



ORCHARD COMMUNITY PRIMARY SCHOOL

SELF-EVALUATION SUMMARY

Last updated September 2025

OVERALL EFFECTIVENESS: JUDGEMENT – GOOD WITH OUTSTANDING FEATURES

Judged by OFSTED in January 2025 as maintaining the good standards identified at its previous inspection, Orchard Primary remains a vibrant, creative and inclusive school with three core values: Inspire - Create - Achieve. Senior Leaders have put into place robust, rigorous systems to ensure that Orchard is an efficient, continually evolving school. Striving for excellence, there is an uncompromising and highly successful drive to strongly improve outcomes for children embedded within the school. The Headteacher is exceptionally ambitious and, along with other Senior Leaders, encourages staff at all levels to focus relentlessly on creating a high-quality learning culture. The high expectations and promotion of agreed policies by all staff has resulted in a consistent and focused professional learning climate. The Governing Body is committed to working effectively with the Head teacher and staff to embed their strategic vision and maintain an effectual programme of continuous self-review and development.

EFFECTIVENESS OF LEADERSHIP & MANAGEMENT - GOOD (2)

Key Strengths

Pursuit of excellence - Senior leaders provide a strong sense of direction and vision for the school, which is focused clearly upon securing better outcomes for all pupils. Strategic planning is founded on the excellent use of robust monitoring evidence and good quality data.

Professional Development Opportunities - Leaders ensure that all staff receive focused and highly effective professional development that meets the needs of individuals, groups or the whole staff team.

Leadership development and talent spotting - We are keen to nurture talent and leadership potential at all levels by constantly seeking ways to create new professional learning opportunities and broaden the experiences of both support staff and teachers. Internal progression up the career ladder is now commonplace at Orchard.

Areas for Development

- 1) To ensure that professional research and development are inherent with the SLT so that they are able to drive improvements in the quality of teaching and learning.
- 2) Leaders at all levels must ensure that the school's quality assurance culture supports professional learning so that a higher proportion of lessons can be judged outstanding.
- 3) Further develop approaches to the teaching and learning of Spelling & Handwriting so that the transferral of transcriptional skills across the curriculum is more precise.
- 4) Embed evidenced-informed approaches to develop the art of teaching reading.
- 5) Refine pedagogy and provision for our most academically vulnerable pupils so that mechanisms to support knowledge and understanding are continually developed, which in turn, help to achieve higher standards.
- 6) Re: the above, through the implementation of targeted, well-resourced interventions and support strategies, improve the outcomes of disadvantaged children and those in the lowest 20% attainment range for Reading, Writing and Maths for each year group.
- 7) To ensure that provision for More Able pupils is strengthened in Reading, Writing and Maths so that the number of children achieving exceeded levels of attainment increases.
- 8) Reduce the persistent absence of Disadvantaged children (SEND/PP) so that they make a more tangible contribution to the school through improved attendance and engagement.

THE QUALITY OF EDUCATION - GOOD (2)

Key Strengths

Curriculum Design - At the heart of our curriculum is the desire to make learning fun, engage children and provide children with a wide range of opportunities to learn in different ways. We offer an exciting and continually evolving 'creative curriculum' which helps to equip pupils with the skills, ability, confidence and attitudes to enable them to work imaginatively, to transfer and apply new knowledge in different contexts and work towards new and valuable personal goals

Robust Monitoring, Evaluation and Review - We have embedded an on-going, rigorous and accurate monitoring, review and evaluation cycle. Judgements on the quality of teaching and learning are made through a triangulation of a range of evidence, enabling skilled leaders, who have an excellent understanding of what constitutes outstanding teaching, to gain an exceptionally accurate evaluation of the school's curriculum and quality of education.

Inclusivity and high expectations for all - We pride ourselves on our inclusive nature and use our deep knowledge of each individual to motivate, encourage and care for them throughout their time at our school.

Areas for Development

- 1) To improve outcomes in Writing, especially for Watchful Eye pupils (OT-), by ensuring that pupils confidently apply knowledge, skills and features from the writer's toolkit to create an independent piece of writing and that approaches to delivering the Talk for Writing model are used consistently across the whole school.
- 2) To embed the positive improvements secured in Maths in the last year re: fluency to support mathematical reasoning.
- 3) Improve provision for more able pupils to ensure that the planning and delivery of greater depth opportunities not only

meets their needs effectively but provides a suitable level of challenge, thereby ensuring that the percentage of pupils working above ARE/achieving GDS increases. 4) Through the implementation of targeted interventions and support strategies, improve the outcomes of disadvantaged children and those in the lowest 20% attainment range (Watchful Eye) for Reading, Writing and Maths for each year group. 5) To continue to ensure that EYFS GLD, Y1 (Phonics) and Y6 (R/W/M) remains at least in line with National Average. 6) To further close the gap for disadvantaged pupils. 7) Use evidenced-informed approaches to develop fluency and reading speed for lower attaining pupils. 8) To introduce a Forest School programme across all phases. 9) Continue to embed the teaching of substantive and disciplinary concepts in Science, Geography & History in Cycle B Learning Adventures.
BEHAVIOUR & ATTITUDES - GOOD (2)
Key Strengths
Behaviour Management - The systematic management of behaviour is good and there are uncompromising high expectations, firm boundaries and consistent strategies used throughout the school to ensure that children behave well as a norm.
Developing Values - We believe in a values based education that educates the heart as well as the mind. Along with high academic standards, there is a strong focus on developing children's moral, spiritual, social and cultural understanding, alongside physical development, well-being and mental health.
Positive Relationships - Relationships between children and staff are a strong feature of the school. Care, guidance and support for all children is outstanding and consistent across the school. The ethos and child-centred approach is modelled from the top and firmly embedded throughout the school.
Areas for Development
1) Promote positive emotional wellbeing and good mental health across the school community so that all pupils have high aspirations and positive self-esteem. 2) To ensure that we broaden the group of pupils who are able to make a highly positive, tangible contribution to the life of the school and/or the wider community. 3) Maintain behaviour and attitudes at a high level. 4) Continue to monitor and address any cases of concern that may arise with attendance/punctuality. 5) Continue to adapt systems and possesses to meet the needs of increasing numbers of learners with SEMH/ASD/ADHD.
PERSONAL DEVELOPMENT - OUTSTANDING (1)
Key Strengths
Character Development - All staff are committed to the promotion of 'Character Education' through positive behaviour training, the inclusion of 'character muscle' references within the classroom, and feedback to further improve pupils' attitudes to learning.
Curriculum Enrichment & Cultural Capital – The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests which considerably strengthen the school's offer.
Promoting an Active Lifestyle: Physical Health - In July 2024, Orchard successfully renewed its Sainsbury's Platinum Kite Mark for Sport. This award highlights the value that we place on active learning both in and out of the classroom.
Supporting pupils' mental health and well-being - The school provides exceptionally high-quality pastoral support. To enable us to do this effectively, we have a number of key staff to support the co-ordination and development of emotional well-being and mental health provision within the school community.
Areas for development
1) Ensure that the school's enrichment offer is effective in supporting character development in all children but especially those that are disadvantaged. 2) To broaden the range of Arts and STEM clubs open to pupils of all ages. 3) Enhance the school's approach to delivering enrichment and Cultural Capital, especially in relation to promoting diversity. 4) To go beyond the expected for PD by making character education and pupil empowerment more explicit both in and outside of school. 5) To deepen children's understanding of what Protected Characteristics are and how they affect life.
EFFECTIVENESS OF EYFS - GOOD (2)
Key Strengths
EYFS Team - Strong provision and improved outcomes for pupils continued to be secured through skilful EYFS leadership and the work of the highly knowledgeable and impactful practitioners who work within that team.
Positive Relationships - Children in Early Years are seen as individuals and are valued and respected.
Areas for Development
1) Develop understanding and practice in Sustained Shared Thinking. 2) Develop inclusive practices to support an Autism friendly learning environment.