

# Orleans Park School

Richmond Road, Twickenham TW1 3BB

## Inspection dates

15–16 November 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
16 to 19 study programmes	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is an outstanding school

- Orleans Park excels in all aspects of provision for its pupils. The headteacher and her leadership team are determined that pupils will leave the school being the best they can be.
- School staff have established an inspirational teaching and learning environment where pupils can flourish and excel. However, there could be some further opportunities for scientific enquiry and evaluation within the curriculum.
- Pupils achieve outstanding outcomes in public examinations. Current pupils are also making very strong progress.
- An impressive range of extra-curricular opportunities exists, which enables pupils to develop many skills and interests.
- Governance is very effective. Governors are ambitious and integral to the success of the school.
- A strong culture of safeguarding pervades school life. Staff and pupils are well informed about risks to themselves and about how these should be managed.
- An excellent community ethos exists in the school. This is built on care, support and respect for one another. Pupils have a mature attitude to learning.
- The sixth form is outstanding. Leaders are relentless in their promotion of academic excellence.
- Pupils are polite and respectful and exhibit excellent standards of behaviour throughout the school.

## **Full report**

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

- Provide pupils with increased opportunities for scientific enquiry and evaluation within the curriculum.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Leaders have an ambitious vision for the school. They understand its strengths and continually strive for improvement. The headteacher actively promotes a culture where leaders are reflective, highly motivated and given the respect to succeed.
- Leaders have an excellent understanding of the school's priorities. They have high expectations of themselves and of how exactly they can make a positive difference to the lives of young people.
- Middle leaders are knowledgeable and relentless in their drive for excellence, and make a significant contribution to school improvement.
- Leaders have a sharp and incisive understanding of the quality of teaching and learning. Training for teachers is targeted and focused on 'getting it right in the classroom'. This leads to outstanding outcomes for pupils. Newly qualified teachers are effusive about the care, support and opportunities they are given to develop as professionals.
- Leaders work extremely effectively with a vast range of other agencies to ensure that all pupils have access to support. This makes a positive difference to their lives.
- The curriculum is broad, balanced and adapted to meet the needs of all pupils. The key stage 3 curriculum effectively prepares pupils for key stage 4. Pupils follow a core of subjects which provide a wide range of knowledge, skills and opportunities to deepen their understanding. In order to meet learners' needs, leaders continually review the curriculum, using a range of feedback from parents and pupils.
- An extensive and inspiring wider curriculum programme, including sports, creative arts and outdoor adventure, provides excellent opportunities for pupils. Pupil participation in extra-curricular activities is exceptionally high. By the end of Year 8, most pupils have taken part in a residential visit, a cultural visit and participation in a sport. Other opportunities include participating in the Duke of Edinburgh Award, the BBC News School Report and music bands.
- The pupil premium and Year 7 catch-up funding are targeted well. The impact of this funding is shown in the excellent outcomes achieved by disadvantaged pupils. Year 7 pupils who join the school with low starting points in reading make strong progress.
- Leaders promote British values very strongly. Pupils learn about other faiths, cultures and equal opportunities. Their sense of fairness and tolerance is evident in how they interact with others, both in and out of lessons. The very strong sense of community is palpable throughout the school.

### Governance of the school

- Governors have high ambitions and are keen that the school should serve its local community. They clearly understand the school's strengths and areas for development. They care about the school and are active in using their expertise to work with staff on development priorities.

- Governors are determined that all pupils should make excellent progress and leave as thoughtful and confident individuals.
- Minutes of meetings show that the headteacher receives effective support and robust challenge from governors. This success is seen, for example, in improved outcomes for disadvantaged pupils. Governors use external reviews, including those from the school improvement adviser, to inform their work.
- Governors have relevant training and undertake their responsibilities very well. Recent examples include carrying out a safeguarding audit. They have robust systems in place for recruiting staff to the school.
- Governors recognise that the school's work to educate pupils on the dangers of extremism and radicalisation could be developed.

## **Safeguarding**

- The arrangements for safeguarding are effective and a culture of safeguarding permeates the school.
- As a result of effective training, staff are very clear about their roles and responsibilities in keeping pupils safe. High-quality pastoral care ensures that vulnerable pupils are monitored well.
- Pupils who spoke to inspectors said that they feel safe in school and are clear whom they would go to if they have a concern.
- Pupils said that they are given information through assemblies and the curriculum about risks and how to keep themselves safe. This includes sessions about online safety, knife crime, alcohol and drugs.
- The vast majority of parents said that this school keeps their children safe.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Pupils have very positive attitudes to their learning. They are keen to learn and take pride in their work. There is a clear sense of enjoyment and willingness to work collaboratively with peers and teachers. Pupils talk with conviction about the high regard in which they hold their teachers and the quality of the support they receive.
- Teachers have high expectations of what pupils can achieve and set them challenging targets. Guidance given to pupils is precise and effective. Pupils spoken to by inspectors were clear about what they have to do to achieve outstanding results.
- Pupils are assessed throughout the school year. To ensure that teachers are assessing accurately, pupils' work is checked against that of pupils in other high-performing schools.
- Leaders provide teachers with a wealth of information about pupils' needs and starting points. This enables teachers to be precise in their lesson planning, which meets the needs of all pupils, including the most able and those who have special educational needs (SEN) and/or disabilities.

- Teachers provide pupils with many opportunities to explore and discuss complex issues. Pupils are confident and eager to share their learning with their peers. However, there could be further opportunities for scientific enquiry and evaluation within the science curriculum.
- Throughout the inspection, inspectors saw evidence of teachers' strong subject knowledge. This, together with skilful questioning, probes and deepens pupils' understanding and leads to very strong progress. Much teaching is inspirational. Inspectors saw evidence of exceptional teaching in English and foreign languages.
- Inspectors saw numerous examples of teachers' accurate feedback and guidance in line with the school's policy. This enabled pupils to make excellent progress. Pupils are given time and opportunities to correct mistakes and improve their work, which leads to improved understanding.
- Homework is used effectively across subjects to embed and develop knowledge.
- The art of good writing is embedded across the curriculum throughout the school. The school's 'Articulacy and Oracy' programme actively encourages good writing and speaking. Some exceptional writing was seen in an English lesson in response to the question, 'How does Duffy convey the photographer's clinical detachment from this subject?'
- A culture of reading is encouraged by a decision to have 'Drop and Read' time in lessons to read for pleasure. Pupils requested time to read books rather than just reading social media, and this is having a positive impact on literary skills.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Teachers have very high expectations of pupils' academic resilience, shown in their learning. As a result, pupils are confident and willing to participate to the best of their abilities.
- The school is aware of the risks to young people in today's society. They recognise their potential vulnerabilities and are providing strategies for them to manage their own well-being effectively, particularly regarding their mental health.
- Pupils said that they feel safe in school and are given information about how to keep safe. They are very clear about whom they would go to in school if they had a problem. They are clear about most local risks and how to manage them.
- The school responds well to parental concerns. Parent councils have been set up in each key stage to discuss and develop ideas to support all pupils. For example, they have contributed to the choice of exam courses followed in science. Parental surveys show that almost all parents feel their child is happy and safe at school.
- A comprehensive programme of careers advice and guidance is in place, which supports the times when pupils make key decisions about their futures. Pupils spoke

very highly about the 'Think Future' programme, career interviews and visiting speakers, whom they find inspiring.

- Pupils make important contributions to the wider community. For example, they run a sports festival for local schools, perform in the Christmas service and support primary pupils with their reading.

## **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils are clear about how they should behave, and they manage their own behaviour very well. Typically, pupils are very polite, courteous and mature in their attitudes. They have a clear sense of right and wrong.
- A sense of community, tolerance and respect runs through the heart of the school. Bullying and incidents of prejudice are very low. Pupils said that when these occur they are dealt with effectively.
- Overall, pupil's attendance is above the national average. The attendance of vulnerable pupils is improving rapidly. Pastoral leaders work tirelessly to monitor and support those pupils who have SEN and/or disabilities.

## **Outcomes for pupils**

## **Outstanding**

- Inspectors looked at current pupils' work, including in English and mathematics. In the vast majority of cases, pupils make strong progress. Examples of such excellent progress were seen in English, mathematics, geography, modern foreign languages and drama.
- In 2017 at the end of key stage 4, pupils made substantial progress. The progress of most groups of pupils was significantly above national in a range of subjects including English, modern foreign languages, science and humanities. In the majority of GCSE examinations, pupils make better progress than pupils nationally.
- GCSE results in most subjects are high and above that of pupils nationally. Results in English, mathematics, science, humanities, modern foreign languages, art and computing are particularly high.
- In key stage 3, pupils make strong progress across a range of subjects.
- The most able pupils make excellent progress when compared with pupils with similar Year 6 test results. They achieve exceptionally well in English, science, humanities and modern foreign languages. Disadvantaged pupils and pupils who have SEN and/or disabilities with an education, health and care (EHC) plan make very good progress.
- Pupils read with exceptional fluency and confidence. They discuss ideas and difficult concepts with each other in a clear and thoughtful way.
- Leaders provide high-quality, impartial careers advice. This enables pupils to prepare for the next stages of their lives. A few pupils were disappointed that the school decided not to continue with work experience at the current time. However, other

pupils were profuse in their praise for the information and support they receive from staff when making option choices.

- The school has developed highly effective systems for monitoring and tracking academic progress. The school sets clear and robust targets for pupils to achieve. Strong assessment practices effectively measure progress and enable those falling behind to receive additional support.

## 16 to 19 study programmes

## Outstanding

- Leaders in the sixth form are extremely effective and strive for excellence in all areas. They are determined to ensure that all students achieve the best they can. The majority succeed.
- Staff know and care about their students as individuals. Teachers plan effectively for their needs as learners. This enables students to make excellent, sustained progress. Pupils are ambitious and want to do well. As one said, 'We feel we have been supported since Year 7.'
- In the sixth-form study areas, students' behaviour is impeccable. They are mature and diligent in their study habits.
- Inspectors saw strong teaching in the sixth form. This enables students to develop a thirst for knowledge. Teachers are keen to develop their students as successful and independent learners. Students support each other's learning very well. In an A-Level Spanish lesson, an excellent example was seen of one student competently helping a peer with written language skills.
- In 2017, outcomes for pupils have improved from the 2016 results. Progress overall was above national averages.
- Learners who need to develop English and mathematical skills achieve well in the sixth form and make good progress with their GCSE qualifications.
- Students are set challenging targets, and progress against these is regularly measured. They said that the constant feedback given helps them improve their work. Students who are falling behind are swiftly given effective support to make better progress.
- Students receive high-quality careers guidance about university applications and apprenticeships. This enables them to make carefully considered decisions about their futures. The proportion of students who move to further and higher education is above the national averages.
- The majority of students complete a work experience placement; the majority said they found this enjoyable and helpful.
- Last year, a few students who found that A-level courses were not appropriate for them were given helpful support in finding alternative provision elsewhere.
- Sixth-form students are excellent role models for younger pupils in the school. They provide support for their learning and social development as 'student leaders' through helping in lessons, supporting extra-curricular clubs and mentoring younger pupils. They have an array of opportunities to develop leadership skills and take the lead on organising fund-raising events for example, Children in Need.

- Leaders provide pupils with an impressive range of extra-curricular opportunities to develop leadership, communication skills and independence. For example, pupils participate in 'World Challenge', overseas visits and school productions. Students are selected as house captains and take assemblies.
- Leaders provide students with excellent information and support to become independent young adults as they go about their lives. They work with many outside agencies to provide targeted advice on issues affecting young people, for example driving, drug use and sexual exploitation. Students said that they feel safe in school and the local community.



## School details

Unique reference number	138651
Local authority	Richmond upon Thames
Inspection number	10036377

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1211
Of which, number on roll in 16 to 19 study programmes	201
Appropriate authority	Board of trustees
Chair	Rob Atkins
Headteacher	Elaine Ball
Telephone number	0208 891 0187
Website	<a href="http://www.orleanspark.richmond.sch.uk">www.orleanspark.richmond.sch.uk</a>
Email address	<a href="mailto:infoupdates@orleanspark.school">infoupdates@orleanspark.school</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education (DfE) guidance on what academies should publish.
- The school converted to an academy in 2012.
- The school opened its sixth form provision in 2014.
- The school has a specially resourced provision for those who have dyslexia.

- The school uses alternative provision run by the London Borough of Richmond.
- The school meets the current government floor standards.

## Information about this inspection

- Inspectors visited 42 teaching sessions. They met with senior leaders, middle leaders and teachers new to the profession. They also conducted a telephone call with a representative from the local authority.
- Inspectors looked at staff and parental surveys undertaken by the school.
- Inspectors met with groups of pupils and spoke to pupils informally around the school.
- Inspectors carried out a review of work in pupils' books and scrutinised a range of documents relating to safeguarding, behaviour, attendance, academic progress and extra-curricular provision.

## Inspection team

Sarah Parker, lead inspector	Her Majesty's Inspector
Yvonne Chisholm	Ofsted Inspector
James Whiting	Ofsted Inspector
Sarah Murphy-Dutton	Her Majesty's Inspector
Janice Howkins	Ofsted Inspector

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