

Cherry Orchard Primary School

Cherry Orchard Road, Handsworth Wood, Birmingham, B20 2LB

Inspection dates 4–5 October 2012

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Teachers check carefully how well pupils are doing and encourage them to judge their own progress. As a result, all pupils know their targets and achieve well in their work.
- A distinctive approach to developing the pupils' personal, moral, social and cultural skills ensures that they have a good understanding of how to stay healthy and safe.
- Leaders and managers have ensured that the school has continued to develop since its last inspection. Their thorough checking of how well the staff perform is resulting in rapidly improving teaching and learning.
- Teaching is good with some excellent practice, especially in Key Stage 2.
- Attendance is above average and pupils enjoy school.
- Behaviour is good.
- The stimulating range of subjects is well matched to the needs and abilities of the pupils. They have good opportunities to practise their literacy and numeracy skills across different subjects.
- The governors' good awareness of the school's strengths and weaknesses helps them to continually question its performance while providing the right support.

It is not yet an outstanding school because

- In Key Stage 1 in particular, teachers do not always use the information they gather on pupils' progress precisely enough to plan helpful support at just the right level.
- In mathematics, marking does not provide as much guidance to pupils as it does in English.
- Younger pupils in Key Stage 1 are not given enough practical opportunities to explore and develop their own ideas, so they can build on their good learning from the Early Years Foundation Stage.

Information about this inspection

- Inspectors observed 22 lessons, with senior leaders accompanying inspectors in seven of these observations.
- Meetings were held with governors, a representative of the local authority, senior leaders and managers and pupils. Several parents also spoke to inspectors informally.
- Inspectors took note of 24 staff responses to questionnaires and 22 responses to the online questionnaire (Parent View).
- Inspectors observed the school's work, and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Ronald Hall, Lead inspector

Additional Inspector

Richard Boswell

Additional Inspector

Fiona Arnison

Additional Inspector

Full report

Information about this school

- Cherry Orchard is a larger-than-average primary school.
- A minority of pupils attending the school are of White British heritage. The proportions from other minority ethnic groups and/or who speak English as an additional language are well above average.
- An average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported by school action is above average, but the proportion of pupils supported by school action plus or with a statement of special educational needs is well below average.
- There is childcare provision on the school site, but it is not run by the governing body and was not included in the inspection.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The headteacher was appointed in September 2012.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by:
 - making efficient use of the wealth of progress information available, so that teachers and teaching assistants can rapidly provide support and 'catch-up' strategies that help the pupils who need them
 - ensuring that marking in mathematics is focused on informing the next steps in pupils' progress, following the existing good practice in English.
- Improve progress further in Key Stage 1, by ensuring a smooth transition from the Early Years Foundation Stage so that all children are able to learn in a style well matched to their stage of development.

Inspection judgements

The achievement of pupils is good

- The school's information on pupils' progress and attainment, the results of national tests, and observations of pupils in lessons demonstrate that pupils achieve well. This is especially so in Key Stage 2, where pupils' progress and attainment are consistently above average by the time they leave the school.
- The children's skills on entry are broadly in line with those expected for their age. They make a good start in the nursery and reception classes before moving into Key Stage 1. Attainment in Key Stage 1 is above average and progress good, but for some pupils the formal approach to teaching does not suit their style of learning. They do not have enough opportunities to explore practically activities that stimulate them, or to develop their skills in working on their own.
- Pupils' reading skills in both key stages are good. Pupils use their knowledge of letters and the sounds they make (phonics) effectively to tackle new words.
- Sustained good, and at times outstanding, progress through Key Stage 2 and the generally effective support provided for disabled pupils and those who have special educational needs ensure that pupils are exceeding nationally expected rates of progress for this group.
- Teachers generally use assessment information well to track pupils' progress and meet their future needs, but they and the teaching assistants do not always make the most efficient use of this information to accurately match support and resources to pupils who find learning more difficult.
- Pupils for whom the pupil premium provides support make good progress and achieve above their peers nationally. This funding is used to provide specialist teaching assistant support and one-to-one provision. This demonstrates the way the school successfully ensures equality of opportunity for all pupils.

The quality of teaching is good

- Teaching observed throughout the inspection was consistently at least good, and some was outstanding. Pupils' workbooks and the progress they have made also confirm a picture of good teaching over time.
- In Key Stage 2, teachers develop pupils' confidence, self-esteem and desire to learn through lessons that are interesting and well matched to pupils' abilities. As one pupil stated, 'The teachers make our learning fun, lessons are really interesting.'
- Teaching in Key Stage 1 is good, but the younger pupils are not always provided with opportunities to explore ideas practically, as they are used to doing in the Early Years Foundation Stage. As a result, they are not quite so thoroughly engaged in their learning.
- Good questioning and explanations are key features in lessons, and teachers typically ensure that all groups are catered for. In a Year 3 mathematics lesson, pupils were exploring giving and receiving change and the teacher's questioning and discussion ensured that all groups were fully challenged. The teacher made sure that the right resources were available and that pupils of all abilities were able to use them effectively.

- Teachers generally ensure that pupils know their targets, but marking in mathematics books is not as informative as that found in English books, and so pupils are not as sure about what they need to do to improve their work.
- The school collects a wealth of information on the progress and attainment of the pupils, but this is not always used effectively by teachers and teaching assistants, especially in Key Stage 1, in pinpointing when and where extra guidance and adult support are needed.
- Teachers encourage pupils to assess their own work and this is increasingly successful in Key Stage 2, where older pupils use this technique well to help them improve their work.

The behaviour and safety of pupils are good

- Behaviour is typically good across the school. Where teaching is at its best, behaviour is outstanding because pupils respond so well to the stimulating and practical activities available. Just occasionally, there is some low-level disruption when the pace in lessons dips.
- Discussions with pupils clearly indicate that they feel safe and secure. This view was further supported by the results seen in the teachers' questionnaires and the responses by parents and carers to the online survey (Parent View).
- Relationships are excellent between pupils, and between pupils and adults. Pupils are courteous and polite, both to each other and adults. They are adamant that there is no bullying in the school.
- There has been only one exclusion over the past year, and no recorded incidents of racial abuse.
- All staff promote the pupils' spiritual, moral, social and cultural development through well-developed topics that involve a range of subjects such as the Second World War.
- Pupils are nurtured and cared for effectively and pupils say they feel cared for. As one explained, 'We feel safe because everyone cares for us.'
- Pupils enjoy school and have a positive attitude to learning, which is demonstrated in their above-average attendance.

The leadership and management are good

- The school has made steady progress since the last inspection and ensured all areas of improvement in the last report have been effectively tackled. This shows its capacity to improve further.
- The new headteacher is robustly supported by the middle management team and governing body. Subject leaders check teaching carefully and help to ensure that it is improving. The governors visit the school regularly to both formally and informally monitor its work.
- New systems have been introduced to improve the way in which information about pupils' progress is collected and used. For example, senior leaders and managers identified that some aspects of their tracking and monitoring systems were not providing the information they

required, and so developed systems to overcome this. However, the changes in the school's systems are too recent for their effectiveness to be measured.

- Leaders and managers, including the governing body, monitor, evaluate and develop the quality of teaching and learning effectively. The senior leadership team are skilled in liaising with the governing body to provide a programme of staff training that takes account of, and meets the needs of, both the pupils and the school. These systems ensure that the national 'Teacher Standards' are met.
- The senior leadership team ensures a broad and well-balanced curriculum across the whole school. In the Early Years Foundation Stage, there is a good balance between child-initiated and adult-led activities.
- All adults are expected to have high aspirations, provide positive role models and ensure that all pupils have equal opportunities and reach their full potential. These expectations are demonstrated clearly by the consistently good achievement by the end of Key Stage 2.
- The school works well with a wide range of partners, including other local schools and community groups, to provide a wide range of opportunities for pupils. Specialists are used where necessary to ensure all the pupils' needs are fully met.
- The local authority provides 'light touch' support for this good school. This support has been beneficial in helping to improve the quality of teaching and pupils' achievements.
- A wide range of after-school activities enrich pupils' experiences. As one explained, 'We love our clubs as we can do a range of other things we can't do in school such as the eco-club and gardening activities.'
- **The governance of the school:**
 - ensures that safeguarding and pupil welfare arrangements meet current statutory requirements, and that the vetting system for all staff and those who support pupils at the school is comprehensive and robust
 - contributes well to guiding the strategic direction of the school, as seen, for example, in the creation of the private nursery which sprang from a governing body initiative to help support the school and local community.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 103178 |
| Local authority | Birmingham |
| Inspection number | 402908 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 471 |
| Appropriate authority | The governing body |
| Chair | Tariq Begg |
| Headteacher | Paul Moore |
| Date of previous school inspection | 14 November 2007 |
| Telephone number | 0121 554 0862 |
| Fax number | 0121 554 4162 |
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