

Cherry Orchard Primary School

Inspection report

Unique Reference Number	100115
Local Authority	Greenwich
Inspection number	335488
Inspection dates	5–6 October 2009
Reporting inspector	Joy Considine

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	237
Appropriate authority	The governing body
Chair	Mr Allan MacCarthy
Headteacher	Ms Jan Beames
Date of previous school inspection	7 September 2006
School address	Rectory Field Crescent Marlborough Lane London SE7 7DG
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, held meetings with representatives of the governing body, members of staff and groups of pupils, and had informal discussions with some parents. They observed the school's work, and looked at a range of evidence, including systems for assessing and monitoring pupils' progress, pupils' work in books, school documentation and questionnaires completed by parents, staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- variations in standards and achievement between subjects, groups of pupils and key stages
- the impact that the extensive links with the local community have on pupils' understanding of their role within that community
- what leaders are doing to close the apparent gaps in attainment and progress between groups of pupils, subjects and key stages?

Information about the school

Cherry Orchard is an average-sized primary school situated in Charlton, East London. About 75% of pupils come from minority ethnic groups, the largest of which is of Black African heritage. A high proportion of pupils, about 60%, speak English as an additional language. The proportion of pupils who have learning difficulties and/or disabilities is above average. These needs and disabilities are wide ranging and include dyslexia, behavioural and emotional difficulties and speech and language communication difficulties. There is provision for the Early Years Foundation Stage in the Nursery and Reception classes. Pupils in Key Stages 1 and 2 are grouped in single-age classes. There is a breakfast club available for pupils from 8.00am each morning.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school's aim, 'to go further than I thought, to reach higher than I dreamed and to become the person I need to be' underpins all aspects of the school's work. Under the dedicated leadership of the headteacher, there is a strong team of staff and governors that has high expectations for all pupils. As a result, Cherry Orchard has made good progress since the last inspection. Staff have worked closely together to put in place strategies to raise standards and achievement for all pupils. Standards have risen steadily and are now broadly average in English and science. They are above average in mathematics. All pupils make good progress because of the support provided by the school. Staff are skilled in identifying potential problems and engaging with outside agencies, such as speech and language therapists, to support pupils. The school has gained the Inclusion Chartermark in recognition of its work. Pupils understand about the need to live a healthy lifestyle and are proud to have gained the enhanced Healthy School Award. They also enjoy taking physical exercise in and out of school. There are good links with Charlton Football Club which supports community activities and provides a homework club for pupils. The award of Activemark has been given as a result of the school's provision of physical activities to help pupils stay healthy.

The quality of teaching has improved and is now good. Teaching is lively and engaging and built on good relationships between adults and pupils. Teaching assistants make a valuable contribution to lessons and support the planning and assessment of learning. Teachers provide plenty of opportunities for pupils to practise their speaking and listening skills. However, they do not always use opportunities to probe pupils' thinking and understanding through asking higher-order questions to challenge them intellectually. The curriculum is well planned, with an appropriate focus on literacy and numeracy. In some lessons teachers make good links between subjects. For example, in a literacy lesson the teacher made explicit links with both science and history and this made learning more relevant to the pupils. The curriculum is supported by a wide range of enrichment activities which add to their enjoyment of school. At the beginning of the term pupils in Year 6 visited Dorset for a residential visit and their enthusiasm was evident in their descriptions of the team-building skills they had developed. The school cares greatly for the pupils and their families. It provides a very high quality of care which is evident in discussions with pupils, parents and governors. Pupils feel safe and secure in school. There are no reported incidents of bullying or racism and they say that adults treat them with respect. Pupils thoroughly enjoy school and this is reflected in their behaviour and attitudes in and around school and their attendance has continued to rise. They play a key part in the school and local community and are prepared well for their future economic well-being.

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Leaders have worked hard to address all issues from the previous inspection and are proud of the school and the pupils. They have a steely determination to ensure that every pupil will succeed and have harnessed the resources and support to bring this about. The school has a good understanding of its strengths and areas for improvement and has good capacity to improve. School improvement priorities have been agreed by staff and governors and are appropriate to bring about further improvement. Subject leaders have developed action plans but some of these do not have specific targets showing what is to be improved.

What does the school need to do to improve further?

- Improve the quality of teaching by developing teachers' questioning skills so that they are better able to probe pupils' understanding and challenge and extend their thinking.
- Ensure that subject leaders' action plans have focused objectives by which success can be measured.

Outcomes for individuals and groups of pupils**2**

'I am happy because the school takes me on trips, has nice lunches, and the lessons are fun,' is how one pupil described what it feels like to attend Cherry Orchard. Pupils enjoy school and this is reflected in their behaviour and attitudes in lessons and around the school. As a result, they work hard and achieve well despite having skills below those usually seen when they enter the Nursery. Pupils work well together in lessons and they appreciate the quality of the learning environment that teachers have created.

Strategies have been put into place since the last inspection that have enabled pupils to improve their skills in reading, writing and mathematics. They are keen to participate in lessons and this is seen in their response to teachers' questioning, where the pupils show good skills in speaking and listening. The good use of these skills, combined with a strong emphasis on inclusion, result in good learning for all pupils.

The school knows there have been some variations in the rates of progress between different groups of pupils in different subjects. It has put in place robust procedures to track and monitor pupils' learning and to intervene when individual pupils do not make the expected progress. Current data and observation of pupils in lessons show that these are having a positive impact and that all pupils are achieving well. There is good support in place for those pupils who have additional learning needs and English as an additional language and consequently these pupils achieve well.

Pupils enter school with skills below those usually expected for their age and by the end of Key Stage 1 they reach standards close to the national average. They continue to make good progress in Key Stage 2 and this is shown in 2009 national test results. Standards have continued to rise over recent years and are now broadly average, except in mathematics where they are above average. The school exceeded its statutory targets for English, mathematics and science. All pupils, including those with special educational needs and/or disabilities, made good progress as did those pupils who have

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English as an additional language. The school has identified the need for pupils to make better progress in writing because fewer pupils reached Level 5 in writing in 2009. Work in lessons and in pupils' books shows that pupils are now making good progress in writing in English and in other subjects.

Pupils behave well and have good attitudes. Many pupils have additional needs and the school quickly puts into place therapies, strategies and additional support to meet their needs and help them to make good progress. Pupils enjoy the variety of physical activities available to them in school and at the end of the school day. They know about the need to eat healthy food, although they do not always make this choice at lunchtimes. Pupils say they feel very safe in school and that there is always someone to help. They say there is no bullying and that school is a safe place to be. There is a small number of pupils who have behavioural difficulties, but the school knows these pupils well and has put into place good support systems to help them to manage their behaviour.

Racial harmony is outstanding. Pupils from different backgrounds get on well together and they enjoy learning and playing together. Pupils make an outstanding contribution to the school and the wider community. The Green Team plays a key role in ensuring that environmental issues have high priority. The members make presentations to pupils in assemblies about how materials can be conserved and recycled. Peer mentors take their role seriously and are keen to help those who find playtimes difficult. They take on responsibilities in and around the school, such as fruit monitors and assembly monitors, and pupils are currently applying for the post of personal assistant to the headteacher. Pupils are heavily involved in community events through the Charlton Triangle Homes partnership which provides funding for pupils to carry out activities in the community, such as making banners and helping elderly people with their gardens and window boxes. The Young Enterprise Project has funded work with pupils in both Key Stages 1 and 2 to develop business and financial skills which help to prepare them well for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Inspection confirmed the school's view that the quality of teaching is good overall and has improved since the last inspection. Teachers know and care for their pupils well. They have high expectations which are reflected in the targets they set for pupils. They plan lessons well, often linking them to previous learning or to assessments of pupils' work. They take great care with marking so that pupils know what they have done well and what they need to do to further improve their work. Most teachers use imaginative methods to capture pupils' interest and they make good use of resources such as information and communication technology (ICT) to develop pupils' understanding. Teachers encourage pupils to work together and make good use of 'talk partners' for pupils to share ideas. Teaching assistants are highly skilled and provide good support to teachers and pupils. The quality of relationships between adults and pupils are very high and this makes a significant impact on the quality of learning. Teachers ask questions to check pupils' knowledge, but they do not consistently use probing questions which challenge pupils to analyse, interpret or expand their thoughts and ideas, and this is restricting the progress they make in lessons.

The curriculum is well planned. There is a good focus on literacy and numeracy and the impact can be seen in the improvement in standards. There is good provision for ICT and this is shown in pupils' work where they have used ICT to produce posters advertising the school journey to Dorset. The strong focus on personal, social and health education contributes significantly to pupils' good personal development. Pupils in Key Stage 2 learn French. The school has plans to make learning more creative and enjoyable for pupils by linking subjects together. This can already be seen in some lessons but has yet to be fully embedded across the school. The curriculum is enriched with a broad range of extra-curricular activities which are well attended by pupils. They also make good use of the local environment to enhance learning. For example, pupils often visit locations in London such as the London Eye, London Zoo and the National Gallery. There is good provision to meet the needs of pupils who have learning difficulties and/or disabilities, English as an additional language and those who are more able.

The school has an outstanding understanding of the needs of its pupils and their families and has put into place several initiatives to provide very high quality care and support.

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For example, the school offers a counselling service to pupils and parents. It has appointed a learning mentor who supports pupils who find difficulty coping with some aspects of school. Physiotherapy and occupational therapy are provided for pupils who have physical difficulties and there is a new hygiene suite for wheelchair users. Arrangements for child protection are secure and all staff have been trained to identify vulnerable pupils and those who are at risk of failing to thrive. The school makes excellent use of partnerships and outside agencies. As a result, attendance has improved and is now average. The school seeks to encourage families to come into school and provides a range of support activities for parents. These activities include classes in English as a second language, workshops for parents in numeracy and reading, and a family ICT club. All procedures for ensuring that pupils are safe are secure.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school has made significant progress since the last inspection due largely to the dedicated leadership of the headteacher. She has worked closely with her committed team of staff and governors to create a learning environment in which every pupil is valued for the unique contribution he or she makes to the school. Within this inclusive atmosphere, teachers have high expectations of what pupils can achieve and, as a result, pupils now make good progress and standards have risen continuously year on year. The school has a good understanding of its strengths and areas for development and has a succinct plan showing the priorities for development. Subject leaders have developed more specific action plans to support the overall plan. However, some of these plans lack focus and are not rigorous enough to drive improvement. Senior leaders regularly monitor the work of teachers through lesson observations and a scrutiny of plans to ensure that there are effective systems in place to identify those at risk of not meeting expectations. The governors have a wide range of professional skills which they use well to challenge and support the school and to hold senior leaders to account. Leaders at all levels give high priority to ensuring that pupils receive outstanding care and support. For example, statutory requirements for safeguarding are fully met and there are rigorous procedures for ensuring the safeguarding of pupils through the checks made on all adults who work in the school. Relationships with parents and carers are outstanding. Parents spoke warmly about the lengths the school will go to in order to support vulnerable pupils and their families during difficult times.

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The school prides itself on its commitment to equality and eliminating discrimination and this is evident in the harmonious atmosphere within the school. The staff are clearly committed to promoting community cohesion and capitalise on opportunities to develop pupils' understanding of faiths and cultures beyond their own through curriculum subjects such as geography and religious education. There are plans in place to formalise aspects of this work and to establish a more robust approach to provision for community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills well below those expected for their age, particularly in their personal, social and emotional development and their skills in communication, language and literacy. By the end of the Reception class, children have made good progress and they are leaving with securely average standards, although their personal development remains lower than expected. In class, children are making good progress in the Nursery. Children who have joined more recently have settled well. They are happy and confident and are quickly learning what is expected of them. This good progress continues in the Reception class. Children are confident at finding things out for themselves and talking about their work. Both in the Nursery and Reception classes, staff have created a bright, stimulating and safe environment which has a variety of well-selected equipment to meet the learning needs of all children. There is a strong focus on literacy and numeracy. Teaching is lively and stimulating and teachers are effortlessly focused on enhancing children's personal and emotional development. In Reception, there is a good balance between adult-led and

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child-initiated activities. Children are encouraged to take on responsibility and to become more independent learners. For example, they are encouraged to dress themselves for physical education and to wash their hands before eating. The Early Years Foundation Stage is adopting the Forest School approach to learning so pupils make best use of the outdoor environment to develop their skills.

Leadership of the Early Years Foundation Stage is good. The newly established team is effectively planning a curriculum which is well matched to the learning needs of children. This is because the team uses assessment information well to monitor progress and set new challenges. The members have evaluated their provision and identified priorities for development based on an accurate assessment of need. There are good induction arrangements for children joining the Nursery and effective transition arrangements for children who join the main school in Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents are strongly supportive of the school. Most agree that their child is happy and enjoys school. One parent wrote, 'My son flourished year-on-year and I couldn't be happier. Nor could he.' Parents felt that their child was safe and well looked after and that teaching was good. The concerns of a very small minority of parents were followed up with the school but there was little evidence to substantiate them. Overall, most parents agreed that 'the headteacher is a fantastic head who is always there for parents and pupils.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cherry Orchard Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The Inspection Team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 237 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	71	21	27	1	2	0	0
The school keeps my child safe	41	52	38	48	0	0	0	0
The school informs me about my child's progress	36	46	35	44	4	5	0	0
My child is making enough progress at this school	36	46	34	43	6	8	0	0
The teaching is good at this school	36	46	39	49	3	4	0	0
The school helps me to support my child's learning	36	46	38	48	4	5	0	0
The school helps my child to have a healthy lifestyle	40	51	37	47	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	46	34	43	4	5	0	0
The school meets my child's particular needs	30	38	40	51	6	8	0	0
The school deals effectively with unacceptable behaviour	29	37	41	52	3	4	1	1
The school takes account of my suggestions and concerns	23	29	47	60	4	5	1	1
The school is led and managed effectively	31	39	44	56	1	1	0	0
Overall, I am happy with my child's experience at this school	39	49	38	48	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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	Satisfactory	These features are of reasonable quality. A satisfactory school is 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. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 October 2009

Dear Pupils

Inspection of Cherry Orchard Primary School, Charlton SE7 7DG

Thank you for helping the inspectors so much when we came to visit your school to find out how well you are getting on. We found your school to be a good school with lots of interesting activities going on. We found that most of you are working very hard and making good progress in your lessons. We know that all adults care very much for you and that they work hard to provide a bright and attractive school for you. We also know they listen to you and put into place some of your ideas to help to make the school even better.

We enjoyed visiting your lessons and observed how well your teachers make lessons interesting and enjoyable. They asked you lots of questions which you answered well. However, some of these questions were quite easy for many of you and it would help you to make more progress if they asked questions that really made you think hard.

There are lots of plans in place to make your school even better. Most of the plans are very clear so we know what they want to do to help you to learn even more. Some of the plans need a little more detail so that teachers can judge how well they have worked. We have asked your teachers to:

- ask you some harder questions to really make you think, so that you learn even more
- make their plans for improving the school clearer so that they will be able to take the right actions to make your school even better.

I am sure you will help your teachers to make Cherry Orchard an even better school than it is already.

With very best wishes for the future.

Yours faithfully

Joy Considine

Lead inspector

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