

THE ORCHARD SCHOOL

Inspection Report

Local authority: Lambeth
Inspected under the auspices of: AMS UK
Inspection dates: 16 January 2017
Lead inspector: Y Seedat

This inspection of the school was carried out under section 48 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	190
Appropriate authority	The Governing Body
Chair	Mr Maksud Gangat
Headteacher	Mr Hoosen Randeree
Date of previous school inspection	10 October 2011
Address	Christchurch Rd Streatham London SW2 3ES
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Introduction

Inspection team

Lead Inspector: Yusuf Seedat
Team Inspectors: Mona Mohamed and Mohammad Asad

This inspection was carried out by three inspectors who visited 6 lessons or parts of lessons including a collective prayers session. They held meetings with governors, staff and groups of children and observed the school's work, looking at a range of documentation, including children's written work, teachers' lesson plans, the RE (Islamic Studies) curriculum, the school's self-evaluation documents and the school's Islamic Studies development plan. In accordance with the Section 48 protocol that exists between the Department for Education and AMS UK, the Lead Inspector also had sight of the school's previous Ofsted inspection report, which took place on 13-14 March 2014.

The inspection team looked at the following in detail:

- The religious education (RE) curriculum
- The progress pupils make in RE
- The quality of teaching in RE
- Leadership and management for RE
- Spiritual, moral, social and cultural development (SMSC), including collective worship.

Information about the school

The Orchard School, situated in the London Borough of Lambeth, is a smaller than average primary school with 190 pupils on the roll at the time of the inspection. Its intake of Muslim pupils come from within the area and surrounding boroughs and from a diverse range of backgrounds, with over 20 different languages being spoken. The school falls within the first quartile in the deprivation index. The Orchard School is a part of the Al-Risalah Education Trust.

Inspection judgments

Overall effectiveness	1
The achievement of pupils in their RE	1
The quality of teaching and learning	1
The effectiveness of leadership and management of RE, including the role of the school's Governing Body in RE	1
The extent to which the curriculum meets pupils' needs	1
The extent of pupils' SMSC development, including the daily act of collective worship	1

Overall effectiveness: the quality of religious education provided at The Orchard School is outstanding because:

The Orchard School's leadership team, especially the headteacher fully understand and implement the ethos and aims of the Al-Risalah Education Trust very effectively. This leads to develop and inspire all pupils, irrespective of background, to achieve excellence, understand their faith and become positive role models and citizens, contributing towards the broader society. There is therefore a high level of interaction in actively promoting Fundamental British Values (FBV) and the Spiritual Moral Social and Cultural (SMSC) development of pupils.

Pupils learn about other religions, cultures and traditions and appreciate the cultural diversity around them.

The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils and those with special educational needs. Excellent teaching and learning ensures all pupils make excellent progress from relatively low starting points upon entry into the school. End of Key Stage 2 (Year 6) data clearly indicates that pupils exceed both local and national averages in terms of progress and attainment in reading, writing and mathematics. This progress is also being mirrored within the Islamic Studies provision, in terms of the learning of surahs, duas and aspects of fiqh. On average, over 80% of pupils consistently achieve their targets within Islamic Studies.

Good teamwork between the Islamic Studies teachers and class-teachers embeds this learning further through cross-curricular links and theme based work such as a focus upon the journey of Hajj and the seerah of the Prophet, among other topics. This teamwork also ensures teachers new to the school or from different faith/non-faith backgrounds are well supported and inducted into the ethos of the school.

Displays around the school are bright, welcoming and fully promote SMSC including British, Islamic and moral values. Displays also show pupils have access to good learning experiences to learn about different cultures and communities.

What does the school need to do to improve further?

- The school is aware of, and has identified in their School Development Plans, the need to enhance extra-curricular activities (like assemblies) by building or making available a multi-functional hall.
- Explore the possibilities and cater for extra- curricular provision for Arabic and Quranic studies.

The achievement of pupils at the school in their RE is outstanding because:

Much of the teaching in all key stages and most subjects of the RE curriculum is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.

Pupils at the school make excellent progress from very low starting points upon entry into Early Years Foundation Stage (EYFS) and by the end of KS2, pupils' achievement exceeds local and national averages. Thus, progress and attainment over time is outstanding. This is also clearly reflected upon analysis of the RE progress and attainment data which reflects that on average over 80% of pupils achieve their targets in all aspects of Islamic Studies. Teachers also personalise learning to meet the needs of SEND and the more able pupils.

There are strong systems in place within Islamic Studies for outstanding achievement to be consistently maintained within all aspects of Islamic Studies including salaah, surahs, duas, aqaid, fiqh and general Islamic etiquettes. These systems include aspects such as careful curriculum planning, teachers formulating specific lesson plans for Islamic Studies and RE lessons, maintaining assessment records and reviewing progress and attainment on a termly basis.

Pupils study and practise their own faith effectively. In Islamic studies, pupils quickly learn Qur'anic verses and text and pupil tracking data indicates outcomes achieved for the recitation of surahs, duas and the correct performance of two rak'at salah are very high. There are also good outcomes (over 80%) for pupils within the Qaida and Quran recitation club which is run as part of the school's extended learning provision.

At the moment, only a few pupils, participate in the Quran recitation club. Parents have indicated they want the provision to cater for more pupils.

What does the school need to do to improve further?

- Explore the possibilities and cater for extra-curricular provision for Arabic and Quranic studies.

The quality of teaching and assessment in the school is outstanding because:

Teachers use a variety of teaching styles and strategies to support and enhance pupils' learning and to help them to develop the necessary skills to solve problems.

Teaching is encouraging and attends well to pupils' needs and clarifies misconceptions quickly when they arise. This enables pupils to work at a brisk pace and develop the necessary skills to self-correct. All learning is underpinned by careful planning and assessment for learning. Teachers effectively utilise a range of assessment strategies such as formative and summative assessments. The outcomes of these assessments are tracked. SLT regularly meet with teachers to discuss and analyse mid-term and end of term progress. Information from this data and resultant pupil progress meetings is used by teachers to further inform their planning. The Islamic Studies team mirrors this approach also in terms of tracking progress of pupil's learning of salaah, duas and surahs.

The RE curriculum is comprehensive and fosters opportunities for pupils to learn about other faiths. All teachers work hard to ensure that all RE lessons are well planned for, differentiated and engaging for all learners

High order questioning is used to stretch pupils' knowledge and understanding and extend their ability to reflect on the deeper significance of religious belief and practice.

Teachers impart religious knowledge with creativity, confidence and authority to ensure pupils are engaged in learning. Teachers and other adults generate high levels of engagement and commitment to learning across the whole school, using high quality resources including ICT where relevant.

Teachers of all faiths or non-faith backgrounds act as outstanding role models to the pupils through maintaining an ethos of professionalism and displaying a nurturing and caring approach towards all pupils.

The behaviour of pupils is outstanding in class and around the school. Pupils, even those at such a young age, take responsibility of their own behaviour, as observed in the morning assembly, where pupils joined in a quiet, orderly manner. PSHE and SMSC related learning objectives cover aspects such as anti-bullying and fostering the building of good relationships between all pupils. The school has not had any permanent exclusions and no alleged racist or bullying incident has been reported during the 2015/2016 academic year. Orchard pupils have often been complimented on their exemplary behaviour when on school visits such as the Year 4's visit to the British Library to look at sacred texts.

The positive behaviour is also reflected within the high attendance levels at the school. Data for the 2015/2016 is indicative of this, with the school having achieved an overall attendance figure of 97.1%, which is higher than the Local authorities and the national average.

What does the school need to do to improve further?

- Teachers do not always use the information they receive on pupils to consistently match tasks to pupils' abilities, particularly for the most able.

The effectiveness of the leadership and management of RE is outstanding because:

The quality of the leadership and management of religious education is outstanding. There is a dynamic and creative vision for religious education in which staff and pupils strive consistently for excellence.

The Islamic Ethos permeates throughout the very fabric of The Orchard School, from the morning assemblies, collective worship, SMSC, PSHE and daily interactions with pupils in lessons within and outside of the classroom.

The leadership team includes members of the Al-Risalah Education Trust, Full Governing Body, Headteacher, two Assistant Heads and subject leaders.

Highly effective systems and structures are in place to frequently monitor, track and ensure pupil progress in religious literacy. The school monitors performance data and participation in extra-curricular provision to ensure equality of opportunity.

The RE team are also very ably supported by the Director of the Trust who is a highly respected Imam within the community. The Director undertakes termly ethos related observations and learning walks. An ethos report is also produced for review by the governors during their termly meetings. Staff are given a balance of support and challenge in order for them to improve their impact on the outcomes achieved by pupils (e.g. setting of challenging targets for surah, salah and duas). All learners make progress throughout their time in school in relation to their starting points. Those that are in danger of falling behind are identified and supported. Achievement is impressive given the context of the school and the profile of learners (high free school meals levels, very high levels of EAL, around half the pupils entering the school have little or no pre-school experience).

Incidents of racism and bullying are very rare, as are levels of fixed term exclusions. Pupil attendance levels are above the national average due to the development of robust systems. Data on all of these areas is presented to governors on a termly basis, affording them the opportunity to scrutinise and hold the SLT to account.

Strong leadership of RE also ensures that the school has good to outstanding links with a range of other faith and non-faith schools and organisations within and out of the local borough, all with clear focus areas for learning.

Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all teaching staff, especially those that are methodologically untrained and/or newly qualified and at an early stage of their careers. This is underpinned by highly robust performance management which encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.

The school has highly successful strategies for engaging with parents to the benefit of pupils. Meeting with parents, responses to parent's questionnaires and the school's

own surveys indicate that the overwhelming majority of parents are very pleased with the Religious Education and the Islamic studies provision.

Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Further develop the RE curriculum especially in Arabic.

The extent to which the RE curriculum meets pupils' needs is outstanding because:

The RE curriculum is broad and balanced and fully meets the statutory requirement for a daily act of worship, for example, pupils begin every day with a collective set of duas, which includes surah Fatiha, Durood Ibrahim and additional duas. The inspectors observed this during the morning assembly.

The Islamic curriculum covers a wide range of knowledge and experience, which is customised to meet the varying needs of pupils.

It helps young children to learn about Islam and develop their Islamic personalities through the teaching of `aqaaid (beliefs), aklaaq (character building), fiqh (jurisprudence), ibadah (actions), seerah (life of the Prophet Muhammad (pbuh)), stories of the Prophets, and history as well as learning opportunities about other religions. This provides pupils with an excellent opportunity to foster a sense of Islamic identity.

Learning resources are stimulating enough for all pupils so that they make outstanding progress in RE.

The school's Quran Club supports pupils' learning of Tajweed using the Qaeeda (rules).

The curriculum gives pupils the opportunity to develop further and the range of practical experiences offered provide testimony to this. Examples include Zuhr (midday) prayer which is conducted in congregation for boys and girls in years 5 and 6. In a discussion with the pupils, they said they enjoy their prayer times especially the Jummah (Friday) prayer. During all prayers, pupils are given the opportunity to make Adhan (call for prayer) and lead the recitation of Duas after Adhan and Salah. Years 3 and 4 also pray in congregation within their classroom as part of their learning.

The RE curriculum strongly and actively promote the Fundamental British Values of democracy, the Rule of Law, individual liberty and tolerance and respect for others' beliefs through enabling interaction with people of other faith, for example, during the inspection, an assembly on 'respect' has helped to consolidate this value.

Visits to places of worship enrich the provision through interaction with those of other faiths. Examples include recent visits to the Church and the Hindu temple. During the inspection, in discussion with pupils from Year 4, 5 and 6, pupils were clearly able to identify different beliefs, which exist amongst religions demonstrating secure, mature understanding and respect.

What does the school need to do to improve further?

- Further encourage parents such that more pupils take advantage of the school's excellent provision for Qur'anic studies.

The extent of pupils' spiritual, moral, social and cultural development is outstanding because:

The quality of the pupils' Spiritual, Moral, Social and Cultural development is outstanding, supported by the extremely effective Islamic ethos, which permeates throughout the school. The nurturing and development of pupils' own faith and culture is a strength of the school. Pupils also learn about different faiths and cultures by visiting places of worship and meeting people of different faiths.

The school offers a wide range of assembly themes that addresses all aspects of pupils' Spiritual, Moral, Culture and Social development, for example; life of the Prophet, Rights and Responsibilities, Equality and Respect.

The spiritual development of pupils is developed practically through the daily morning collective Dua in the hall and the daily Zuhr (midday) prayer and recitation of the Qur'an.

In a discussion with pupils, a year 6 pupil said that he enjoys coming to school because it helps him to be a good British Muslim citizen. The excellent role model of the Head of RE and the staff, together with the daily Duas and prayers, contribute to the spiritual development of the pupils exceptionally well.

The school has wide-ranging links with the Windmill Cluster of Schools, other faith, non-faith schools and organisations, for example; working with pupils from Christchurch CoE School. In a discussion with some pupils, they described their visits to various places of worship, for example; the Synagogue, the Church, the Mosque and the Hindu temple as joyful experiences that helped them to develop a better understanding of other people's beliefs.

The moral development of pupils is well catered for by giving pupils opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities. Pupils' behaviour is excellent. They are courteous and caring towards each other both in lessons and around the school.

Pupils said to the inspectors, "We enjoy school because it is a very welcoming environment where everyone feels valued and cared for".

There are very strong relationships between pupils and staff, and a shared love of learning, which contribute to their outstanding attitudes and behaviour in and out of lessons. They show courtesy and excellent manners, and are welcoming and respectful to visitors, staff and each other. There is a high level of care and support amongst them.

Pupils are given many opportunities to develop as strong citizens and demonstrate their respect and learning through practical experiences. These range from charity work for the Macmillan Cancer, Walk in her Shoes campaign and the Orphans of Yemen. In discussion with pupils they said, 'We enjoy raising funds as it makes us happy that we helping other human beings.' These experiences enable them to show

initiative and to understand how they can contribute positively as British Muslims to the lives of those living and working in the locality of the school and to society more widely.

As part of developing pupils 'social skills, they hosted members of parliament such as the local MP for Lambeth.

Pupils are from diverse backgrounds and this facilitates the fostering of a sense of community with common inclusive values that ensure that everyone, irrespective of ethnic origin, nationality, gender or ability can flourish.

Attendance is in line, or above, the national average. There is an upward trend so far in the overall attendance rate for the current academic year, as compared to attendance in 2015-2016. The school is working hard with parents to continue the upward trend in attendance rates. Clearly, the school has effective strategies in place to ensure regular attendance.

What does the school need to do to improve further?

- Ensure that strategies are extended and further developed to maintain the upward trend and overall high levels of attendance.

Views of parents

Parents are very pleased with the school. They feel the school provides a good Muslim education. The children learn to recite the Quran, read and write Arabic and learn good manners well. One parent commented, "We moved from Scotland to come to the school. The Islamic ethos is quite strong. My child learns a lot."

Parents say the children learn the Arabic language/the language of the Quran. Parents feel the school acts as a good role model for behaviour. This starts from the staff in the reception area (with a can-do attitude). One parent added, 'The school promotes British values well, pupils learn to respect others/other faiths and right and wrong.'

Some of the parents said they would appreciate more advanced Arabic teaching for the older pupils/Arabic speakers.

What does the school need to do to improve further?

- Provide provision for the most able Arabic speaking pupils.

Glossary

What inspection judgments mean

Grade	Judgment	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	Requires Improvement	A school requiring improvement is not 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.