

Inspection of Cherry Orchard Primary School

Timberdine Close, Worcester, Worcestershire WR5 2DD

Inspection dates: 20 and 21 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Karen Banford. This school is part of the Rivers multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Matt Meckin, and is overseen by a board of trustees, chaired by Andy Jobbins.

What is it like to attend this school?

It is an exciting time to be part of the Cherry Orchard community. Parents, staff and pupils agree that there have been significant improvements to the quality of education and feel proud to be part of this school. Leaders have successfully created a culture of high expectation and shared determination to make sure that every pupil fulfils their potential.

Pupils behave exceptionally well. They are kind, empathetic and show a readiness to learn. They feel that the positive relationships they have with staff are why they are happy and safe in school. Staff take notice when pupils need support, both academically and emotionally, and do all they can to help them.

Improving academic standards has been a key priority. Outcomes are improving with pupils demonstrating a deeper understanding of what they learn. At the same time, the school has successfully maintained a focus on the wider development of pupils.

Pupils enjoy activities outside of the classroom. Opportunities to explore the forest school, support charities and take trips to new places during educational visits are just a few of the things that 'bring school to life'.

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

There has been significant change at Cherry Orchard in recent years. A strong partnership between the school and the trust has ensured that there has been a considered approach to school improvement. Senior leaders demonstrate that there is 'no ceiling' on what pupils at this school can achieve. The improvements to the quality of education are recognised by all stakeholders. Outcomes in most subjects have improved in key stage 2. Many pupils now leave the school having reached the expected standard in reading, writing and mathematics. However, the most disadvantaged pupils still do not achieve as well as they should in these subjects.

There is a strong team spirit at this school. Staff feel that they are well supported and that leaders are considerate of their workload. All are committed to bringing about necessary changes. There has been effective work to support emerging leaders develop a deeper understanding of their areas of responsibility. Due to the relative inexperience of some staff, there is ongoing work to further support their development.

Children get off to a good start. Pre-school children learn how to take turns and show care towards each other. In Reception, children demonstrate that they are increasingly ready for the step into key stage 1. Children develop an enjoyment of stories and like practising to write and count. From the first days in Reception, they learn to read and are doing so with increasing accuracy.

Pupils are supported well to develop their reading skills and are doing so with increasing accuracy. Those who struggle to grasp phonics receive effective support

to help them to catch up. Many now leave key stage 1 reading fluently and ready to develop their comprehension skills. They are increasingly enjoying reading a wide range of books.

Assessment is being used well to identify the gaps that pupils have in their learning and to support pupils who fall behind. Staff feel that assessment has a purpose and is supporting them to adapt lessons to meet the needs of pupils.

Pupils are attending school more regularly. Leaders have ensured that effective systems are now in place to improve attendance, which have led to significant improvements in the attendance of all groups of pupils. Pupils value their education and show that they want to do well. They behave exceptionally well and incidents of poor behaviour are now rare. Pupils who require support with their behaviour receive effective help and feel cared for.

Pupils with special educational needs and/or disabilities (SEND) are well supported. There is an increasingly accurate identification of their needs, and support plans identify how best to support them to access the same learning as their peers. Specialist programmes to support pupils with speech and language difficulties are being delivered effectively. Staff report that supporting pupils with SEND is 'everybody's responsibility' and are doing so very well.

Pupils learn the importance of celebrating differences and how to be a good citizen. They say that this helps them to be caring, kind and inclusive. Pupils feel that they are active leaders in their school and that holding positions of responsibility, such as school councillors, gives them a voice. They feel this is important.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school should continue to improve outcomes for disadvantaged pupils. Some disadvantaged pupils do not achieve as well as they should in reading, writing and mathematics. As a result, some disadvantaged pupils leave the school without the necessary skills and knowledge to be ready for the next stage of their education.
- The school is developing leaders at all levels but there is more work to do. Due to relative inexperience, not all have the same in-depth knowledge of the areas they are responsible for. The school should continue to support the development of these leaders.

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	148183
Local authority	Worcestershire
Inspection number	10294705
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	609
Appropriate authority	Board of trustees
Chair of trust	Andy Jobbins
CEO of trust	Matt Meckin
Headteacher	Karen Banford
Website	www.cherryorchard-pri.worcs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school is a sponsored academy and has been part of the Rivers multi-academy trust since 2021.
- There have been changes to the leadership at this school since the inspection of the predecessor school.
- The school uses one alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement 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 inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors met with a range of leaders, including those responsible for the curriculum, teaching and learning, behaviour, attendance, personal development and safeguarding.
- The inspectors carried out deep dives into early reading, mathematics, design technology, science and history. For each deep dive, the inspector spoke to subject leaders, visited a sample of lessons, spoke to teachers, talked to pupils about their learning and behaviour and considered samples of pupils' work.
- The inspectors also considered the curriculum in other subjects.
- The lead inspector also spoke with the chief executive officer, a director of education and two trustees.
- The lead inspector met with the headteacher's advocate.
- The inspectors considered the responses to Ofsted Parent View and the free text comments from parents.
- Inspectors considered the responses to staff and pupils surveys.

Inspection team

Tony Bradshaw, lead inspector	His Majesty's Inspector
Gill Turner	Ofsted Inspector
Maggie Spence	Ofsted Inspector
Chris Ogden	Ofsted Inspector

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