

Cherry Orchard Primary School

Rectory Field Crescent, Marlborough Lane, London SE7 7DG

Inspection dates

27–28 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- Leaders make sure that the school is at the heart of the local community. They have created a welcoming environment and developed strong relationships with pupils, parents and carers.
- Leaders' work is focused on ensuring that pupils have a safe and nurturing place to learn. Pupils are happy and like coming to school. Their attendance is good.
- Pupils, including disadvantaged pupils, make good progress. By the end of Year 6, pupils' progress in English and mathematics is in line with national averages.
- Teaching is typically good across the school. Teachers plan interesting lessons and use a range of strategies to help pupils learn. They work closely with additional staff to ensure that pupils get appropriate support if it is needed.
- Members of staff are increasingly confident in monitoring pupils' progress and identifying pupils at risk of underachievement. However, teachers do not use this information consistently well to plan activities that match pupils' needs.
- Pupils behave well. They are respectful of each other and adults. There is a calm and orderly atmosphere around the school because pupils know how they are expected to behave.
- The early years provision is good. Children make strong progress in all areas of their learning. They enjoy the fun and purposeful activities that are offered both inside and outdoors.
- Pupils' attainment at key stage 1 is consistently above the national average. Teachers develop pupils' early reading and writing skills well. Pupils are well prepared for key stage 2.
- Leaders have a good understanding of the school's strengths and weaknesses. They have clear plans in place to improve the school further. Governors are committed to the school and support school leaders well.
- Leaders provide effective staff training and have set up links with other schools to help develop teaching and learning. They do not review this rigorously to ensure that individual teachers know precisely how to improve their practice.

Full report

What does the school need to do to improve further?

- Embed the school's assessment procedures so that:
 - leaders monitor carefully pupils' progress from their different starting points
 - teachers use this information to plan activities that will help pupils to make even better progress.
- Pinpoint strategies to help individual teachers develop their practice and monitor the impact of these actions rigorously.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders are successful in their mission to establish a school that serves its local community well. They are united in their view that as well as providing pupils with a good standard of education, the school plays a wider role in supporting pupils and their families.
- Leaders and staff know pupils and their families extremely well and have built up positive relationships. They instil high aspirations in their pupils. Leaders actively help vulnerable families, such as providing food each week to those in need.
- Leaders develop staff leadership skills effectively, including through secondments to other types of school. Senior and middle leaders have clearly defined responsibilities. They support each other well to ensure that every leader can carry out their roles effectively.
- Teachers and support staff benefit from the school's involvement with other local schools. They have regular opportunities to observe and share good practice and check their assessments of pupils' work. Research projects help staff to keep up to date with teaching ideas. Teachers who are new to the profession feel very well supported.
- Leaders monitor the quality of teaching and learning effectively. They have an accurate picture of this through routine book scrutinies and lesson observations. However, leaders do not use the information they gather to focus sharply on areas for development. Support from leaders needs to be more closely tailored to individuals so that they can develop their practice further.
- The provision for pupils with special educational needs and/or disabilities (SEND) is good. Leaders assess pupils' needs carefully and at an early stage before deciding which strategies are most suited to pupils' needs. Specialists, including mental health support workers and an educational psychologist, provide useful guidance to leaders. Additional funding is used mostly to give pupils additional support in lessons, and leaders review the impact of this appropriately.
- The school's self-evaluation is accurate and reflects leaders' key priorities for improving the school. The new assessment system is still developing across the school. Leaders and staff are getting used to the focus on pupils' progress from their different starting points rather than only looking at their attainment.
- Leaders have devised a curriculum which gives pupils opportunities to learn a wide range of subjects. Pupils use a high-quality reading text each half term to explore different themes and topics in subjects such as English and history. Leaders have considered carefully how to build up pupils' knowledge and skills, including in subjects like French, art and music. The school makes good use of its location, and pupils have a variety of trips to London landmarks and places of interest, which give them memorable experiences.
- The school uses pupil premium funding effectively. Leaders identify potential barriers to learning and put in place a range of strategies to help overcome these. Disadvantaged pupils make good progress as a result. Leaders also ensure that these pupils have equal access to extra-curricular clubs and trips.

- Leaders use the sports premium funding to encourage the development of pupils' healthy lifestyles. This includes resources for the recently refurbished playground, including a 'trim trail' and new sports equipment for pupils to use. Sports coaches deliver high-quality physical education sessions both before and after school. Pupils increasingly take part in a number of sporting events, such as local football leagues for boys and girls.

Governance of the school

- Governors are knowledgeable about the school. They have a wealth of experience and many have served for a long time on the governing body. Governors are dedicated to the school and are proud to be part of the school community. They see their role as being a 'critical friend' to school leaders. Governors receive and challenge information about the school's work effectively.
- Governors improve their skills through various training, such as understanding school data. As one governor said, 'We are always looking to improve.' They understand their statutory responsibilities with regard to safeguarding and visit the school regularly to assess various aspects of leaders' work.

Safeguarding

- The arrangements for safeguarding are effective. Leaders take great care in ensuring that procedures meet requirements. Pre-appointment checks for new staff are thorough and the school site is secure.
- Leaders and staff ensure that all pupils, including those who face challenging circumstances, receive appropriate support and guidance. The school works in close partnership with parents and external agencies to ensure that pupils are safe. Leaders act swiftly to provide early help and support, and referrals are timely.
- Members of staff have a good awareness of safeguarding issues and follow procedures if they are concerned about a pupil's welfare. Regular staff training keeps them up to date with child protection matters. Staff members have a shared understanding that safeguarding is everyone's responsibility.

Quality of teaching, learning and assessment

Good

- Teaching across the school is typically good. Staff have warm and positive relationships with pupils. In some year groups, the quality of teaching is better than others and pupils make very strong progress.
- In most year groups, teachers have very clear expectations of their pupils and what they can achieve. Lessons are not usually disrupted by poor behaviour as a result. Lesson time is used effectively. Pupils have clear routines to follow so that time is not wasted between activities.
- Teachers make good use of additional adults so that pupils with SEND can usually access the learning in lessons. Support staff lead learning in some lessons, using skilled questioning and scaffolding tasks so that pupils can work independently. Pupils with complex needs are supported effectively by well-trained staff.

- Teachers develop pupils' reading and writing skills well. They use high-quality and challenging books in different styles and genres to develop pupils' vocabulary and skills in analysing texts. Pupils have regular opportunities to write and showcase their work. They use sophisticated vocabulary and ambitious structures to make their writing interesting.
- In science, teachers make good use of resources to help pupils understand and investigate a range of topics in depth. For example, Year 4 pupils studying electricity made circuits and learned the effects of adding different components. Pupils can use appropriate scientific terminology to explain their findings.
- Mathematics lessons are well planned and sequenced to embed pupils' learning. Pupils recall number facts quickly and accurately and can apply these skills to problem-solving and reasoning activities.
- Pupils are not afraid to make mistakes and confidently ask for help if they need it. Overall, teachers check pupils' understanding well. However, not all teachers are adept at using pupils' assessment information to set challenging targets so that pupils can make even stronger progress from their different starting points. This means that work in lessons does not always meet pupils' individual needs and can hinder their progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils enjoy their time at school and like their teachers.
- Pupils feel listened to at school. They have many opportunities to give their views on different aspects of school life. The school council helps to decide how money raised for school funds is spent. For example, pupils agreed the choice of sports equipment in the playground and are in the process of designing a 'reading chalet'.
- Pupils are typically confident and articulate. They engage well with class activities and discuss their work enthusiastically with each other in groups or pairs. Inspectors saw many examples of pupils cooperating and helping each other.
- Pupils know the importance of respect and tolerance. One pupil said: 'Everyone's the same even if they seem to have differences ... you have to treat everyone as you want to be treated yourself.' This was typical of pupils' views.
- Pupils say that they feel safe at school because of the way members of staff look after them. They are very aware of potential risks around them and when using online technology. Older pupils receive guidance on how to avoid risks in the local area, such as gang crime.
- Bullying is rare. Pupils know about different forms of bullying from various assemblies and events run by the school. They said that teachers deal with any incidents of bullying quickly and make sure that any problems between pupils are worked through.

Behaviour

- The behaviour of pupils is good. Pupils know the school rules and conduct themselves well. They are courteous to each other and adults.
- In lessons, pupils follow teachers' instructions and have positive attitudes to learning. Occasionally, pupils can become restless or bored. This is usually when teaching does not meet their needs.
- Pupils play together well at breaktime and lunchtime. The playground is noisy, but pupils have quiet areas, such as the 'Rainbow Club', where they can go to if they feel overwhelmed or need help developing their social skills.
- Pupils' attendance is high and consistently above average. No groups of pupils are disadvantaged by poor attendance.

Outcomes for pupils

Good

- Pupils make good progress from their different starting points. In 2018, pupils' overall progress at the end of Year 6 was in line with the national average in reading, writing and mathematics. Pupils are well prepared for the next stage of their education.
- Disadvantaged pupils achieve as well as other pupils nationally. Work in current pupils' books shows that disadvantaged pupils make strong progress over time. Outcomes for pupils with SEND are improving as a result of targeted support and intervention.
- At key stage 1, attainment is consistently above national averages in reading, writing and mathematics. In 2018, the proportion of pupils that met the expected standard in the Year 1 phonics screening check was above the national average.
- The school strongly promotes a love of reading. Pupils like reading and can talk confidently about their favourite authors and books. In all year groups, the most able pupils read fluently and accurately. Weaker readers use their phonics skills well to read words and establish meaning.
- Pupils make good progress in a range of other subjects, besides English and mathematics. Outcomes in science are consistently good, and pupils show a secure understanding of the topics they have covered in history, art and French.

Early years provision

Good

- From below-average starting points, children make strong progress in all areas of learning in early years. The proportion of children reaching a good level of development is consistently above the national average, including for disadvantaged children.
- Leaders ensure that the early years provision is a bright and welcoming environment in which children can thrive. The quality of teaching is consistently good, and the early years team benefits from high-quality professional development.
- The classrooms and outdoor areas in early years are secure. Children understand how to use equipment safely, and staff are vigilant in their supervision. Children are happy and confident as a result.

- Leaders and staff plan a wide range of stimulating and exciting activities for children each day. Adults encourage children to be independent, but intervene when necessary. They typically grasp opportunities to develop children's learning.
- Leaders have a detailed understanding of each child's achievements. They use a wide range of comprehensive information to track children's development across all areas of learning. Leaders and staff ensure that parents are closely involved in their child's education.
- Staff plan a range of activities that develop children's reading and writing skills. Individual help with reading helps children to use their phonics knowledge to blend sounds and read words. In Reception, children can form letters and words well. However, some children need more support in developing the correct pencil grip to improve their early writing.

School details

Unique reference number	100115
Local authority	Greenwich
Inspection number	10058981

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	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Allan MacCarthy
Headteacher	Maria Hill
Telephone number	0208 856 6766
Website	www.cherryorchardschool.org.uk
Email address	headteacher@cherryorchard.greenwich.sch.uk
Date of previous inspection	20–21 January 2015

Information about this school

- Cherry Orchard Primary School is a smaller than average-sized school in the London borough of Greenwich. There is one class in each year group.
- The headteacher took up post in September 2015.
- The proportion of disadvantaged pupils is high compared to the national average.
- The proportion of pupils with SEND is higher than for other schools nationally.
- The school works within a cluster of local schools as part of the Greenwich Community Schools Partnership. This is an informal arrangement for schools to share and develop good practice.

Information about this inspection

- Inspectors observed learning in all classrooms at least twice. Observations were mostly undertaken with school leaders.
- Inspectors met with school leaders, groups of staff, members of the governing body and a representative of the local authority school improvement service.
- The inspection team talked to different groups of pupils to discuss their learning and hear their views of the school. Inspectors listened to key stage 1 and key stage 2 pupils reading.
- Inspectors examined a range of school documents, including information on pupils' progress, improvement plans, self-evaluation and records on the quality of teaching and learning. They also reviewed information related to safety, attendance and behaviour.
- Inspectors scrutinised a range of pupils' work across all subjects.
- Inspectors considered the information gathered from discussions with parents at the start of the school day.

Inspection team

Jude Wilson, lead inspector	Her Majesty's Inspector
James Robinson	Ofsted Inspector
Neil Harvey	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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