



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR CHERRY ORCHARD PRIMARY ACADEMY

<b>Name of School:</b>	Cherry Orchard Primary Academy
<b>Headteacher/Principal:</b>	Julie Forsythe
<b>Hub:</b>	Leigh Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Leigh Academies Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	15/11/2023
<b>Overall Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	N/A
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	09/11/2021



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#### Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

**Leadership at all levels**                      Leading.

**Quality of provision and outcomes**      Leading.

**AND**

**Quality of provision and  
outcomes for disadvantaged  
pupils and pupils with additional  
needs**

**Area of excellence**                      Accredited.

**Previously accredited valid areas  
of excellence**                      Not applicable.

**Overall peer evaluation estimate**      Leading.

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.  
The QA Review uses a different framework to Ofsted and the review is  
developmental not judgmental.***

## **1. Context and character of the school**

Cherry Orchard Primary Academy opened in 2017 and is part of The Leigh Academies Trust. The school has 452 pupils on roll and is oversubscribed. The school has a Specialist Resource Provision (SRP) for pupils with speech and language needs who are in receipt of an Education Health Care Plan (EHCP).

The context of the school community has constantly evolved as Cherry Orchard has grown. Although the largest proportion of pupils are White British, there has been a gradual increase in those who are identified as having English as an Additional Language (EAL). Currently 14% of the school's cohort is classed as disadvantaged and 12% of pupils receive special educational needs support, with 5% having an EHCP.

The Cherry Orchard Primary Academy curriculum has been designed to ensure all pupils develop basic skills in reading, writing and number as quickly as possible, so that they are able to become independent inquirers, who take full advantage of a broad, engaging curriculum. This is delivered through the International Baccalaureate (IB) Primary Years Programme (PYP). Staff are passionate about creating a learning environment where pupils feel safe and can become confident to take risks with their learning. They provide experiences which challenge pupils to become resilient and motivated learners who go on to achieve success in their later lives.

### **2.1 Leadership at all levels - What went well**

- The school has a strong leadership team, which continuously promotes a cohesive vision of providing a supportive and caring environment where all pupils can do their best. Leaders have established a positive ethos where all staff are encouraged to develop and have high aspirations. The high level of professional dialogue observed during meetings with staff clearly demonstrates this positive learning climate.
- Communication is a strength and results in staff, parents and pupils clearly understanding the vision to develop as individuals who are actively involved in learning. This was epitomised by a Year 6 pupil who, when meeting with the local MP, asked 'what are you doing to actually tackle racism?' Pupil's understanding of their school values was demonstrated by a Year 5 pupil's comment that 'when faced with a challenge we say, bring it on!'
- Cherry Orchard's leaders regularly work with colleagues from across their Trust. A positive outcome from this work has seen subject leaders working together to develop careers opportunities for pupils.
- Middle leaders are well trained and supported by senior colleagues. They see themselves as vital leaders in curriculum development. Continuing professional

development (CPD) has focused on this group making of their work more effective. Coaching partners have improved dialogue and challenge, and many staff have been encouraged to take national professional qualifications.

- Shared accountability is a feature of the school's continuing success. Staff regularly work with colleagues to monitor teaching and learning. Accountability procedures are supported by consistent performance management processes, which focus on key aspects of the school's development plan.
- The leadership team has worked closely with staff to develop a systematic approach to the teaching of reading. All staff are well trained on the school's approach to phonics, which has promoted consistent strategies to develop pupils' reading fluency and their acquisition of language. Regular reading sessions provide pupils with opportunities to acquire a breadth of reading skills, including inference and deduction. This raises pupils' acquisition of knowledge, leading to improved outcomes across the curriculum.
- The well-being of staff is taken very seriously, and the impact of new initiatives and policies are routinely discussed by the school leadership. This has resulted in several practical measures, such as the adoption of 'live' feedback, which has reduced staff workload. A school focus on the importance of mental health, combined with planned opportunities for leaders to check in with their staff, has further supported the positive relationships between all members of the school community.
- Leaders engage effectively with their wider community. Engagement opportunities are focused and purposeful, such as well attended 'Walk in Wednesdays', where parents can see learning across a range of curriculum areas.
- Governors have actively sought validation of the school's work, as demonstrated by their request for additional information on the impact of feedback strategies being used to support and challenge more able pupils.

## 2.2 Leadership at all levels - Even better if...

...leaders developed the use of pupil subject ambassadors to support the monitoring and evaluation of the school's broader curriculum.

## 3.1 Quality of provision and outcomes - What went well

- Staff at Cherry Orchard pursue a shared vision to provide an ambitious and inspiring curriculum to prepare pupils for the next stage of their education and for future life. The impact of this vision is clear in well-presented books demonstrating coherently planned and well sequenced learning across a range of curriculum areas. Positive attitudes in all lessons also demonstrate pupils' engagement in

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their learning, including comments such as, "I'm practicing my Ks so I can write the word kangaroo!"

- Leaders have embedded a robust curriculum framework which supports staff to plan a series of progressive lessons. This ensures that learning is well matched to the needs of specific cohorts and provides all staff with the information, vocabulary and challenges required to support teaching to provide a breadth of quality experiences. The Cherry Orchard curriculum encourages pupils to be active citizens who can increasingly recognise the diversity of their wider community. The introduction of central ideas, such as 'historical and present cultures contribute to personal beliefs', has promoted discussions on wider issues including identity and race. The positive impact of pupils' reflection on wider society was shown by a Year 6 pupil's comment, empathising with a Victorian governess, 'her childhood memories aren't exactly her most cherished ones.'
- Teachers' strong subject knowledge, which is developed through well targeted professional development, allows them to provide precise feedback and challenging questions to further accelerate progress. Pupils value the opportunities to reflect on their learning. For example, a Year 6 pupil stated, 'my teacher encouraged me to consider text marking as a strategy to develop my inference skills.' A Year 1 pupil showed the impact of teacher questioning by stating, 'I took a risk in English when I used an unusual word,' when challenged to consider when he had shown resilience.
- The Cherry Orchard curriculum provides aspirational learning opportunities to prepare pupils for the next stages of their careers. A focus for staff is teaching of transferable skills and knowledge, as exemplified by older pupils' use of their knowledge of the art of the Mayan culture when discussing positive and negative effects that personal choices could have on health. Regular opportunities for pupils to engage in exciting learning experiences, such as visits to theatres in London, also provides opportunities to apply prior knowledge and skills to a variety of contexts.
- High levels of attendance provide evidence of the impact of the school's positive learning culture. Leaders oversee a wide range of activities to support pupils' personal needs and modifications are made to individual provision to ensure that all can succeed.
- Pupils' personal development is further strengthened through the school's effective PSHE scheme, which includes opportunities to explore a range of pertinent issues. PSHE sessions provide regular opportunities for collective reflection and act as a stimulus for discussion of a wide range of cultural, social, and curricular topics. Recent examples of this work have seen pupils discussing online safety, the importance of mental health and organising a cake sale for charity.
- Teachers' focus on personal development has led to pupils having a strong sense of pride in their school. As a Year 2 pupil stated, 'since I have been at Cherry Orchard I am no longer scared of writing'. A Year 6 pupil supported this positive

view when discussing opportunities to represent Cherry Orchard within the wider community, 'we have developed our own woodland to increase wildlife in our local area.'

### **3.2 Quality of provision and outcomes - Even better if...**

... staff continued to embed and enhance the revised writing strategy across the broader curriculum.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- The school leadership team articulates a clear vision that 'every pupil is entitled to opportunities and support, in a safe, caring and stimulating environment, which should facilitate their chance to reach the highest possible standard'. This encourages all staff, parents, and pupils to work closely together to ensure that those with additional needs are consistently provided with high quality learning opportunities.
- Teachers are aware of the importance of their role in addressing learning gaps for vulnerable pupils. They are supported by the enthusiastic SEN team who provide resources to identify pupils' specific learning barriers and identify key objectives to address these. Recent CPD has allowed all staff to work with a specialist school to adapt the IB curriculum for pupils with additional needs.
- Effective SEN provision is provided through a wide range of resources, including the use of the onsite SRP. This provision equips pupils with the skills needed to achieve the most in life and to thrive academically, socially, and emotionally. The SRP's success is evidenced by pupils writing high quality sentences such as, 'I felt invisible at school to everyone and was called a cow which damaged my heart.'
- The individual needs of disadvantaged pupils are known, and support is put in place for all staff to help overcome barriers to learning. The prioritisation of vocabulary acquisition supports these pupils consistently achieving the best possible outcomes from their starting points.
- The school's effective range of partnerships with external providers assists pupils with additional needs to have a smooth transition into the next stage of their learning. A particularly positive example has seen staff accompany Year 6 pupils during their enhanced transition visits to secondary schools.
- Teachers have maintained a positive relationship with parents by developing their understanding of the support their children receive at school. Staff's willingness to go above and beyond to ensure that all are included is appreciated by all, as

evidenced by a parent's comment, 'your teachers have been a pillar of strength who have ensured that my daughter has received the support she has needed.'

## **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

...leaders continued to work with Milestone School to develop strategies for further adapting the IB curriculum for pupils with additional needs.

## **5. Area of Excellence**

Personal Development.

### **Accredited**

#### **5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?**

Personal Development at Cherry Orchard is a key strength that is embedded from pre-school through to Year 6. There is a team of staff who oversee areas of this vital part of the school's curriculum. Areas covered by the school's approach to personal development includes mental health and wellbeing, cultural capital, equalities, and diversity, eco school and international mindedness, co-curricular learning, extracurricular learning, and working with families.

Across the school, pupils learn about their mental health through a variety of focused days and weeks. In addition, mental wellbeing is a key focus in regular PSHE lessons. Strategies are employed in all classrooms, including worry boxes and zones of regulation, which help pupils to understand and express their emotions. Each class has a wellbeing representative who meets termly with the school's mental health lead to share feedback from their peers and to discuss next steps for this area.

Cherry Orchard's pastoral support assistant liaises with identified pupils and their parents to identify any potential issues and provide reassurance where necessary. The school also employs a Place2Be worker who, along with support from the NHS Emotional Wellbeing Team, provides pupils with regular opportunities to discuss any mental health concerns.

Cherry Orchard's teaching assistants lead break and lunchtime activities to ensure that pupils have a continuity of care in less structured times. Personalised timetables are also

used extensively to meet pupils' personal development needs. In addition, by having a clear focus on opportunities for developing cultural capital the school's curriculum, pupils are provided with a range of diverse and creative landscapes to consider their role within the wider world. This empowers pupils with the belief that they can make a positive difference and raises their awareness of broader themes such as diversity and sustainability.

## **5.2 What evidence is there of the impact on pupils' outcomes?**

Cherry Orchard's focus on Personal Development provides pupils with the confidence and support them to be happy learners who can focus on their learning. A Year 5 pupil commented, 'Before Place2Be I had worries all the time but now I only have little worries and I know how to deal with them.' Parents also engage well with these services and share the impact that it has on their children's happiness at home and their ability to vocalise their emotions. This has proved extremely successful in building positive relationships with some of the school's more difficult to engage families. The school has seen a significant improvement in attendance as a direct result of this.

The school's focus on personal development has had a positive impact on pupils' resilience. This is evidenced by pupils' confidence when faced with statutory assessments, which was supported by the pastoral support team's consistent message which normalised the tests and promoted them as an opportunity to show off all their learning.

The strength of personal development at Cherry Orchard has also had a positive impact in a wider number of settings. The school's SRP offers in-reach support for mainstream pupils with significant needs who are not able to access the appropriate specialist provision currently. Additional support and intervention for these pupils has allowed them to make emotional and academic progress in line with their peers.

Numerous case studies, provided by leaders, highlight the positive impact of the school's personal development programme for specific pupils. The range of additional support and intervention provided by the school has promoted emotional and academic progress, particularly for those pupils who have been disadvantaged by the disruption caused by Covid.



**5.3 What is the name, job title and email address of the staff lead in this area?**

Rebecca Payne

Class Teacher, KS1 and Personal Development Lead.

**Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)



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Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report

(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)