

Cherry Orchard Primary School

Inspection report

Unique reference number	116749
Local authority	Worcestershire
Inspection number	379295
Inspection dates	27–28 June 2012
Lead inspector	Christopher Parker

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	622
Appropriate authority	The governing body
Chair	Jo Weston
Headteacher	Jeremy Harwood
Date of previous school inspection	9 July 2008
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Introduction

Inspection team

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Additional Inspector

Geoff Cresswell

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Sarah Noble

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Terence Payne

Additional Inspector

This inspection was carried out with two days' notice. The inspectors visited 36 lessons taught by 22 teachers. Inspectors talked, both formally and informally, to the pupils, and scrutinised samples of their work. They also met with the Chair of the Governing Body and several members of staff with leadership responsibilities. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at records of behaviour, safeguarding policies, records of the monitoring of the quality of teaching, and the school's plan for further development. They analysed responses to questionnaires from pupils, staff and 266 parents and carers.

Information about the school

This is much larger than the average-sized primary school. Pupils are predominantly from White British backgrounds. About one-tenth of the school population is of Pakistani heritage. The proportion of pupils known to be eligible for free school meals is much lower than average. The proportion of disabled pupils and those with special educational needs supported through school action plus and with a statement is broadly average.

The school meets the current floor standards set by the government, which determines the minimum expectations for attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Most parents are pleased with the provision the school makes for their children. It is not yet outstanding because the opportunities to accelerate the progress of lower-attaining pupils are not fully exploited. In addition, mathematical and enquiry skills are not extensively or consistently promoted, across the curriculum, by subject leaders.
- Achievement is good. The children make a good start in the Early Years Foundation Stage. In Key Stages 1 and 2 all groups make good progress, but occasionally opportunities to accelerate the learning and progress of lower-attaining pupils are overlooked, particularly during the introductions to lessons. Attainment in reading, writing and mathematics is above average.
- The teaching is good. Most lessons are interesting, engage the pupils, and ensure that they make good progress. They are well structured and calmly delivered. Consequently, pupils are able to concentrate and learn effectively. The classrooms provide the pupils with good conditions for learning.
- Behaviour and safety are good. The pupils have very positive attitudes to learning and enjoy the diverse range of opportunities the school provides for them. They benefit considerably from an ethos that values highly their individual contributions, whether in the form of answering a question in a lesson, a carefully displayed piece of artwork in the corridor, or singing a solo in assembly.
- Leadership and management are good. The management of teachers' performance is particularly strong. Leaders and managers are continually seeking to bring improvement. Since the last inspection they have raised many boys' attainment in writing, improved attendance, and enhanced the curriculum in the Early Years Foundation Stage by developing the forest school. Sharp and accurate self-evaluation and detailed and successful, yet flexible improvement planning, illustrate well the school's good capacity to improve further.

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What does the school need to do to improve further?

- Make full use of all opportunities to accelerate the learning and progress of lower-attaining pupils by:
 - ensuring that the tasks and activities set for this group of pupils always take full account of their existing knowledge and skills
 - personalising their learning by consistently making flexible and effective use of teaching assistants
 - establishing a consistently sharp focus on developing the writing skills of lower-attaining boys.

- Extend the influence of subject leaders in developing pupils' skills by:
 - enhancing the range of opportunities for pupils to use and apply their mathematical skills across the curriculum
 - promoting more opportunities for pupils to generate and follow their own lines of enquiry.

Main report

Achievement of pupils

Most children start school with the skills and abilities expected for their age. They make good progress in the Reception classes through a wide range of activities that the teachers lead and also those that the children choose themselves. They made particularly good progress during a 'bear hunt' in the forest school.

The pupils continue to make good progress through Key Stages 1 and 2. As a result, attainment in reading, writing and mathematics is above average at the end of Year 2 and Year 6. The well-managed support for disabled pupils and those who have special educational needs ensures that they make good progress in most areas of their work. Almost all of the parents and carers who responded to the inspection questionnaire agree that their child is making good progress.

Good teaching of the sounds that letters make contributes to reading standards that are well above average throughout the school. In 2011, two thirds of pupils reached the higher level in the national tests in reading at the end of Year 6. In writing attainment was not quite as high, but was nevertheless above the national average. The pupils are very well motivated to write for a range of purposes across the curriculum. The writing of the older pupils is interesting to read and often reflects their good spiritual, moral, social and cultural development. The quality of pupils' writing – notably that of many boys – has flourished as a result of the many steps taken by the school to improve it. However, the progress made by some lower-attaining boys, although good, is not rapid enough for them to catch up with their peers.

The results of national tests in 2011 show that attainment, at the end of Year 6, in

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mathematics was above the national average. The pupils make good progress in mathematics in lessons, but have fewer opportunities to use and apply their skills across the curriculum than they do in reading and writing. Pupils do well across the curriculum. The work on display abounds with high-quality artwork, and pupils' excellent singing is a testament to the high profile given to music throughout the school.

Quality of teaching

Lessons are interesting and motivate the pupils. The teaching is predominantly good, and in some lessons it is outstanding. Almost all of the pupils, and their parents and carers, agree that the teaching is good. The pupils respond positively and are keen to answer their teacher's questions. Often the teachers skilfully develop this into an extended dialogue which enhances the pupils' learning and their understanding.

Teachers have high expectations of pupils' behaviour, and relationships are very positive. As a result, lessons are calm and proceed at a good pace with few interruptions. Teachers encourage the pupils to collaborate and discuss their views. In a Year 4 lesson, for example, the teacher enabled pupils to interpret thoughtfully different viewpoints on keeping animals in captivity through their investigation of the text and images in books. Similarly, very effective teaching in Year 6 successfully encouraged the pupils to consider what they could infer from poems.

Most, although not all, lessons have the right amount of challenge for all groups of pupils. In many lessons the tasks set for disabled pupils and those who have special educational needs are carefully modified to meet their needs, and result in them making good progress. Sometimes, particularly during the early stages of the lesson, not enough consideration is given to building on the level of the knowledge and skills of some lower-attaining pupils. On these occasions, short activities set for the whole class are more difficult than the tasks that these pupils are subsequently asked to complete. Teaching assistants make a strong contribution to many lessons, but they are not always effectively deployed to support groups of pupils during the introductory section of lessons.

The pupils' writing is carefully marked, and pupils say they find their teacher's comments very useful. They also make good use of the information that their teachers give them, which sets out exactly what they need to do to be successful in an activity. Pupils also appreciate the opportunities which they are given to assess their own learning and progress.

Behaviour and safety of pupils

Pupils' behaviour at the school is good and almost all parents and carers, and most pupils, agree. A few parents and carers expressed concerns about the behaviour of a small number of pupils, who find it difficult to manage their own behaviour. Inspectors found that disruption to learning seldom occurs, and that when it does it is skilfully handled by the teachers and teaching assistants, who are well trained to

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manage such situations. In lessons, pupils listen carefully, concentrate fully, and persevere to complete the tasks they are set. As a result, they produce a good volume of work in lessons, and this contributes strongly to their good learning and progress.

Pupils are polite and respectful to each other and to the adults who work in the school. They say that they feel safe and happy, both in lessons and on the playground. Discussions with pupils at playtimes show that they have few concerns about bullying. Although they are aware of the different types of bullying, none of the pupils with whom inspectors spoke had any experience of this type of behaviour. Of those pupils who responded to the questionnaire, almost all felt the school dealt with all types of bullying very well. Although almost all parents and carers feel that their child is safe and well cared for at school some of those who responded to the questionnaire did not agree that the school deals well with incidents of bullying. Investigations by inspectors found the school's systems for recording and responding to concerns about bullying to be appropriate, and the number of incidents to be few.

The school has taken measured and carefully directed steps to improve attendance. The vast majority of pupils have very good attendance records. However, over the last few years a few pupils were absent too frequently. With the assistance of the family support worker, the school has appreciably reduced the absence of most of these pupils. As a result, the overall attendance rate has risen to be above the national average.

Leadership and management

The headteacher promotes a clear ambition, which is reflected at all levels of management, to continually improve the school and provide a high-quality education for pupils. This is evident in the strong management of the performance of teaching and the well-developed programme for training and school improvement. The monitoring of the quality of teaching is sharply focused and highlights how teachers can improve their practice.

The curriculum provides the pupils with a broad and interesting range of activities. Art and music have a high profile and make a very strong contribution to pupils' spiritual, moral, social and cultural development. Discrimination is not tolerated and respect strongly promoted throughout the curriculum. Opportunities for reading and writing in a range of contexts are extensive. However, opportunities for pupils to use and extend their mathematical skills are not given the same priority. Many topics and themes are investigated through questions that the pupils seek to answer. In some instances the pupils generate their own lines of enquiry, but in others they are less involved in determining the direction of their investigation. Subject leaders are not yet consistently promoting the development of these skills across the curriculum.

The school has a well-established system for checking the progress made by every pupil. The progress of groups, in particular disabled pupils and those who have special educational needs, is carefully monitored. This illustrates very well the

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school's commitment to ensuring that all pupils have equality of opportunity. The progress of each pupil in every class is discussed in regular and frequent meetings between the class teacher and a senior leader, so that any underperformance is identified and quickly tackled.

The governing body has a clear picture of what the school is doing well and where it could do better, because there are good opportunities for governors to find out for themselves by joining senior leaders in monitoring the work of the school. The governing body also receives a comprehensive evaluation of the school's performance in the headteacher's termly report. It is fully involved in the school's well-focused and accurate self-evaluation.

Safeguarding arrangements meet requirements. The governing body carries out a range of checks to make sure that the school's arrangements are comprehensive.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



29 June 2012

Dear Pupils

Inspection of Cherry Orchard Primary School, Worcester, WR5 2DD

Thank you for welcoming the inspectors into your school so warmly. You are very polite and well mannered to each other, and towards the adults who work in the school. We enjoyed listening to some of you read, talking with others about your lessons, and getting your views about behaviour. You were very clear in telling us that you think behaviour is good, and that you are very confident that any misbehaviour is dealt with firmly and quickly.

You go to a good school and are making good progress. You have many opportunities to write about things that interest you. As a result, most of you are doing well in writing. However, we have asked the teachers to give a little more help to those of you who find writing more difficult. We have also asked the teachers and teaching assistants to think about how they can always make the most of the introductions to lessons for everyone in the class. We found that you have more opportunities to use your reading and writing skills in other subjects than your mathematical skills. So we have the teachers to give more opportunities to use these skills in different situations. You do a lot of investigating, and some of you are now following your own lines of enquiry. This is a really good idea, and we have asked the teachers to create more opportunities for you to do this. You can help by thinking of really interesting questions you want to answer.

The headteacher and senior leaders are very keen for the school to get better and better. They do a lot of checking to make sure that everything is going well and that all of you achieve your best. I hope you continue to enjoy school and are able to do as well as you possibly can.

Yours sincerely

Christopher Parker
Lead inspector

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