

## The effectiveness of leadership and management

- Orchard is a part of the Viridis Schools Federation, a three school partnership in Hackney. The school leadership team are highly collaborative and actively engage in school to school support in order to share expertise and best practice.
- Orchard is a National Support School and has a strong track record in improving outcomes for children in different settings. Orchard is recognised as a lead partner school for the Schools Direct and Apprentice Teacher Programme at London Metropolitan University (LMU), working in partnership with other good or outstanding Hackney schools to offer training places to LMU students.
- Orchard was last inspected by Ofsted in February 2014 and was judged as Outstanding in all categories. Due to a high demand for places, Orchard began a programme of expansion to three forms of entry in 2014 and now has 3 forms from Reception through to Year 4.
- Orchard has a culture of high expectation which has enabled pupils at the school to excel. In 2015, Orchard was named both in the top 100 performing schools for progress between KS1 & KS2 and as a regional Pupil Premium award finalist. This trend of high performance was continued in 2016 with progress in the top 3% of schools nationally. In 2017 and 2018 KS2 progress in all subjects above average overall and not significantly below average for any prior attainment group.
- The school was re-accredited the Inclusion Quality Mark Flagship Status and the Anti-Bullying Quality Mark in the academic year 2017 - 2018 and the Basic Skills Quality Mark, ECO Schools Green Flag and Leading Parent Partnership Award in the 2016 – 2017 academic year. The school holds current awards for the Investors in People Accreditation, Geography Gold Quality Mark, STARS Gold Accreditation and International Schools Award. Currently, the school are being assessed for the Science Outreach Quality Mark and the Platinum Arts Mark Award. This reflects the school's ambition to ensure a rich and balanced curriculum and sustain best practice in every aspect of its provision.
- Assistant headteachers, phase leaders and subject leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects that link with whole school aims and ensure that high quality teaching across the curriculum is sustained through half termly monitoring and engaging in yearly action research focus projects.
- Comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision and outcomes for all pupils. A thorough timetable of professional development is implemented for both class teachers and support staff which addresses common areas for development and reflects a focus on effective teaching and learning. This results in lessons that demonstrate excellent subject knowledge and an understanding of how children learn, e.g. the use of formative assessment strategies.
- Parents are well informed and active partners in the school. Regular parent coffee morning workshops are well attended by the diverse parent group who give positive feedback and constructive suggestions on further learning opportunities they feel would benefit them.

## The quality of teaching, learning & assessment

- Rigorous self-evaluation and performance management is undertaken at all levels which ensures that any weaknesses are rapidly identified. Systems and procedures to ensure excellent outcomes for pupils, including SEN and disadvantaged pupils, are highly effective.
- Monitoring systems and procedures inform bespoke on-going CPD which is systematically evaluated for impact and informs improvement to ongoing provision
- Teachers have high expectations for pupil outcomes and insist on well-presented work which demonstrates an ethos of pride and engagement in learning.
- Teacher planning demonstrates good subject knowledge and is highly effective in ensuring that all groups of pupils are sufficiently challenged. The rigorous monitoring systems and procedures inform quality ongoing CPD which in turn is systematically evaluated for impact. As a result pupil outcomes are typically excellent.
- Teachers give feedback using incisive questioning and high quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve.
- Pupils are resilient and take ownership of their learning. Engagement in the many extra-curricular activities is extremely high and reflective of the diversity in the school. Additional enrichment activities include trips to universities and further education institutions, debating teams, musical instrument tuition and participation in sports and other cluster projects. This has resulted in children who are keen to learn and to improve their skills.
- Formative assessments in reading, writing and mathematics are used very effectively to inform provision. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils.
- Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need.
- The school has developed a curriculum which is rich in oracy, key skills and real life experience to support the high percentages of EAL and disadvantaged pupils. This is reviewed regularly and next steps identified including well pitched reference tools to support subject knowledge. Recent curriculum reviews include Art and Design, Design Technology, ICT PSHE and RE.

## Personal development, behaviour & welfare of pupils

- Pupils are supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils at Orchard encourage others to conduct themselves with consideration. Children have a range of opportunities to understand and celebrate key values such as democracy and co-operation and show a high level of respect for cultures other than their own.
- There are many well embedded pupil voice role models such as peer mediators, peer mentors, ambassadors, librarians and the green team who work alongside a proactive school council. Pupils meet regularly onsite and are engaged in cross site collaboration projects.
- Pupils have strength of voice through the school and class councils. They have recorded a number of successful actions including the embedding of cross site visits and learning walks, working with the local council to improve the safety of the road crossing outside the school, running a lunchtime club for pupils to access on-line learning at home, undertaken successful school charity fundraisers and created a fruit tuck shop for KS2 pupils.
- The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high profile anti bullying strategies including assemblies, PSHE curriculum focus, SEAL and Value Awards. The teaching of the risks of cyber bullying and safety is also revisited regularly through assembly themes and the PSHE curriculum to ensure that it is known and high profile. Each class documents comprehensive PSHCE and RE curriculum activities in a class floor book.
- There are highly effective systems for integrating pupils at risk of exclusion. The school has successfully reintegrated pupils who have previously been permanently excluded however, as a result of a small percentage of vulnerable high need pupils, the rate of exclusion remains above that of the national average. The school are actively working to reduce this through the effective deployment of learning mentors and external support agencies resulting in a decrease in fixed term exclusions in 2017 – 2018.

- The governing body was reformed in September 2016 to oversee the three-school partnership and there is a highly constructive and ambitious dialogue between the school leadership and the governing body. Governors are well informed of the current school context and challenge robustly when needed. They are proactive in arranging visits to the school. They have high expectations for outcomes and provision for pupils.
- Staff opinions are regularly sought and used to inform and develop provision. Best practice is modelled and shared resulting in typically excellent opportunities for pupils to learn.
- Orchard is an accredited Stonewall Champion and actively seeks to promote inclusion and diversity. Prejudice is not tolerated. A range of opportunities for pupils to share opinion and have an active voice in the school have been established resulting in excellent relationships between staff, pupils and parents and a highly positive school culture being developed.
- As a result of regular and visible celebrations of the diversity of the school community alongside a robustly implemented PSHCE curriculum and high profile school council, pupils are well prepared for life in modern Britain.
- Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are safe.
- Mobility within the school is high as a result of demographic changes in the local area and a lack of local authority housing. The school inclusion team have a robust induction system for pupils new to the school which has resulted in the lowest possible impact on pupil outcomes.

### In the current academic year the following areas of Leadership & Management are a focus to sustain high quality provision:

- To develop a longer term vision for the leadership and accountability structure of the Viridis Federation in light of changing local and national structures.
- To inform accurate self-evaluation of Governance using external measures which support informed strategic leadership.
- To minimise potential risks from changes to the National Funding Formula.
- To raise the public profile of the Viridis school to school support offer and action research projects.
- To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils.
- To minimise risks of teacher recruitment challenges and ensure that teaching continues to be of the highest quality on all three school sites.
- To ensure the success of the Teacher Apprenticeship programme.

- Quality homework is set weekly in all year groups which is differentiated and marked according to school policies. A variety of activities are utilised including subscriptions to online learning, games and creative research based holiday tasks intended to minimise learning loss and build effective links between home and school. A school homework diary and a robust system of organising reading books according to ability ranges has resulted in reading being a consistent feature of pupil experience at home and at school.
- In order to make assessment in non-core subjects meaningful, the school has introduced a system for assessment in both humanities and science, based on a model of pupil self-assessment against key concepts and skills taught. The school are actively engaged in review cycles to embed the efficiency of these, most specifically teacher assessment responses.
- Termly pupil reports and year group curriculum leaflets, weekly workshops and reading sessions as well as termly meetings ensure that parents are well informed in how well their children are progressing and what their child needs to do to improve.

### In the current academic year the following areas of Teaching, Learning & Assessment are a focus to sustain high quality provision:

- To effectively induct new members of staff so that the teaching profile reflects an increasing % of excellence in teaching and outcomes across the year.
- To further develop high quality oracy skills to support enquiry, critical thinking and social communication across the curriculum.
- To embed the new Maths curriculum to ensure that there are regular opportunities for children to demonstrate their conceptual understanding.
- To embed a revised provision for phonics and the teaching of early reading.
- To embed curriculum development (Art and Design, Design Technology and ICT) to ensure that the received learning increases challenge through the pitch of skills, knowledge and opportunity to reason and explain.
- To further embed assessment within the wider curriculum (Humanities and Science).
- To continue to reflect on and develop the quality and effectiveness of questioning, marking and feedback to ensure that it maximises direct impact upon outcomes for children.

- Parents are very supportive of the school. In the last three annual questionnaires over 92% agreed with the statement 'my child enjoys being at school most days'. A very large majority agreed with the statements 'pupils at the school behave well', 'my child is not bullied or harassed at school' and 'the school keeps my child safe'. A number of healthy living and growing projects including a gold award winning flower and vegetable garden ensure pupils understand how to stay healthy.
- As a result of a robust and comprehensive set of actions pupil attendance has been sustained above national averages for the last three years. The school works very effectively with outside agencies which offer additional support for the high number of pupils with need, and this, alongside the dedicated school staff, ensure a high quality of pastoral care.

### In the current academic year the following areas of PDBW are a focus to sustain high quality provision:

- To further develop pupils as leaders to enable contribution to the wider curriculum.
- To embed the revised PSHCE and RE curriculums so that children develop a greater sense of school community.
- To continue to reduce the number of fixed term exclusions over time through tailored interventions and external agency support.
- To make changes to the school day and playground structure in order to maximise the footprint of outdoor space and improve pupil experiences.
- To further improve attendance rates of pupils across EYFS with a particular focus on those whose attendance falls below 95%.

## Outcomes for Pupils

Standards	Attainment		
	2016**	2017	2018
N (2017): GLD 71%	73%	73%	73%
KS1 : EXS (unval) National (2018): R76 –W70-M 76	87 - 82 - 88	80 - 80 - 83	80 - 79 - 82
KS1 : GDS (unval) National (2018): R25 –W16-M 22	25 - 27 - 23	33 - 21 - 29	31 - 24 - 25
KS2: EXS (unval) N (2018): R75–W78–M76-GSP78	82 - 92* - 95 - 93	75 - 91* - 98 - 96	95 - 90* - 95 - 97
KS2: GDS (unval) N (2018) R28-W20-M24-GSP34	32 - 33 - 39 - 42	22 - 21 - 49 - 49	41 - 34 - 41 - 66
KS2: RWM EXS - GDS (unval) National (2018):64 - 10	78 - 40	68 - 14	85 - 25

\*Teacher assessments

\*\* New Assessment Criteria

### KS2

- There is a sustained trend over time of achievement above national averages at KS2. In 2018, pupils achieving the expected standard in all subjects continued this trend. The greater depth standard achieved was significantly above national in reading and writing, GSP and Maths.
- In 2018, the number of children making expected progress (KS1 to KS2) in Reading, Writing and Mathematics is significantly above national figures. The percentage of pupils achieving RWM combined is above national average at expected and at the higher standard.
- In 2018, the progress of disadvantaged Key Stage 2 pupils in all subjects was well above average overall in comparison with all pupils nationally. Disadvantaged KS2 pupils attained an average scaled score above the national score for all pupils in reading, writing and mathematics in 2018. The percentage of most able disadvantaged pupils achieving a high standard in reading was below that of other pupils nationally but in line in Writing and above in Mathematics and GSP. Disadvantaged pupils have performed better than national expectations in Reading, Writing, Mathematics and GSP at the end of Key Stage 2 for the last 4 years and make progress better than that expected nationally.
- SEN and EAL pupils make above national progress which is a sustained trend over time.

### KS1

- KS1 cohorts make good progress in KS1 from the end of EYFS with overall attainment at the end of KS1 above national expectation in reading, writing and maths for the last four years.
- In 2018, the number of disadvantaged pupils achieving the expected standard at Key Stage 1 was above the national average for all pupils in reading, writing and mathematics. The number of disadvantaged pupils exceeding the expected standard at Key Stage 1 was below the national average for all pupils.
- The percentage of EAL and SEND pupils reaching the expected standard comparably with end of EYFS demonstrates the gap is closing over time.
- Pupils achieve above national averages in the phonics screening check and this is sustained over a three year trend.

### EYFS

- Pupils make excellent progress in **EYFS**. Over the last 5 years children have attained above national averages from low baselines.
- At the end of Foundation stage the majority of disadvantaged pupils met the expected standard (Good Level of Development 70%) with a gap of 3% to that of all pupils (Good Level of Development 73%)

### The effectiveness of the Early Years provision

- Despite entering the school below expected starting points, the majority of pupils leave **Reception** with attainment at national expectation in the 17 areas of learning.
- The percentage of pupils attaining or exceeding a Good Level of Development has been in line or above the national percentages for the last 3 years with pupils making excellent progress from typically low baselines. Pupils currently at the school continue to make good or better progress.
- The quality of teaching from teachers and support staff is consistently good with much outstanding practice and as a result all groups of children make rapid progress.
- The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced and highly stimulating environment.
- Accurate assessment informs both group and individual need.
- Moderation is robust and results in a high level of consistency of judgments.
- Effective leadership of Foundation Stage ensures a consistently high level of provision.
- Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice.

### Overall effectiveness

- Orchard is oversubscribed and is moving to a three form model to cope with the demand for local school places resulting in an overall reduced site footprint. The agreement to expand the school by an additional form of entry raises our pupil roll to over 750 pupils, significantly larger than the average size primary school.
- The percentage of SEND pupils has increased overall from 17% to 23%, EAL is decreasing overtime, mobility continues to be higher than average (approximately 15%) and the high deprivation index results in provision required to take an inclusive but strategic approach to teaching and learning.
- Teaching is highly effective and results in pupil progress and outcomes above that expected nationally for all groups of children.
- Outcomes at the end of EYFS, KS1 and KS2 are all above national averages. Pupils make excellent progress from their starting points.
- Staff share good practice and view teaching as a collective responsibility and are actively engaged in their own development.
- Pupils enjoy a rich and varied curriculum including weekly French & Music lessons, themed enrichment weeks, gardening, chess, debate, spelling events, university trips, and use of new technologies including ipads to enhance learning. Instrumental tuition is keenly taken up by pupils.
- A wide range of clubs are oversubscribed both in the school day and after school. These have included: Gym, Art, Design & Technology, cooking, gardening, games, Kung Fu, Athletics, Ball Skills, dance, homework and football. The take up of peripatetic lessons has a sustained trend over three years with a balance of new starters and continuous provision.
- Pupils are actively engaged and encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working.

Progress KS1 – KS2	National (Hackney)	School Progress		
		2018	2016**	2017**
Reading	-5.0 (1.2)	3.8	1.2	4.4
Writing	-7.0 (1.4)	4.5	1.8	2.3
Maths	-5.0 (1.0)	5.7	6.5	3.8

\*\*National Expected = 0

Progress EYFS to KS1	2014	2015	2016
EYFS / GLD	75%	75%	73%
	2016	2017	2018
KS1 RWM / AE	78%	74%	71%

### Current Data

- Pupils at the school are achieving extremely well. School assessment shows the large majority of all pupils to be at least in line with expected attainment and there is very good progress from starting points in all year groups which has been sustained over time.
- The current Year 6 are achieving well and are on track to exceed national averages and demonstrate excellent progress from their starting points. Children are taught in 4 sets using both AHT and DHTs to provide targeted interventions within teaching.
- Achievement across the wider curriculum demonstrates a high quality of provision and achievement across subjects.

### In the current academic year the following areas are a focus to sustain high quality provision:

- To raise the % on track in reading for the new Year 2 cohort
- To raise the number of disadvantaged pupils and boys achieving GDS in reading, writing and maths at the end of KS1.
- To raise % on track in maths for new Year 6 cohort.
- To ensure continued rigour in assessment and moderation to ensure that all groups achieve above national averages at the end of KS2.
- To embed the revised speech and language wave model to ensure timely intervention, assessment and review that impacts pupil progress.

### In the current academic year the following areas of Early Years Provision are a focus to sustain high quality provision:

- To develop the facilitation of independent learning in the EYFS setting to ensure effective challenge and progress opportunities for all groups from starting points.
- To review the pitch and access to independent learning for the most able pupils in EYFS.

- Provision for SMSC is excellent with pupils demonstrating a willingness to explore new ideas and experiences including the use of philosophy in classrooms. Innovative curriculum design that allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including class councils, debate clubs, peer mediation and a comprehensive PSHCE curriculum. High profile school council elections, links with local councillors and enterprise activities and fairs including 'work week' and 'enterprise week' ensure that children are fully involved and engaged in the values of the school and wider British society.
- Orchard has attained a wide number of reputable awards and continues to formulate ambitious plans for the future development of its curriculum and the commitment to accelerate the progress and attainment of its pupils, both through internal effectiveness improvements and the creation of school to school partnership support.

Last updated September 2018