

Cherry Orchard Primary School

Rectory Field Crescent, Marlborough Lane, London, SE7 7DG

Inspection dates 20–21 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement in this school is exceptional. They make excellent progress and their attainment at the end of Year 2 and Year 6 has been above average for the last four years in reading, writing and mathematics.
- In 2014, a large proportion of pupils obtained at least Level 5 at the end of Year 6 in mathematics, reading and writing. A good proportion of the most able pupils reached the highest Level 6 in mathematics, writing and grammar, punctuation and spelling in 2014. These pupils were exceptionally well prepared for their secondary education.
- All pupils, including the disadvantaged and those with special educational needs, made fast progress in mathematics, reading and writing between the end of Key Stage 1 and the end of Key Stage 2 from their different starting points.
- Pupils throughout the school make strong progress. In some year groups their progress is very fast, especially in mathematics and writing.
- The school promotes all aspects of pupils' social, moral, spiritual and cultural development extremely well.
- Attainment and progress are very high because teaching is consistently of very high quality. There is much evidence of this high quality of teaching over time in pupils' workbooks.
- Teachers have consistently high expectations of what pupils can achieve and inspire them to do their best at all times.
- This high level of achievement is also due to the passion shared by governors, senior leaders and all staff to educate the whole child: academically and emotionally, morally and culturally.
- Senior and middle leaders check the quality of teaching and learning rigorously. This has led to vast improvements in the quality of teaching and pupils' achievement since the previous inspection.
- The behaviour of all pupils is exemplary, in and out of class. They are very courteous towards visitors and considerate towards one another.
- All measures to keep pupils safe in school are outstanding. They have a positive effect on pupils keeping themselves safe.
- Provision in Nursery and in Reception is outstanding. Adults take immense care to give each child the appropriate support in all areas of development. Children are very well prepared for entry into Year 1.

Information about this inspection

- Inspectors observed 11 lessons, all jointly with members of the senior leadership team.
- Inspectors also made informal drop-in visits to all classes jointly with the headteacher and with the deputy headteacher.
- They talked to pupils to see how they feel about their school: whether they think they are well taught and if they feel safe.
- Inspectors asked parents and carers for their opinions about different aspects of their children's school: whether behaviour is managed well, for example, and whether they are satisfied with the progress children make.
- Staff members, including subject leaders, were also asked for their opinions on their school, for example: whether they like working here, how much support they receive for their professional development and if the school is well managed.
- Inspectors examined all the school's policies that set out the management of different aspects of school life, for example: behaviour and anti-bullying policies, and all the different policies for keeping children safe in school. In addition they studied very carefully the school's self-evaluation and the school's development plan.
- Inspectors met with a representative of the local authority, with the Chair of the Governing Body and three other governors.
- They took account of the responses of 14 parents and carers who completed Ofsted's online Parent View questionnaire.
- Inspectors analysed and considered carefully the 52 anonymous responses to a staff questionnaire.

Inspection team

Mina Drever, Lead inspector

Additional Inspector

Helen Rai

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school with a few more girls than boys.
- Pupils can join this school either at age three or four. At age three they can go into the Nursery class, either in the morning or in the afternoon. They can also join the Nursery full time. This year there are 10 full-time children.
- Pupils represent many ethnic groups. They make up more than half of the pupils on roll. The largest group is Black African pupils, making up about three quarters of all pupils on roll. Nearly a quarter of pupils are White British and over a tenth are from Other White backgrounds. Other groups are quite small.
- More than two thirds of pupils speak English as an additional language.
- A quarter of the pupils have special educational needs. This proportion is above the national average.
- The proportion of pupils eligible for the pupil premium grant is well above the national average. More than half the pupils are eligible. In this school the grant is used to provide support for pupils eligible for free school meals and children looked after by the local authority.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in mathematics, reading and writing.
- The school works with some 27 partnerships, for example with Goldsmith University to deliver school-based training, and with Charlton Athletic Football Club which delivers anti-bullying workshops.
- All managers and subject leaders participate in many clusters of schools in the local authority and play a leading role in several. For example, the senior managers stepped in to take the reins of Linton Mead Primary School about 18 months ago. They continued to coach and support the new headteacher at that school until recently.
- The headteacher is a Local Leader of Education. The deputy headteacher sits on the statementing panel in the local authority and the local Safeguarding Board. Other staff deliver training in many areas of learning to other schools across the borough and beyond. For example, the special educational needs coordinator (SENCO) delivers school-to-school phonics training across the south east of England and Closing the Gap project across London boroughs.
- The school has obtained many awards for high achievement, for example: the Mayor of London School's Gold Club for the last two years; and the 2014 £1,000 prize from the Minister of State for Schools, the Right Honourable David Laws, in the Key Stage 2 category of the Pupil Premium Awards 2015, for being one of the most improved schools in the country for the attainment of disadvantaged pupils since 2011.

What does the school need to do to improve further?

- Raise standards even higher in reading to match those in mathematics and writing by improving the teaching of reading for understanding throughout the school.

Inspection judgements

The leadership and management are outstanding

- Leadership is exceptional in this school. There is a collective commitment, from governors to senior management and all staff, to give each child the best start in life, emotionally as well as educationally. The quality of teaching has improved significantly since the previous inspection and this has had a positive impact on rising standards. The school is recommended by all the parents and carers interviewed by inspectors and all those who replied to the Parent View questionnaire.
- The headteacher inspires all who work with her in providing very high quality teaching always to aim high. The school's motto – 'To go further than I thought, to reach higher than I dreamed, to become the person I need to be' – is reflected in everything the school does to ensure that all pupils reach at least their potential, and aim beyond it.
- Middle leaders appreciate the professional development they are allowed to pursue. They work as a team across subject areas. As a result, the school provides a development plan which is cohesive across subject areas. This whole-school approach has had a very positive impact on attainment and on rate of progress. They evaluate accurately performance in their own areas and this contributes to the whole school's self-evaluation, which is very rigorous and reflective.
- The checking of teaching and learning is rigorous. Assessment is analysed meticulously for every child so that none is allowed to fall behind. Leaders know that more can be done to raise standards even further in reading. Actions to do so are prominent in the school development plan.
- The curriculum is unique. Thematically based and underpinned by equality of access to learning, it promotes the spiritual, moral, social and cultural aspects of pupils' development very effectively. Assemblies provoke philosophical thinking about respect for the different nations represented in Britain and respect for the rule of law. Pupils are well prepared for life in modern Britain because they are taught to be proud of their school which represents the ethnic and cultural mix of the world. Paramount and central to the curriculum is the pastoral care of pupils.
- Provision for pupils with special educational needs is well developed. Strategies, such one-to-one support and external professionals working with pupils, are highly effective because staff are well trained and support programmes are reviewed regularly.
- The pupil premium funding is extremely well spent. As a result, these pupils achieve very highly. The highly effective support includes the provision of one-to-one work with learning mentors, a breakfast club, study groups and a boys' book club. The school has been recognised by the government for providing excellent opportunities for disadvantaged pupils.
- The sports premium grant is very well spent. Two coaches have been employed to train staff and boost their confidence. Pupils are more eagerly taking part in inter-school events and performing better than before in competitive sports. It has had a positive impact on pupils' adopting a healthier lifestyle.
- Before the previous inspection, the local authority worked with the school in a supportive capacity to the then new leadership team. As this proved to be very visionary and successful in obtaining high results, the local authority now employs the effective expertise of the school's leaders to support other schools. This has strengthened the professional expertise of the school.
- Safeguarding meets government requirements. All procedures and processes are monitored regularly to ensure the continued safety of the pupils.

■ The governance of the school:

The governing body is a cohesive unit, with governors intensely involved in the education of the whole child. They hold the leaders to account at every turn, yet they work very closely with the managers in all aspects of school life, including the strict supervision of safeguarding and child protection. They know and understand very well the test results at the end of Years 2 and 6. They also know how other year groups perform in internal assessments. They visit lessons frequently, look at pupils' books and talk to pupils. This gives them a very clear picture of the quality of teaching. They get involved in the self-evaluation and school development by attending staff meetings and progress meetings. They make sure that pay awards to teachers and the headteacher are linked to the attainment of pupils. The pupil premium and sports premium grants are monitored for the impact on pupils' growth in self-confidence as well as in achievement. They manage the budget very well, ensuring that all outgoings are for the benefit of the pupils.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. Their demeanour is that of very confident young people who have been given full responsibility for their own actions.
- They shake hands with visitors and spontaneously say, 'I'd like to welcome you to our school; I hope you enjoy your visit with us.' They are very proud of their school and enjoy their school experiences, which is why attendance is very high at well above the average.
- They move around in the manner adults expect of them: quietly, with a purpose and with their heads held high.
- In class they display a keen desire to learn and to do well. This is because adults have very high expectations of them. Adults make it clear, that they believe in each pupil's capacity to reach his or her potential. Pupils respond with continuing hard work and application.
- Incidents of disruption in class are extremely rare. The school has a very positive system of rewards for the best behaviour which encourages pupils to conduct themselves with care and sensitivity towards one another. A process of restorative system is adopted if and when it is necessary.

Safety

- The school's work to keep pupils safe and secure is outstanding. Effective strategies are in place to keep pupils from all forms of dangerous behaviour.
- Bullying of any form is extremely rare. 'It's cool to be kind' week is an opportunity for adults and pupils to reflect together on how easily people can be hurt with discriminatory attitudes, such as verbal insults, and how much nicer it is to get on well with everybody.
- Pupils say that they all feel safe because teachers help them if there is a problem. They have a particularly sharp awareness of e-safety because each class has an e-safety contract. Parents and carers are very satisfied that the school does everything possible to keep their children very safe. The site is also extremely safe.

The quality of teaching is outstanding

- Teaching is consistently of high quality across all year groups. Teachers and subject leaders plan an integrated curriculum which is extremely effective and promotes strong progress in mathematics and literacy, especially writing.
- Learning is strengthened by the high expectations of teachers. Mathematics filters easily into other subjects through several projects. For example, the 'Take one number' project inspires pupils to look at it in different subject areas, such as in history, geography or science. Teaching over time is interesting and engages pupils fully. There is a lively and vibrant atmosphere in classes because pupils enjoy the work. They are very articulate. They contribute to discussions with impressive verbal expertise.
- Pupils make very good progress in class because teachers and other adults continuously check their understanding and progress.
- Pupils' workbooks show that they make fast progress. They cover a lot of ground in what they learn from the curriculum and the quality of their learning is of a very high standard. Pupils' progress in reading, while strong, is not as rapid as it is in writing and mathematics. This is because, just occasionally, the teaching to help pupils understand text is not as effective as it could be.
- Marking in pupils' books is exemplary. All teachers use the school's policy consistently and effectively. Pupils know exactly how to improve their work. Oral feedback in class is clear and precise, yet inquisitive too. With extended questioning, teachers push pupils to think beyond the minimum answers.
- Pupils with special educational needs are very well guided to discover answers for themselves, as they were in a grammar session for a small Year 6 group. This enabled them to make faster progress in understanding a text from which they were asked to extract key information. All ethnic groups perform equally well.
- Teachers challenge disadvantaged pupils to go beyond what they think they can do. As a result they make excellent progress. They are supported through intensive programmes for one-to-one or group learning in writing and activities such as social communication groups and collaborative projects with secondary schools.
- Speakers of English as an additional language are fully integrated in the learning programmes of all pupils because English is taught to all pupils in a systematic way. The use of English for academic learning

permeates the whole teaching approach. High levels of literacy are expected in all subjects. As a result, the achievement of these pupils is very high.

The achievement of pupils

is outstanding

- Pupils' achievement is outstanding because there are high expectations of all pupils regardless of their starting points. No pupil is left behind. All pupils benefit from a very strong and knowledgeable teaching staff.
- Pupils join this school in the Nursery, or in Reception, with levels of development well below those typical for their age. Because they receive excellent provision at all levels, they make very good progress and attain very highly by the end of Year 6, from their different starting points.
- Pupils build on the good start they make in Nursery and Reception and make rapid progress in Key Stage 1. As a result, their attainment at the end of Year 2 in 2014 was well above average in reading, writing and mathematics. Many of the most able pupils obtained the higher Level 3 in reading, writing and mathematics at the end of Year 2.
- This rapid progress continues in Key Stage 2, and at the end of Year 6 in 2014, pupils' standards in reading, writing and mathematics were well above average.
- In 2014, the most able pupils performed much better in mathematics, reading and writing at the end of Year 6 than they had done in 2013. However more of them attained Level 6 in mathematics, writing and the grammar, punctuation and spelling tests than did in reading.
- Pupils make very good progress during their years in Key Stage 2. By the end of Year 6, all pupils' progress was well above that achieved nationally but it was a little slower in reading than in writing and mathematics.
- In 2014, all groups of pupils were at least one year ahead of the national average at the end of Year 6, as a result of excellent monitoring of learning and of high expectations.
- Current pupils' progress from September 2014 shows that they are on track to maintain very high levels of attainment. Pupils in Year 1 this year, for example, have made the equivalent of one year's progress in one term in reading, writing and mathematics.
- Pupils make excellent progress during lessons as is clear in their tasks and workbooks. Pupils learn very quickly in lessons because teachers explain very well what they have to do and they guide pupils' understanding at every step. The curriculum engages pupils in very interesting, yet purposeful activities, such as the science afternoons every Wednesday. Participation in projects supported by the Enabling Enterprise inspires them to be well prepared for life after primary school.
- Pupils with special educational needs perform very well. In the last two years their impressive attainment was two years above the national average. They benefit from individual learning programmes, overseen by all teachers for their effectiveness, on a very regular basis.
- Disadvantaged pupils attain very highly. In 2014 they were above other pupils nationally by more than one year in reading, writing and mathematics. This attainment was the same as other pupils' in school in mathematics and reading, and higher than other pupils in school in writing by one and a half terms. Their improvement in attainment in writing by about two years from 2013 was phenomenal. This was the same in grammar, punctuation and spelling. Current pupils are making the same rate of progress as other pupils in school. Last year they made faster progress than other pupils nationally.
- Pupils who speak English as an additional language perform very well. Their attainment is consistently above the national average by at least one year.
- All ethnic groups do very well, being at least one year ahead of the national average.

The early years provision

is outstanding

- Children's levels of development, in all areas of learning, are well below those typical for their age when they join this school. More than half of them join the Nursery with little or no English, some of these with additional needs. They make very good progress and are extremely well prepared for entry into Year 1.
- In 2014, a third more children than the national average achieved a good level of development. Boys did particularly well.
- Leaders and management are highly effective. Leaders have put in place an excellent curriculum. They check teaching and learning very effectively, as a result of which children make very fast progress. Leaders have a very good understanding of children's typical rate of development.

- In the delivery of the curriculum, there is a good balance between teachers teaching the children as a whole group and activities chosen by the children. These are skilfully planned and guided by teachers and other adults who constantly observe children at work and at play to continuously assess their progress.
- Assessment is meticulous, involving parents and carers from the first visit to the children's home before they start school. Parents and carers love the once-weekly sessions when they can 'stay and learn' with their children one morning a week until break time. This way they have regular involvement with their development.
- Behaviour is excellent. Children play very safely and use equipment very carefully, such as the balance bikes. Their safety is paramount to the adults who supervise them.
- The outdoor area is a haven for physical and linguistic development as well as for developing appropriate social interactions.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100115
Local authority	Greenwich
Inspection number	448199

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Councillor Allan MacCarthy
Headteacher	Mrs Jan Beames
Date of previous school inspection	5–6 October 2009
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