

Cherry Orchard First School

Inspection report

Unique Reference Number	116717
Local Authority	Worcestershire
Inspection number	358013
Inspection dates	24–25 November 2010
Reporting inspector	Clive Lewis

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Phil Hanson
Headteacher	Sarah Bitcon
Date of previous school inspection	29 November 2007
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Age group	4–9
Inspection dates	24–25 November 2010
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**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	4–9
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons taught by six teachers and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, including scrutiny of a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Inspectors analysed questionnaires from 43 parents and carers, 32 pupils and 19 staff.

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

- Is there variation in the quality of teaching and learning across the school?
- What are the quality and rigour of the school's new tracking and assessment systems?
- What impact have subject managers and curriculum coordinators had on teaching and learning?

Information about the school

This is a smaller than average school. The school houses an 'Integration Base' for pupils with complex learning difficulties and associated emotional and developmental needs. As a result, the proportion of pupils with special educational needs and/or disabilities and with a statement of special educational needs, is higher than average. Most pupils are White British but a small number are from an ethnic minority group. The governing body provide a breakfast club on three mornings per week and have recently taken over management of the on-site pre-school. The school has achieved Healthy School status, the Active Mark and the Bronze Eco Schools award.

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

Cherry Orchard is a good school. It has some outstanding features. The headteacher, strongly supported by the governing body, provides a clear sense of direction, which is linked well to school improvement. Parents and carers are extremely supportive of the school. One parent, typical of many, commented, 'We are very happy with all the support given to our daughter by the school. As a result, in a short time, she has really progressed and made great strides.'

Children get off to a good start in the Early Years Foundation Stage and make good progress. Throughout the school, all groups of pupils, including those with special educational needs and/or disabilities, make good and often outstanding progress. Attainment on entry to the school varies from year to year but is typically below that usually found, particularly in communication and language skills and in problem-solving and number skills. By the time pupils leave the school, at the end of Year 4, standards are above average. The quality of teaching is good because of effective arrangements for the evaluation and monitoring of teaching. However, not all staff with responsibility for individual subjects have had opportunities to undertake classroom observations in order to identify how teaching might be improved further.

Parents and carers say their children enjoy coming to school and pupils agree. However, this is not fully reflected in their levels of attendance, which are only broadly average. The school is working hard, and with some success, with a small group of families to improve attendance and punctuality. Pupils have well-developed personal skills. They have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit within the school's ethos and, as a result, the school has an orderly, purposeful and caring atmosphere. This is reflected in pupils' good behaviour and this, in turn, has a positive effect on the good progress that they make in lessons. Pupils are well-mannered and care for each other. Throughout the school, they work hard and conscientiously, without the need for constant adult intervention, both independently and co-operatively. Pupils have a wide range of responsibilities in the school and make a good contribution to the school community. Spiritual, moral, social and cultural development is good. Pupils develop good social skills that will contribute well to their future economic well-being.

Cherry Orchard has very good links with other local schools which it uses successfully to promote a broad range of curriculum and sporting activities for the pupils. Pupils particularly enjoy the many after-school activities and clubs, including physical activities. The quality of care and guidance of pupils is outstanding. Pupils' progress is tracked very carefully and their attainment is assessed accurately. Teachers and other adults are acutely aware of their pupils' capabilities and prior learning and plan very effectively to build on these. Provision in the 'integration Base' for pupils with significant emotional,

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behavioural and academic difficulties is good. The school has a good understanding of how well it is doing and what needs to be done next, and due to this good self-evaluation, it has a good capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Improve attendance, particularly by working more closely with those few families where pupils are persistently absent.
 - Ensure subject coordinators develop a better overview of how to raise attainment by providing opportunities for them to observe teaching and all classroom practice in their subjects.

Outcomes for individuals and groups of pupils

2

The school's data demonstrates clearly that pupils achieve well during their time in the school. They progress steadily from below average standards on entry to above average standards by the end of Year 4, when they leave the school. Standards of teaching in lessons and work in books confirm this good progress. In one particularly effective literacy lesson on time and causal connectives, the teacher motivated pupils very well and skilfully used questioning to gauge and extend their learning. Progress was further consolidated by good teamwork with a skilled teaching assistant who supported less able pupils well and challenged the more able pupils to do more, with the result that all pupils made good progress in the lesson. Pupils with special educational needs and/or disabilities make good, and sometimes excellent, progress because of the strong support provided by class teachers, skilled teaching assistants and outside agencies.

Pupils say they enjoy coming to school and the great majority attend school regularly and enthusiastically. They understand what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by staff. Their good behaviour makes a strong contribution to the good progress that they make in most lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They willingly take on responsibility. Through the school council, the Friday afternoon Cherry Orchard Academy where pupils from across the school work together, and the Eco council, they play a constructive role and have a positive influence on decisions about school life. Pupils are curious about the world around them and embrace new experiences which broaden their understanding. Pupils have a developing insight into similarities and differences between their own and others' cultures, and are learning to appreciate cultural diversity and challenge racism.

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

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

How effective is the provision?

Strategies for managing the behaviour of pupils are very effective across the school so that lessons are calm and purposeful and pupils work hard. Teachers assess learning carefully so that pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills well. Support by teaching assistants is well focused and makes a significant contribution to the quality of learning. Good use is made of resources, including information and communication technology, to motivate pupils and enhance their learning. Staff work together well to ensure that pupils know how to improve their work and clear targets are set to help them do this. Pupils are actively engaged in reflecting on the progress they have made in lessons and considering what it is they still need to do. The marking of pupils' work is of a consistently high quality, with pointers for improvement to help pupils take the next step in their learning.

The curriculum is adjusted to meet the needs of different ages and ability groups. The emphasis is firmly on developing pupils' skills, but in such a way as to promote enjoyment and enthusiastic participation. Extra-curricular enrichment opportunities are varied and are much enjoyed by pupils. Pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Links with extended services support the development of the wider curriculum very well and plans are well

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advanced for Year 4 pupils from all the locally linked schools to undertake a residential visit together so that Cherry Orchard pupils can get to meet and know pupils who will be in Year 5 when they move to middle school. Provision for music, through the local authority's Play To Learn scheme, is a great strength of the curriculum. All Key Stage 2 pupils play the violin or cello and opportunities are provided for pupils to learn to play the flute, clarinet, guitar, recorder and ocarina. Excellent, very well targeted support for pupils with significant learning and/or emotional needs and for those who find themselves in vulnerable circumstances enables them and their families to make the best of the opportunities provided by the school. This gives pupils the confidence to learn and enables them to make the same good progress as others. Every pupil is valued and cared for as an individual. Staff know and care deeply for all pupils and rigorous welfare procedures help to ensure the safety of all pupils. Provision by skilled staff, for the small group of pupils with complex learning difficulties and associated emotional and developmental needs who attend the 'Integration Base', is good and as a result, they make good progress in their time in the school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
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 headteacher provides strong leadership for a very well-motivated staff team who demonstrate a shared sense of responsibility and commitment to continuing to improve provision. The headteacher has identified and successfully tackled areas requiring improvement and, as a result, most aspects of the school are now good or better. New subject coordinators are steadily developing their skills and improving their role of overseeing their subjects across the school, although not all coordinators have had opportunities to monitor teaching in their subject. The recently reformed governing body is influential in determining the strategic direction of the school and is fully involved in evaluating its work. As a result of regular monitoring and support, teaching is good across the school.

The school's very positive relationship with parents and carers and its good links with a wide range of partners contribute significantly to improvements in pupils' achievement and well-being. A recent development is that all parents have secure access to on-line reporting for their child. Equality of opportunity is promoted well in all the school's work. As a result, the school is a happy, harmonious community in which to work and learn. The small size of the school ensures that all pupils and families are known very well by staff. Through rigorous analysis of the school's regular and accurate data on pupils' progress, staff are constantly alert to any variation in achievement and are proactive in devising initiatives to overcome any weaknesses. Systems for the safeguarding of pupils are good

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and there is a comprehensive awareness of safeguarding issues among the governing body and staff at all levels. The school promotes community cohesion well, within its own and the local community and also through its developing links with schools overseas in India and Australia, and with schools in Cornwall, Bolton and Cardiff in the United Kingdom.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
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

When they join the Reception class, children's skills are below those typically found. Some need considerable help to ensure that they learn how to be independent and work and play together. As children move through the Early Years Foundation Stage, they make good progress in all the early learning goals because of the good teaching and the high quality planning, assessment and daily organisation. Teachers and support staff carefully observe and record children's achievements on a day-to-day basis and use this information effectively to plan the next steps in learning. Happy and caring relationships are established and children settle quickly. Children behave well and are enthusiastic in all that they do. They clearly enjoy school and play happily together and individually.

Staff work hard to achieve a strong partnership with parents and carers. Pastoral care and welfare arrangements are good and help the children to be safe, well cared for and aware of how to be healthy. Adults provide a wide range of interesting learning activities, allowing children to work on things that they choose themselves as well as by taking part in more formal group-work activities with adults. Planning, provision and resourcing for both the indoor and outdoor curriculum is good and, as a result, children have a good range of opportunities to develop their independent learning skills. Children have regular opportunities to explore their learning independently in the spacious, well-resourced and exciting outdoor areas, including the Forest School area which children visit each week.

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Children with special educational needs and/or disabilities are identified quickly, well-supported and integrated fully into all activities. Adults have a good knowledge of the learning, development and welfare requirements of very young children and use national guidance for the Early Years Foundation Stage well to support children's learning.

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

All parents and carers feel their children are making enough progress at the school. The vast majority declare themselves happy with their child's experience and believe that teaching is good and that their child enjoys being in school. A very large majority of parents and carers agreed with all other statements, including that the school meets their child's needs, keeps their child safe and encourages healthy lifestyles. A very small minority felt that the school does not deal effectively with unacceptable behaviour. The inspection team looked at behaviour in and around the school carefully and did not find evidence to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cherry Orchard First 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 13 statements about the school. The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 122 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	47	22	51	0	0	0	0
The school keeps my child safe	18	42	22	51	2	5	0	0
My school informs me about my child's progress	16	37	22	51	3	7	0	0
My child is making enough progress at this school	20	47	23	53	0	0	0	0
The teaching is good at this school	20	47	22	51	0	0	0	0
The school helps me to support my child's learning	19	44	17	40	1	2	0	0
The school helps my child to have a healthy lifestyle	16	37	23	53	1	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)	13	30	23	53	2	5	0	0
The school meets my child's particular needs	16	37	24	56	1	2	0	0
The school deals effectively with unacceptable behaviour	8	19	27	63	5	12	2	5
The school takes account of my suggestions and concerns	8	19	30	70	3	7	1	2
The school is led and managed effectively	12	28	26	60	1	2	1	2
Overall, I am happy with my child's experience at this school	18	42	22	51	2	5	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 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



26 November 2010

Dear Pupils

Inspection of Cherry Orchard First School, Pershore, WR10 1ET

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit. I enjoyed watching lessons and talking to some of you. You attend a good school that is a happy and friendly place. It is like this because your headteacher and staff are leading the school well. They give you good support to enable you to learn and enjoy your lessons. As a result, all of you, including those who attend the Integration Base, make good progress. They care for you exceptionally well and make sure that you understand how to look after yourselves, be healthy and keep safe. They have an excellent understanding of how well you are doing and what progress you are making, and they share this information with you when they mark your work. It was good to hear from the school councillors about how you are helping to improve the school. You told us that you like your school very much and there are lots of things to do and enjoy.

We have asked the staff and governing body to do two things that we feel will help to improve your school, one of which you can really help with:

- finding ways to encourage every one of you to attend school more regularly
- giving teachers in charge of subjects opportunities to observe lessons so that they can find ways of making teaching and learning even better.

I wish you well in your future education. You can all help the school to improve further by ensuring that you always attend school regularly and on time.

Yours sincerely

Clive Lewis

Lead inspector

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