipates their needs. Leaders ensure appropriate support is provided, through additional adult support or through specialist equipment. Other pupils, such as those who speak English as an additional language (EAL), receive support through additional adults. Leaders act quickly to ensure that EAL is not a barrier to a higher level of learning and ensure pupils are taught appropriately in the correct groups for their abilities.

■ The governance of the school

- The governing body shares the same determination and commitment to improve the quality of education as school leaders and staff. Governors have a sound understanding of the strengths and areas for development in the quality of teaching.
 - The governing body uses the headteacher's report on teachers' performance effectively to make appropriate decisions on pay. The pay committee of the governing body uses the support from the local authority effectively to set and track the performance targets for the headteacher. The impact of this can be seen in the improving quality of education at the school.
 - The governing body is vigilant in checking how school leaders use the pupil premium funding. Regular meetings with the headteacher and the careful tracking of pupils' progress mean that it knows exactly what difference this funding is making. The governing body has been innovative in its approach to the use of this funding. Governors speak with parents and ensure their views are included in decisions about spending the pupil premium funding for their children. Governors were able to demonstrate a striking example of where this approach closed the learning gaps for a pupil successfully.
 - Governors track the progress of pupils carefully. Governors regularly visit the school to check for themselves what the impact of their policies is in improving outcomes.
 - Governors work well with subject leaders. For example, a governor visited the school to look at the quality of teachers' feedback to pupils in English books. They were able to report to other governors that the school's policy was being followed.
- Governors ensure that they receive training and support to fulfil their role appropriately. Governors use the skills that they have in their everyday lives to ensure all aspects of school life are monitored. The arrangements for safeguarding are effective. Leaders follow the correct procedures to vet staff and volunteers to work with pupils. Leaders ensure all adults receive up-to-date child protection training regularly, including in how to deal with radicalisation and extremism. Teachers also receive training in other issues of concern, such as female genital mutilation. The records of pupils needing additional support are kept confidentially in locked cupboards. Records are chronological and well ordered. The governing body ensures that senior safeguarding leaders are able to attend important meetings, such as case conferences. The school has systems to ensure that any pupils who are looked after by a local authority are well cared for and have effective learning targets in place to support them. Governors and senior leaders have a sound understanding of the correct procedures should a member of staff have an allegation made against them.

Quality of teaching, learning and assessment is good

- Since the previous inspection, there has been a significant improvement in the quality of teaching. Leaders have successfully raised the expectations of what pupils can achieve among the staff team. As a result, pupils' outcomes have improved over time.
- Teachers know their pupils well. This is because teachers question pupils perceptively during lessons.
- Teachers listen carefully to pupils' answers and allow pupils to express their thinking and understanding of new concepts. This enables teachers to correct misconceptions quickly and they do this with skill. As a result, little time is wasted and pupils remain focused on learning.
- The school has worked successfully to improve the quality of feedback given to the pupils. The school's new marking and feedback policy is used consistently across the school. It is clear that pupils benefit from this feedback and improve their work.
- Teachers use precise marking to support planning for the next steps in the pupils' learning. During the inspection, there were many examples where teachers explained to pupils exactly why a particular piece of work was being given to them. These incisive explanations were closely linked to the work pupils had completed the previous day. As a result, gaps in pupils' learning are addressed quickly.
- School assessment data also attests to this in the accelerated progress that pupils make in mathematics, reading and writing.
- The quality of teaching in mathematics has improved. Teachers work hard to engage pupils in learning. The new curriculum supports this and topics based around, for example, Bear Grylls, have been developed to engage boys as well as girls in learning. During the inspection, pupils in Year 4 were plotting a 'wilderness' route in mathematics to find the explorer who was 'lost'. Different levels of challenge engaged pupils well and there were a number of 'light bulb' moments as pupils worked out how to write 'instructions' to find their hero. As a result, pupils made good progress.

- Teachers offer pupils many opportunities to read widely and often. Pupils spoken with during the inspection expressed enjoyment and interest in different authors and styles of writing.
- The quality of teaching in reading has improved. Pupils gain a sound knowledge of phonics in the early years and key stage 1. This prepares them well to develop further reading skills as they progress through the school. As a result, outcomes in this subject are better.
- The work of teaching assistants is well planned by teachers. They work closely with teachers and use their training and skills to support the work of different groups of learners. The pupils with complex special educational needs receive sensitive support from teaching assistants, which promotes their good progress effectively, both academically and personally. Teaching has improved and this is clear in pupils' books across a range of subjects. However, not all books reflect high-quality challenge for the most able pupils. Where this is done well, teachers plan learning that is ambitious to stretch the most able pupils and deepen their understanding. In these instances, they make rapid and sustained progress. Leaders have not yet secured this across the school.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The ethos of the school fully supports this. In discussion with some older pupils, an inspector found that pupils were able to explain very articulately how, for example, the attributes of 'endurance' and 'forgiveness' would show themselves in their school.
- Pupils said: 'If it gets difficult when we do our work, we don't give up', and 'sometimes when we fall out we need to forgive our friend if they have hurt us.' Pupils were very sincere and committed as they expressed their views.
- Pupils willingly take responsibility for leading school activities and show maturity when doing so. Older pupils support younger ones during lunchtime. There are also 'super leaders' who help manage sporting activities in school. A particularly notable example came from a Year 6 boy who had led a book fair. He took responsibility for opening and closing the fair, managing the sales and ensuring his fellow pupils ordered more books when the stock ran out. He explained that the target for raising money was £800. He proudly told the inspector that in fact the fair had raised considerably more. Pupils were fully aware that this money helped purchase new books for their school.
- Pupils are rightly proud of their school. This pride can be seen in the way that they present their work. Leaders and teachers have fully addressed the issues raised at the previous inspection about pupils' books; pupils' books are now neat and tidy.
- The school environment is also well ordered with striking examples of pupils' work displayed everywhere. Pupils told inspectors how much they enjoy their homework and, from the examples seen by inspectors, it is clear that it is completed regularly and on time.
- Pupils have a good understanding of how to keep themselves safe. School leaders take their responsibility seriously for ensuring pupils are safe on the internet. For example, pupils know that any concerns they may have with regard to internet use should be directed towards a trusted adult, either in school or at home.
- School leaders speak with pupils about bullying as part of their personal education work. In discussions with pupils in class, in the playground and in a more formal group, pupils talked knowledgeably about different types of bullying, including knowing that the word 'gay' can be used as an insult to offend others. Pupils are clear that any form of bullying is unacceptable and have confidence that adults will deal with it should it occur. Most pupils spoken with agree that incidents of bullying are rare. The majority of parents who replied to Parent View believe the school deals well with incidents of bullying should they occur.

Behaviour

- The behaviour of pupils is good. In lessons and around school, pupils' behaviour is orderly and usually self-managed. Pupils regularly open doors for each other and for adults. Pupils are courteous and polite.
- The school's relatively new house system engenders a feeling of belonging in pupils. Pupils want to gain points for their house and enjoy the element of competition.
- The school sets clear expectations for behaviour, which also support pupils to make the right choices.
- Pupils' attitudes to learning are good. Pupils say they have noticed that their lessons are more fun and more challenging than in the past and they enjoy this.

- On rare occasions during the inspection, some pupils needed some reminders to lower their voices or to re-engage in their learning. This occurred when activities were not challenging enough or when adults did not make their expectations for the behaviour of the youngest children clear enough.
- Pupils' attendance is good. The proportion of pupils attending school regularly is above the national average. The proportion of pupils who are persistently absent is well below the national average.

Outcomes for pupils

are good

- Pupils' outcomes in reading, writing and mathematics are improving rapidly across the school. This is because senior leaders have improved the quality of teaching and set high expectations for learning. Leaders have ensured that the new curriculum followed by the school is exciting and engaging so that pupils enjoy their learning.
- Pupils' progress in a wide variety of subjects other than English and mathematics is also good. Pupils' work in subjects such as art, history and science is well developed. The school tracks the progress of pupils in these subjects also. The work pupils engage in is appropriate for their age and builds on previous learning. For example, during the inspection inspectors saw across a range of sketchbooks the pupils' growing understanding of shade and light.
- A high proportion of pupils enter Year 1 with skills typical for their age. Due to good-quality teaching in the early years and Year 1, the proportion of pupils reaching the expected standard in the phonics test in 2015 was well above the national average. A similar number of boys and girls reached the standard last year. The progress and attainment of current pupils in key stage 1 is good. School assessment information and work in pupils' books show that many pupils are reaching standards line with or above expectations for their age in mathematics, reading and writing.
- The school is successfully closing the attainment gaps between different groups of pupils across both key stage 1 and key stage 2. The progress current pupils make in mathematics, reading and writing is accelerating, with a high proportion exceeding expected progress across key stage 2.
- School leaders have successfully addressed the concerns raised at the previous inspection about learning in Year 3 and Year 4. Pupils in these year groups make good progress in their learning across mathematics, reading and writing. This is because the quality of teaching has improved.
- In 2015, outcomes at the end of key stage 1 were significantly above the national average for all subjects and in particular for mathematics at Level 3 and reading at Level 2a. Current attainment in key stage 1 shows pupils working well within their age-related expectations, with a proportion of pupils working above that expectation in mathematics, reading and writing.
- Pupils' progress from their starting points at the end of early years shows good progress for all groups of pupils, including disadvantaged pupils and those with special educational needs or disability.
- Outcomes at the end of key stage 2 in 2015 were broadly in line with the national average at Level 4 in mathematics, reading and writing. However, they were significantly below the national average at the higher levels in grammar, punctuation and spelling, and reading. The proportion of pupils making expected progress and exceeding expected progress in these subjects has also been below the national average for the last three years. This is particularly true for boys' outcomes.
- Currently the school's assessment information and the work in pupils' books show accelerated progress over this year. The school's predictions for the end of key stage 2 assessments demonstrate a much improved picture in all three subjects. A greater number of pupils are on track to achieve outcomes above those expected for their age. The gaps in attainment between boys and girls are closing and school leaders are rigorously addressing those that remain. The school's confidence in much improved outcomes this year is endorsed by inspectors' analysis of pupils' work in their books and in lessons.
- The progress and attainment of different groups of pupils is similar to their peers. Outcomes for disadvantaged pupils across the school are broadly in line with their peers in mathematics, reading and writing. Pupils with special educational needs or disability make good progress in their learning. The effective work of the leader of the provision for pupils with special educational needs and disability with external agencies in supporting these pupils contributes significantly to their good progress.
- The most able pupils are making progress that is similar to their peers in mathematics, reading and writing. Their attainment across the school is improving and reflecting their abilities more closely. However, leaders have further work to do in order to raise the ambition of teachers further to ensure the most able pupils reach their full potential in all subjects.

Early years provision

is good

- Children settle very quickly into the Reception class because early years leaders ensure they get to know the children before they arrive. Leaders hold open afternoons well in advance of the children's arrival. They visit the pre-school and Nursery settings children have attended to ask about their learning and progress. Leaders offer home visits for other children who have not attended a pre-school setting. As a result, they are able to plan learning that is appropriate and engaging right from the start.
- Children enter school with skills and attributes that are broadly typical for their age. Their skills in their physical development are often above those typical for their age. On entry to the early years, some children's speech and language is not as well developed.
- Children make good progress in their first year in school. The proportion of children reaching a good level of development was above the national average for 2015. Current school assessment information predicts a similar proportion of children will achieve a good level of development this year. There has been a significant increase in the proportion of children reaching this level in the last three years. As a result, children are now well prepared for the next stage in their education.
- There are relatively few disadvantaged children in the early years. However, those children in receipt of pupil premium funding make similar progress to their peers across the early years curriculum. Last year, boys attained higher outcomes than girls did. Current data shows a similar picture but gaps are closing. Girls' outcomes in 2015 were broadly in line with national outcomes for girls in the same year.
- Adults know the children well. They observe children's learning and keep detailed records of the gains children make in their skills and knowledge. Where adults lead learning, activities are well matched to the needs of different groups of children. As a result, children make rapid gains in reading, writing and mathematics. In these activities, the most able children make good and often very good progress along with their peers. However, challenges for the most able children in the other areas of the Reception class are not as well developed. As a result, not all of the most able children who are capable of exceeding the early learning goals do so.
- The caring ethos of the school is mirrored in the early years. Children socialise and play well together. Children cooperate and create imaginary worlds that develop their speaking and listening skills appropriately. As a result, by the end of the Reception Year the gaps in these key skills are closed.
- Adults listen to children carefully and observe their interests and fascinations. They capture these in their planning. For example, in the outdoor area, a wasps' nest was found in a playhouse. The teacher quickly made the area safe and engaged in an excited discussion with children about being safe and about wasps and their 'homes'. Children very quickly became engaged in this activity and the teacher encouraged the children to think of ways of warning others about the nest. Immediately, children found paper and pens and wrote warning signs to help others. They stayed interested and engaged for a long period and the teacher supported this well.
- The learning environment inside is exciting and filled with children's work. Children have many opportunities to explore and think about their learning. The outdoor area engages children and they play well together on the 'stage' and in the 'mud kitchen'. However, this area is not as well developed as the indoors. As a result, there are fewer opportunities outdoors for children to develop their learning.
- Adults take the health and safety of children very seriously. Systems for keeping children safe are effective. Training to protect children is up to date and undertaken regularly. Adults check the learning environment to ensure it is safe.
- Leaders develop strong links with parents. Parents' views are valued and leaders use them to contribute to the assessment and learning of the children.

School details

Unique reference number	120120
Local authority	Leicester
Inspection number	10011741

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Michael Forster
Headteacher	Mandy Fieldsend
Telephone number	01455 283 247
Website	www.orchardcofe.leics.sch.uk
Email address	admina5@orchardcofe/leics.sch.uk
Date of previous inspection	3–4 June 2014

Information about this school

- The school is smaller than the average-sized primary school.
- Nearly all pupils are of White British heritage.
- The proportion of pupils with special educational needs and disability is below average.
- The proportion of pupils supported through a statement or through an education, health and care plan is below average.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The substantive deputy headteacher is currently absent from school on maternity leave and an acting deputy headteacher is in post.
- The school works in close partnership with the Thomas Estley Learning Alliance, and the headteacher and staff from Sherrier Primary School.
- The school meets the government's current floor standards, which are the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed 13 lessons, six jointly with either the headteacher or the acting deputy headteacher.
- The inspectors scrutinised a large sample of pupils' work jointly with the headteacher. The inspectors also looked at pupils' books while visiting lessons and looked at the work on display around the school.
- The lead inspector met with the two vice-chairs of the governing body and another governor. The inspector also met with an education consultant working on behalf of the local authority. The inspector also met with the headteacher from Sherrier Primary School as part of the Thomas Estley Learning Alliance.
- Meetings were held with the headteacher and acting deputy headteacher, the leaders of English and mathematics. A meeting was also held with the early years leader and two teachers from the early years. The leader for the provision for pupils with special educational needs or disability provided information about provision for these pupils. A further meeting was held with the physical education subject leader and the leader for art.
- The inspectors spoke with pupils during visits to lessons and at lunchtime and playtime. The inspectors also spoke more formally with two groups of pupils.
- The inspectors analysed a large range of the school's documentation, including school performance information on pupils' attainment and progress, attendance, safeguarding and the checks leaders make on the quality of teaching.
- The views of parents were gathered through the 53 responses to Parent View, Ofsted's online questionnaire and the 28 responses to Ofsted's free-text service. Inspectors also took into account the views of parents in the playground.

Inspection team

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Her Majesty's Inspector
Ofsted Inspector

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