

Inspection of a school judged outstanding for overall effectiveness before September 2024: The Orchard School

Christchurch Road, London SW2 3ES

Inspection dates:

14 and 15 January 2025

Outcome

The Orchard School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils are happy and proud members of this welcoming school. Pupils live up to the expectations and virtues of the 'Orchard code'. This creates a school environment where pupils treat each other with respect and kindness. Pupils are resolute about equality. They make sure that everyone is included and treated fairly. They play happily together at social times.

The school has high expectations and is aspirational for pupils. Pupils achieve very highly across the curriculum. They enjoy and value their learning opportunities immensely. In lessons, pupils are focused and diligent. They are curious and keen learners. In the classroom and around the school, pupils' behaviour is exemplary. They are polite and courteous.

The well-considered provision for pupils' personal development aims to give pupils the tools and skills that they need for their future. For example, pupils learn about the fundamental British values and how to debate and discuss differing opinions. Pupils' aspirations for what they can achieve are promoted through visits to universities and exploring different career options. Pupils have a wealth of wider opportunities and experiences, such as ballet lessons, cricket and football tournaments. A range of educational visits and clubs also enrich the taught curriculum.

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

There is a sharp focus on ensuring that pupils are well prepared for the next stage of their education and beyond. The school and governing body are relentless in their drive to

continually improve what is already in place. The shared vision for excellence in all that the school does is realised and permeates the whole school community. Staff value the training that they receive to strengthen their teaching expertise, as well as the opportunities to collaborate with and learn from other schools. Staff feel well supported and are incredibly proud to work at this school.

The school's ambitious curriculum sets out what pupils will learn and when, from the Reception Year through to Year 6. It is designed to build and deepen pupils' learning carefully over time. There is a highly consistent approach to implementing the curriculum. Staff are skilled and have secure subject knowledge. Pupils have deliberate opportunities to recap their prior learning. For example, 'the spinner' revisits the most important knowledge that pupils have been taught in previous lessons and topics. This supports pupils to use their new learning to build on what they already know. Highly effective questioning techniques deepen pupils' understanding and help them to achieve the intended learning outcomes. Pupils' understanding is regularly checked and misconceptions are addressed. The school's approach to identifying and addressing any gaps in learning ensures that no pupil falls behind. Pupils with special educational needs and/or disabilities (SEND) are quickly identified. They learn alongside their peers with effective adaptations so that they can access the learning. Staff know the pupils well. They carefully consider the best approach to take to ensure that pupils' needs are met fully.

Reading is a priority right from the start of early years. Phonics teaching enables pupils to practise using their knowledge of sounds to read words. Staff focus on developing pupils' accuracy and fluency. The books that pupils read are closely matched to their phonics knowledge. This helps them to become confident readers. Pupils that need additional support with their reading are supported to catch up effectively. Pupils enjoy reading and have access to a wide range of texts in the school library and in their classrooms.

Pupils' well-being and health are central to the school's approach for pupils' broader development. The school's drivers of 'community, health, environment and spirituality' (CHES) are woven through all aspects of the school. These drivers support pupils to develop a wide range of skills, knowledge and experiences to set them up for their future. Pupils learn about and explore their feelings, emotions and relationships. Pupils know that they can get help or support if they have any worries. Older pupils take on roles of responsibility, such as CHES or well-being ambassadors. Through this, they actively contribute to school life or support others with their feelings and emotions. Pupils learn how to keep themselves safe, including when online.

Pupils enjoy school and all that it has to offer. This is reflected in pupils' attendance. Although this is improving over time, it continues to be closely tracked by the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding for overall effectiveness in May 2019.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	134507
Local authority	Lambeth
Inspection number	10345900
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Maksud Gangat
Headteacher	Hoosen Randeree
Website	www.orchardprimaryschool.com
Dates of previous inspection	21 and 22 May 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school has a Muslim faith-based character. It is part of the Al Risalah trust family of schools. The last section 48 inspection of the school's religious character took place in January 2017.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher and other members of the senior leadership team.

- The inspector visited a sample of lessons, looked at samples of pupils' work and spoke to some pupils about their learning.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke with members of the local governing body, including the chair and vice-chair of governors and spoke with a representative of the local authority.
- The inspector spoke with staff about their workload and well-being. She also took account of the responses to Ofsted's online survey for staff.
- The inspector looked at a range of policies and documentation relating to pupils' welfare and education. She observed pupils' behaviour during lessons and around school.
- The inspector took account of the responses to Ofsted Parent View, including the free-text comments.
- The inspector spoke with groups of pupils about their experiences at school and considered the responses to Ofsted's pupil survey.

Inspection team

Julie Wright, lead inspector

His Majesty's Inspector

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