

# The Orchard School

## Inspection report

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<b>Unique Reference Number</b>	134507
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	360622
<b>Inspection dates</b>	29–30 September 2010
<b>Reporting inspector</b>	Nasim Butt

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>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maksud Gangat
<b>Headteacher</b>	Iffat Fariduddin
<b>Date of previous school inspection</b>	3–4 July 2008
<b>School address</b>	Christchurch Road Streatham London SW2 3ES
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	29–30 September 2010
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 15 lessons taught by nine teachers. Meetings were held with staff, governors and groups of pupils. Inspectors observed the school's work, and scrutinised the school's development plan, tracking data, pupils' work, governing body minutes and school policies. They also analysed questionnaires completed by 108 parents and carers and 24 staff.

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

- How well the school's assessment systems support the learning of all pupils in English and mathematics.
- How well teaching meets the needs of pupils with special educational needs and/or disabilities and the more able.
- How well the design of the curriculum enables pupils to practise their literacy and numeracy skills in other subjects.
- The impact that school leaders have made on improving the quality of teaching and so raising standards in English and mathematics.
- The impact of the school's work in promoting community cohesion at the local and global level.

## Information about the school

This is a smaller-than-average school serving the local Muslim community and attracting pupils from several London boroughs. The proportion of pupils entitled to free school meals is much higher than the national average. All pupils are from minority ethnic groups and most speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below the national average, and very few have a statement of special educational needs. The interim headteacher appointed in January 2008 has been the substantive headteacher since January 2009. A substantive assistant headteacher was appointed in June 2010. About a third of the school's current teaching staff are newly qualified teachers who joined the school in September 2010.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The Orchard is an inclusive school that provides a good standard of education for its pupils. As a result of the leadership of the headteacher and her senior team, the school has made impressive progress in key areas over the past two years. Pupils, parents, carers and staff are all, rightly, very proud of their school that has been successful in creating a culture where learning is highly valued. As one pupil remarked, 'When school ends, I want to carry on with my learning at home.'

Pupils are nurtured within a caring atmosphere that is evident in lessons and around the school. In this warm environment pupils feel safe and secure and the vast majority of parents and carers agree. Pupils say they enjoy coming to school and this is reflected in their good attendance. The behaviour of almost all pupils is consistently good. Pupils get many opportunities to reflect during regular acts of collective worship. In a Key Stage 2 assembly, pupils enthusiastically sang the reflective nasheed (Islamic song) entitled 'Light of Dawn' by Talib Al Habib. However, there are too few opportunities for pupils to develop their understanding of other communities in the United Kingdom and abroad.

By the time pupils leave school at the end of Year 6, attainment is broadly average in mathematics and above average in English. Given that pupils enter Reception with limited language and number skills, this is evidence of good achievement. A well-designed curriculum motivates pupils to learn outside lessons as well as creating opportunities for them to make a strong contribution to the school and local community. As a result, pupils are well prepared for the next stage of their educational journey.

Although many aspects of teaching are good, some is merely satisfactory. This is mainly because teachers do not consistently use assessment information to match tasks closely enough to the learning needs of the more able pupils. Questioning is not always targeted well enough to deepen these pupils' learning experience. In addition, written feedback is not sufficiently well linked to individual learning targets and is, therefore, not precise enough to accelerate progress. The result is that pupils' learning and progress in lessons are no better than satisfactory. However, pupils make good progress over time, and in many cases outstanding progress, because they are strongly motivated to learn and coached well by teachers through well-planned, additional targeted interventions. Scrutiny of pupils' work in English and mathematics also confirms the good progress they make.

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The headteacher, staff and governors are successfully striving, through the well-structured school development plan, to strengthen learning in the classroom. Monitoring and evaluation of the quality of lessons are comprehensive. Action plans to raise attainment further in literacy and numeracy are based on rigorous self-evaluation and beginning to have the desired impact. The effective management systems and strong team approach established by the headteacher have proved particularly beneficial. This, coupled with the school's success in tackling the key issues identified at the last inspection, demonstrates the school's good capacity for sustained improvement.

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

- Improve the quality of teaching so that the large majority is good or better by:
  - ensuring all teachers use assessment more effectively to plan lessons that provide appropriate challenge to different ability groups, in particular more able pupils
  - providing pupils with consistently good-quality written and oral feedback, linked to learning targets, to support them in making further improvements
  - consistently sharing with pupils what they need to do to make at least good progress in the lesson.
- Build on the good work in community cohesion at the school level by developing strong national and global links to extend pupils' understanding of other cultures.

**Outcomes for individuals and groups of pupils****2**

Pupils are making good, and often outstanding, progress over time. In many areas of the curriculum, including English and mathematics, teachers provide them with good opportunities and interesting contexts in which to learn and practise new skills. For example, many Year 6 pupils made good progress in consolidating their understanding of what makes a good sentence opener using a range of interesting genres. Pupils enjoy Arabic lessons because a variety of games, puzzles and competitions is used to make learning engaging and stimulating. Self-assessment was used well in a Year 4 mathematics lesson to motivate pupils and encourage them to reflect on their performance. However, more able pupils are not always sufficiently well challenged which means their learning experience is not as deep as it might be.

Pupils who have special educational needs and/or disabilities are well supported. Where they receive additional support from teaching assistants, which is the case in

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the large majority of lessons, they are given good care and patient guidance. Consequently, they make good progress. Almost all pupils speak English as an additional language and the school’s externally validated tracking data show they made good, and in many cases outstanding, progress in reading, writing and mathematics last year.

Attendance rates are above average. The pupils say they feel safe in school, and almost all behave very well. They are polite and courteous to visitors and many show admirable consideration for each other. Pupils have adopted healthy attitudes to life, know the importance of a balanced diet, and many are working with staff to help achieve the Healthy School award. Pupils make a strong contribution to their own community. For example, the active school council worked alongside school leaders to make a successful bid to the local council for a grant to develop their ‘peace garden’; Year 4 pupils participated in a local tree planting initiative last summer. As one Year 5 environment monitor commented, ‘We are an eco-friendly school.’ Frequent opportunities to reflect on their identity, sometimes through art and religious music, mean that pupils’ spiritual, moral, social and cultural development is good.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<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>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

All teachers make clear what pupils are expected to learn during each lesson, often reinforcing this with good links to previous learning. In the best lessons which

<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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account for one third of lessons seen, pupils have well-targeted work and are guided through the small steps that help to ensure effective learning. Aspects of good teaching have a positive impact on the good progress pupils make. However, this is not consistent and sometimes pupils do not get enough feedback during the lesson on how they are doing and what to focus on to improve their work. In addition, teachers sometimes miss opportunities to deepen pupils’ learning experiences through the effective use of targeted questioning and in the way work is marked.

Provision for personal, social and health education is a strength of the curriculum and is having a good impact on pupils’ personal development. During the regular collective worship sessions, pupils benefit from frequent opportunities to reflect, sometimes in the context of inspiring religious music. The curriculum is adapted well especially to meet the needs of the most vulnerable pupils, many of whom have made great strides in developing the basic skills of literacy and numeracy. Strong cross-curricular links were evident in the garden project undertaken by Year 6 pupils last summer. High quality care and attention to pupils’ welfare ensure that pupils feel good about themselves. Pupils are known as individuals and the care they receive is well targeted, particularly for pupils whose circumstances make them vulnerable. Such personalised support, coupled with sharp monitoring and tracking, makes a strong contribution to pupils’ good achievement.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and governing body have taken effective steps to ensure that the school runs as smoothly as possible on a day-to-day basis. School development planning is effectively underpinned by clear and detailed strategic thinking. A strong team spirit permeates through the school resulting in a motivated and committed group of staff. The school is very well organised and meticulous with its record keeping and documentation. School leaders are focused on continuing improvement. High expectations of pupils’ personal achievements are evident in all aspects of school life. Tracking of pupils’ progress is thorough, and analysis is accurate. This provides a clear insight into what the school needs to do to improve and further raise pupils’ attainment. The school recognises that more able pupils are insufficiently challenged in lessons and this is therefore a key point for action.

The monitoring and evaluation of the quality of teaching are well organised and comprehensively recorded. This is having positive effects and shows that teaching is

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stronger at the end of each key stage. This matches inspectors’ findings. Coaching and mentoring arrangements are now in place to develop consistently good teaching. Regular meetings to discuss the thorough analysis of each pupil’s progress add to the school’s comprehensive self-evaluation. Careful checking of how pupils with special educational needs and/or disabilities, and those entitled to free school meals, are doing in comparison to their peers effectively illustrates the high expectations that are also placed on these pupils and the commitment to equality of opportunity.

Risk assessments are rigorous and safeguarding arrangements strong with everything meticulously documented. This ensures pupils are safe and well cared for. Governors have played an important role in enhancing site security. They have a good understanding of school performance data and are skilful in supporting and challenging the school in equal measure. Pupils’ contribution to their local community is strong, with good links with two local church schools and a secondary academy. However, the school does not currently promote community cohesion effectively at the national and global level.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>2</b>

## Early Years Foundation Stage

Most children enter Reception with skills in language and social and emotional development that are below what is expected nationally. They make steady progress during the year, reaching outcomes that are broadly satisfactory, though below national expectations in personal and physical development. Staff plan indoor and outdoor activities linked to the six areas of learning using a suitable range of resources. However, activities indoors are primarily teacher led rather than child-initiated and this restricts some aspects of children’s learning. Outdoor activities allow some choice for children, though they are not always challenging enough for



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the more able. The school recognises that the limited space in the outdoor area hinders children’s physical development. Assessment and monitoring of children’s learning and progress are systematic and thorough. Teachers’ subject knowledge is secure and strong relationships help to engage children. As a result, many children have made good progress in linking letters and sounds. Good communication with parents and carers helps the children to settle in well and be happy in school. The newly recruited Reception teacher was in her second week of teaching during the inspection. Good support from school leaders is beginning to have the desired impact in terms of children’s motivation and eagerness to learn.

*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**

From the high proportion of responses received, almost all parents and carers are supportive of the school and are happy with their children’s experience at the school and with what it provides for them. The very small number of concerns from parents and carers related to support for their children’s learning and their preparation for the future. These aspects are covered in the report. Inspectors consider that senior leaders have established good systems to target support more effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at The Orchard 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 175 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	57	43	40	2	2	0	0
The school keeps my child safe	60	56	39	36	0	0	0	0
The school informs me about my child's progress	52	48	42	39	7	6	0	0
My child is making enough progress at this school	34	31	60	56	8	7	1	1
The teaching is good at this school	39	36	61	56	2	2	1	1
The school helps me to support my child's learning	44	41	50	46	10	9	0	0
The school helps my child to have a healthy lifestyle	48	44	48	44	3	3	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	34	48	44	12	11	0	0
The school meets my child's particular needs	42	39	48	44	6	6	1	1
The school deals effectively with unacceptable behaviour	40	37	45	42	7	6	0	0
The school takes account of my suggestions and concerns	39	36	47	44	9	8	0	0
The school is led and managed effectively	39	36	46	43	7	6	0	0
Overall, I am happy with my child's experience at this school	48	44	52	48	5	5	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are 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 and spring term 2009/10 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 pupils' 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.**



1 October 2010

Dear Pupils

### **Inspection of The Orchard School, Streatham SW2 3ES**

Thank you for welcoming us to your school. I particularly want to thank the pupils who gave up their time to talk to us. Yours is a good school which has achieved a lot in the last two years. By the end of Year 6 your achievement is good and the school prepares you well for the next stage of your education.

Here are some of the good things in your school.

- The care and support the school gives you are impressive. You and your parents know that you are well looked after.
- You behave well, attend school regularly, and have good attitudes to learning; as a result, you are making good progress, especially in English and mathematics.
- You make a good contribution to the local community, for example by taking part in environmental projects like tree planting.
- Your headteacher is leading the school well and staff and governors are good at helping the headteacher to make your school even better.

Here are the main things we have asked the school to improve:

- Teachers should always give you work that is challenging enough, especially those of you who are quick to learn, and give you specific help on what you need to do to improve it.
- Staff should share with you more consistently what you need to do to make at least good progress in lessons.
- Staff need to give you more opportunities to improve your understanding about different communities, both in the United Kingdom and abroad.

You can help by continuing to work hard and by making even better progress in relation to your targets.

Yours sincerely

Nasim Butt  
Lead inspector

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