



# Cherry Orchard Primary School

## Inspection Report

**Unique Reference Number** 100115  
**Local Authority** Greenwich  
**Inspection number** 285718  
**Inspection dates** 27–28 September 2006  
**Reporting inspector** Jacqueline Krafft HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Rectory Field Crescent
<b>School category</b>	Community		Marlborough Lane
<b>Age range of pupils</b>	3–11		London SE7 7DG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8856 6766
<b>Number on roll (school)</b>	219	<b>Fax number</b>	020 8856 4960
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Allan MacCarthy
		<b>Headteacher</b>	Jan Beames
<b>Date of previous school inspection</b>	5 November 2001		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	27–28 September 2006	285718

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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## **Description of the school**

Cherry Orchard is an average size primary school with a nursery. Its pupils come from the local, culturally diverse community, the largest group being of Black African heritage. Over half the pupils at the school speak a language other than English as their first language. The proportion of pupils with learning difficulties and disabilities, including those with statements of special educational needs, is higher than average. The socio-economic circumstances of many families are not favourable and the percentage of pupils eligible for free school meals is very high. A large number of pupils join and leave each year.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

Cherry Orchard provides its pupils with a satisfactory education. There is a strong focus on working with parents and other agencies to support pupils with a wide range of different needs. The staff have created an attractive, orderly environment where pupils learn and play happily together. Most pupils say, and their parents agree, that they enjoy coming to school, feel safe and are well cared for. They particularly like practical lessons, such as art, and the extensive range of clubs the school offers.

When they start school most pupils have not reached the levels expected of a typical three-year-old, especially in language, communication and literacy. Through the early assessment of their needs, pupils are given appropriate support and so settle into school quickly, particularly in the Nursery class. As a consequence of their very low starting points fewer than half reach the goals expected by the end of the Reception year. They make satisfactory progress overall and good progress in their physical development and understanding of counting. Pupils continue to make satisfactory progress through the infant and junior classes because the curriculum, teaching and support they receive is appropriate. Although standards remain exceptionally low by Year 2, the emphasis the school gives to developing language, communication, and literacy skills means the gap between the pupils' performance and the national average by the end of Year 6 has narrowed, although standards are still consistently below average. A focus on developing writing skills last year resulted in a higher proportion of pupils achieving the expected levels in national tests in Year 2. Challenging English targets in Year 6 were met, and exceeded at the higher levels. This improvement however was not mirrored in the results for mathematics.

Following a period of high staff turnover there is now greater stability, and teaching is satisfactory overall. There is a more consistent approach to managing pupils' behaviour, some of which is very challenging, so pupils are keen to join in and enjoy their lessons. Teachers use information and communication technology (ICT) effectively to make lessons interesting. Although they make sure that the pupils know what they are expected to learn at the start of each lesson, few pupils are clear about their learning targets. They do not know how to judge whether they have achieved or what they need to do to improve. Assessment information is not used consistently to build on what pupils already know and can do, so tasks are sometimes too hard or too easy.

The newly appointed headteacher has a clear understanding of the school's strengths and what still needs to be done to improve. She has quickly identified the need to improve standards and the rates of progress through further developing the skills and expertise of subject leaders in analysing assessment information and monitoring the quality of teaching and learning. The progress pupils make is tracked rigorously and this information is used to target support, particularly for new arrivals and pupils who do not speak English as their first language. As a result, these pupils make satisfactory progress. However, tracking and monitoring information is not yet used systematically by leaders at all levels to accurately evaluate the impact of their actions and plan what needs to be done to improve standards and achievement.

There has been improvement since the previous inspection in the consistency of behaviour management, use of teaching assistants, and attainment in ICT. The school has good capacity to improve further.

### **What the school should do to improve further**

- Improve standards and the progress pupils make by making sure they have clear learning targets and understand how to achieve them
- Improve the quality of teaching and learning by using assessment information to match work more closely to pupils' different needs
- Develop the role of leaders at all levels in analysing and evaluating the impact of school actions on improving standards and achievement.

## **Achievement and standards**

### **Grade: 3**

While the school's results are consistently below average in the national tests at the end of Year 6, they have improved over the last three years and the pupils' achievements are satisfactory. This is because they make satisfactory progress from very low starting points. The school identifies pupils' needs early, targets appropriate support and places a particular emphasis on the development of communication, language and literacy skills. It also receives intensive support from the local authority. As a result, all groups of pupils, including those with learning difficulties and disabilities and those who do not speak English as their first language, make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

The pupils' personal development is good. They enjoy coming to school and like most of their lessons. They say that they particularly like the lunches and playtimes because they get to run, and 'it's fun'! A good selection of healthy food is available at lunchtime, and pupils contribute to this by helping to grow some of the produce in the school garden. Pupils generally behave appropriately, and are courteous and polite. Most pupils know how to keep safe and speak confidently when they say they know who to ask for help. Absence is followed up systematically and good attendance is celebrated, for example by the award of a class cup. Attendance has improved in some classes, but overall levels remain below average. Pupils are keen to take responsibility and contribute well to the school community. They are proud to represent their class on the school council and Year 6 play leaders organise activities at lunch time. Older pupils take part in a good range of activities and after school clubs which support their personal development. Spiritual, moral, social and cultural development is good. Pupils know the difference between right and wrong, are developing a good understanding of other cultures, and appreciate the wider world through art, music and the wild life garden. Pupils are becoming more confident with their ICT skills which are contributing satisfactorily to their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Relationships between pupils and staff are good and there is a consistent approach to behaviour management, so pupils are keen to participate in lessons and work well together. Typically, lessons are carefully structured and teachers share the focus with their pupils so that they know what they will be learning. Resources, including ICT, are used effectively to make the lessons interesting. As a result pupils are attentive and generally concentrate well. There are appropriate opportunities for pupils to work with each other, but sometimes questions do not challenge them to fully explain or develop their ideas. Assessment information is not used consistently so tasks are sometimes not carefully matched to the various needs of all pupils. Teachers' marking of pupils' work praises the efforts pupils make but, although there is some which identifies how pupils can improve, this is inconsistent.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and meets statutory requirements. There is an appropriate emphasis on literacy and numeracy as well as the development of the pupils' social and emotional skills. Timetabling of specialist music teaching and extra literacy and numeracy support for some pupils, however, disrupts the flow of some lessons. Provision for ICT is improving and pupils have opportunities to use resources such as digital cameras. In the Foundation Stage there is a good range of activities, both inside and outside, which promote independent learning and communication skills. A wide range of clubs, extra curricular activities, visits and visitors to the school enrich the curriculum and contribute to the progress pupils make.

### Care, guidance and support

#### Grade: 2

The quality of care the pupils receive is good. The school provides a calm and welcoming environment where pupils feel happy and secure. Systems to protect pupils and ensure their health and safety are well organised and rigorous. The needs of new pupils are identified early and extra support is provided for them and their parents, where needed, particularly for those who do not speak English. The help provided by teaching assistants is well targeted and helps pupils make satisfactory progress in their learning. There are good links with external agencies to ensure pupils receive specialist support, such as that for pupils with emotional and behavioural difficulties. Assessment information is used to set class targets, but pupils do not have clear individual learning goals.

## Leadership and management

### Grade: 3

The leadership and management of the school are satisfactory. The headteacher has been in post for a few weeks but has quickly identified the strengths of the school and where improvements need to be made. She has developed a common sense of purpose with established senior colleagues, clearly focused on promoting the personal development and achievement of all pupils. Established leaders have been active in monitoring learning and teaching, and the role of middle managers in this is developing. New teachers are mentored effectively and they are becoming confident in taking on subject responsibility. School leaders have identified the right priorities within the school development plan and these are suitably focused on raising standards. Self evaluation is satisfactory, and involves governors and staff, but the school has been over generous in evaluating some aspects of its performance. This is because procedures for checking the progress of the plan and evaluating the impact of actions taken are not robust.

Governors know the school well and are supportive. They monitor through visits and reports but are not yet challenging the school sufficiently to help them raise standards and improve progress.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

I would like to thank you for making me and my colleague feel so welcome when we inspected your school. We really enjoyed talking to you, looking at your work and seeing you in lessons.

You and your parents like your school. You get on well with the adults and you told us you know who to ask for help if you need it. Most of you behave well and you enjoy your lessons. At lunchtimes you have fun using the play equipment and joining in games organised by the play leaders in Year 6. I particularly enjoyed seeing some of you take part in recorder lessons and seeing all the vegetables you have grown in your school garden.

We think the teachers have made your school a caring and attractive place and you get a satisfactory education. To make it even better, we have asked them to help you do as well as you possibly can by making sure the work you do isn't too hard or too easy, and by letting you know how you can improve. We have also asked them to check whether the things they are doing to help you improve are working before they decide what else they can do to help you get even better.

We would like to thank you again for making us so welcome and hope that you carry on enjoying being at school and get even better at your work.

Jackie Krafft

Her Majesty's Inspector