

Inspection of a school judged good for overall effectiveness before September 2024: Cherry Orchard Primary School

Rectory Field Crescent, Marlborough Lane, London SE7 7DG

Inspection dates:

12 and 13 November 2024

Outcome

Cherry Orchard Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils love coming to this school because they are well looked after. Leaders and staff know each pupil well. The school is a place where pupils feel safe, knowing that the adults truly care about them. If they have worries or problems, they know someone will listen.

Pupils believe that they can 'go further than I thought and reach higher than I dreamed', in line with the school's values. With effective support, pupils achieve well. In writing in particular, pupils achieve exceptionally well by the end of Year 6.

This school has high expectations for pupils' behaviour. Pupils show respect and actively participate in lessons. Disruptions are rare. Positive relationships between pupils and adults create a calm and focused atmosphere.

Pupils have many chances to connect with their local community. For example, they bring joy to the nearby care home where they read to residents. Pupils show support for important causes through raising money for different charities. Pupils also lead campaigns, like encouraging sustainable travel to protect the environment. Celebrating diversity within the school is actively promoted. For example, pupils get involved in hosting an Afro Hair Day.

What does the school do well and what does it need to do better?

The school uses assessment information effectively to understand pupils' starting points. From when they start in Reception, children typically receive effective support to learn the basics in English and mathematics. Leaders have taken swift action to improve pupils' phonics knowledge. The school has trained staff to expertly deliver a phonics programme

to support pupils in learning to read. Pupils receive plenty of opportunities to practise their phonics by reading books which match the sounds that they already know. Those who are falling behind in their early reading are identified promptly. These pupils receive support, and they quickly catch up.

Pupils have a similar strong start in learning early mathematics. The school has designed a curriculum that helps pupils understand numbers well, beginning from early years up. Pupils are accurate at recognising amounts on sight, without needing to count each object individually, for example. Staff use effective resources to support pupils' learning. Some pupils, however, struggle to form numbers and letters correctly. The school is not supporting these pupils as effectively as it could be to ensure that any barriers to acquiring this foundational knowledge are overcome.

The school provides a well-planned curriculum that thoughtfully builds on what pupils already know and can do. This allows pupils to add to their knowledge step by step. For example, in history, younger pupils start by learning about their local area and well-known historical figures. This gives them a strong foundation when they move on to study wider topics like ancient civilisations and world history further up the school. In geography, pupils are taught first about local landscapes before moving on to global features. This structure helps pupils connect new ideas with what they have learned before. As a result, pupils' subject knowledge is secure.

The curriculum is taught well. Pupils understand new ideas with the help of useful strategies, including, for example, models and images. New learning is explained clearly and in detail. Pupils have lots of chances to share their thoughts with classmates and take part in discussions. Pupils with special educational needs and/or disabilities (SEND) receive helpful support, allowing them to learn well too. Sometimes, however, the curriculum is not fostering pupils' grasp of subject-specific vocabulary as effectively as it could be.

Pupils come to school regularly. When someone's attendance becomes a concern, leaders step in with effective support. This helps these pupils to get back on track.

The school trusts pupils to take on leadership roles, including as school council representatives. Pupils appreciate the support that they receive from their peers who help as 'play leaders' during breaktimes. They enjoy the many after-school clubs that are on offer. Pupils get a glimpse of the world of work, as the school invites local residents to talk about their careers and professions.

The school is led and managed well. Leaders want the best for all pupils and they provide targeted support for disadvantaged pupils, including those with SEND. They have sustained the school's strong performance. Staff are proud to be a part of this school. They appreciate that processes have been streamlined to support their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not fully supporting some pupils who are struggling with early writing skills, particularly when forming numbers and letters. As a result, their learning in other subjects, where writing is integral, is not as successful as it could be. The school should review and strengthen its approach to developing these foundational skills, and make sure that pupils are provided with the teaching that is needed to overcome barriers to success.
- Sometimes, the curriculum is not reinforcing and deepening pupils' understanding of subject-specific vocabulary. When this happens, it makes it harder for pupils to grasp subject content deeply and explain ideas. The school should ensure that pupils develop a secure understanding of subject-specific vocabulary before moving them on to new learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100115
Local authority	Greenwich
Inspection number	10345625
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair of governing body	Nick Edwards
Headteacher	Maria Hill (Executive Headteacher) Emma McEnroe (Acting Head of School)
Website	www.cherryorchardschool.org.uk
Dates of previous inspection	27 and 28 March 2019, under section 5 of the Education Act 2005

Information about this school

- The school is federated with another local school.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the executive headteacher, the acting head of school, and other members of the senior leadership team.
- The inspector also met with governors, including the chair of governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector also considered the views of parents and carers through their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

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