

Inspection of a good school: Orchard Primary School

Cherry Orchard, Pershore, Worcestershire, WR10 1ET

Inspection dates:

11 and 12 January 2022

Outcome

Orchard Primary School continues to be a good school.

What is it like to attend this school?

The school's values are aspiration, collaboration, respect, responsibility, and kindness. The positive relationships between staff and pupils, and pupils' attitude, reflect these values. Pupils get on well with each other and with their teachers. Pupils enjoy school. They feel safe at school because they know that adults at the school care about their well-being.

The school started teaching pupils in Years 5 and 6 after it expanded from being a first school to being a primary school in 2019. Leaders and teachers have designed a curriculum that prepares pupils well for secondary education. There is a well-structured approach to learning from Reception to Year 6. Teachers prepare lessons that pupils enjoy and that allow them to make good progress.

Pupils behave well in lessons and around the school at break and lunchtime. They say that bullying is not a problem. They know that staff would deal with it well if it happened. The school is bigger than it was before becoming a primary school, but parents and pupils say that it has retained its pleasant and caring community atmosphere.

What does the school do well and what does it need to do better?

Pupils study all the national curriculum subjects in key stage 1 and in key stage 2. Children in the Reception class follow a literacy and numeracy programme that prepares them well for key stage 1. They also follow a programme of activities that supports their personal, social, and emotional development. The curriculum aim is to make sure that all pupils are as well prepared as they can be when they move up each year.

Teachers plan lessons that help pupils remember what they learn. In history, for example, pupils often do activities where they have to imagine living in the period they study. In mathematics, lessons start with problems to solve using previous knowledge. Pupils enjoy this way of learning. They work with enthusiasm and behave well in lessons. They make good progress.

Since the school joined a multi-academy trust, teachers have worked with colleagues from the other schools to develop trust-wide systems for assessing pupils' progress. Systems to check and record progress in English, mathematics and science were developed first and are well established. Interruptions caused by COVID-19 have delayed the development of the assessment systems in other subjects. Leaders of these subjects are aware that they need to catch up. They are in the process of developing systems of checking and recording progress to ensure that they better identify and address misconceptions and gaps in pupils' knowledge.

Children have phonics lessons as soon as they start in Reception. Teachers and teaching assistants are quick to identify children who have difficulties learning to read. They support them with extra phonics sessions and help them to keep up with the rest of the class. Phonics teaching and support continues throughout Year 1 and Year 2. By Year 3 all pupils are fluent readers. Making sure that pupils learn to read well and enjoy reading is one of the school's top aims. Teachers read stories to their class every day. They also expect pupils to read at home every day.

The school offers pupils many opportunities to develop into well-rounded individuals. Pupils can volunteer to be elected to the school council, eco council, or learning council. They can learn a musical instrument or take part in a residential visit to an outdoor activity centre. The school organised a week of activities during Black History Month. Pupils learn about different faiths and are receptive to the need to respect other people's beliefs and cultures.

Leaders and staff are proud of the school's community spirit and inclusive ethos. They want all pupils to enjoy school life to the full and to make progress. They make sure that pupils with special educational needs and/or disabilities (SEND) get effective support. Teachers and teaching assistants take the needs of pupils with SEND into account when they plan lessons and other activities. The school's special educational needs coordinator checks that the support that pupils with SEND get is appropriate and effective.

Leaders and staff work well together as a team. Staff acknowledge that leaders try to ensure that their workload is manageable. They feel that leaders listen to their views and support them well.

The school benefits from being part of the multi-academy trust. Leaders and staff collaborate across the trust and support each other's improvement initiatives. Governors and trust directors work well together to support leaders.

Safeguarding

The arrangements for safeguarding are effective.

All members of staff receive regular training and are vigilant. They are confident to identify and report issues. Leaders work well with families and external agencies to protect children who are at risk.

Leaders and some governors are trained in safer recruitment and in the management of concern about staff.

Pupils learn about managing risks in their everyday life, including road safety. Staff teach them about using the internet and social media in a safe way, and to avoid inappropriate behaviour.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not used as effectively in foundation subjects as it is in English, mathematics and science. Consequently, teachers do not identify and address pupils' misconceptions and gaps in learning as well as they should. Senior leaders should ensure that assessment is used equally effectively in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Cherry Orchard First School, to be good in April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144457
Local authority	Worcestershire
Inspection number	10212188
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair of governing body	Richard Patterson
Headteacher	Sarah Bitcon
Website	http://www.orchardprimary.org.uk
Date of previous inspection	5 November 2020, under section 8 of the Education Act 2005

Information about this school

- The school formed the Avonreach Academy Trust with Norton Juxta Kempsey CofE Primary School, Inkberrow Primary School and Pershore High School on the 1 August 2017.
- The school became a primary school in September 2019.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher, who is also the designated safeguarding lead (DSL); the acting deputy headteacher; and the special educational needs coordinator. The inspector also spoke with the chair of the governing body, the multi-academy trust's chief executive officer, and four governors.
- The inspector carried out deep dives in these subjects: early reading, history, and mathematics. For each deep dive the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning, and looked at samples of pupils' work.

- The inspector checked safeguarding arrangements and school records. The inspector discussed safeguarding policies and case studies with the DSL. He talked to teachers and other staff about the safeguarding training they had received and how they put this training into practice.
- The inspector observed pupils' behaviour at lunchtimes and talked to parents at the end of the school day.
- The inspector considered responses to Ofsted Parent View, Ofsted's online inspection questionnaire, including written responses. He also considered responses from staff to their online inspection questionnaire.

Inspection team

Patrick Amieli, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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