

# Cherry Fold Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	133622
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	360548
<b>Inspection dates</b>	18–19 May 2011
<b>Reporting inspector</b>	Kevin Johnson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	257
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Judith Nesbitt
<b>Headteacher</b>	Mrs Deanne Marsh
<b>Date of previous school inspection</b>	3 July 2008
<b>School address</b>	Cog Lane Burnley Lancashire BB11 5JS
<b>Telephone number</b>	01282 426630
<b>Fax number</b>	01282 832302
<b>Email address</b>	head@cherryfold.lancs.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons were observed and nine teachers were seen. Meetings were held with staff, pupils, members of the governing body and a group of parents. Inspectors observed the school's work and looked at a wide range of documentation including samples of pupils' work, governing body minutes, national test data and the school's assessments. Documents relating to safeguarding were scrutinised. Also taken into account were 22 questionnaires returned by parents and carers as well as those completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether there are signs of improvement in pupils' attainment in English and mathematics, and in their progress.
- Whether teaching has improved sufficiently since the last inspection.
- Whether leaders demonstrate capacity to move the school forward.

## Information about the school

Almost all pupils are White British in this average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. An above-average proportion of pupils have special educational needs and/or disabilities. The school has achieved Healthy School status and the Activemark. It has also won recognition from the Royal Horticultural Society under the Campaign for School Gardening scheme.

The deputy headteacher has been acting headteacher since September 2010.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. Leaders have continued to build on the progress seen at the last inspection. A relentless focus on teaching and assessment, led by the acting headteacher, is bringing about positive results in the quality of pupils' learning, attainment and progress.

Good care, guidance and support contribute to pupils developing their personal qualities well. Their spiritual, moral, social and cultural development is good. Attendance has improved significantly and is above average.

Children make steady progress in the Early Years Foundation Stage from starting points which are generally well below expectations for their age. Some inconsistencies in provision, particularly in opportunities for play and in the use of assessment, however, mean that some outcomes for children are no better than satisfactory.

Progress in Key Stages 1 and 2 is improving rapidly as a result of the strengthening picture of teaching. Many of the previous inconsistencies have been ironed out, because of increasingly effective assessment, and there is evidence of some outstanding practice. Though promising, this is recent and has not fully impacted on pupils' attainment and overall achievement, particularly of the more able. Attainment in English and mathematics is below average and a clear area for whole-school improvement, although significant headway is being made, particularly in reading. Pupils with special educational needs and/or disabilities make good progress in relation to their individual targets.

The curriculum engages pupils satisfactorily. There is an appropriate focus on literacy and numeracy skills and developing links between learning across different subjects. Information and communication technology is not always used effectively by pupils as a tool for learning across all subjects. Pupils enjoy a good range of clubs and other additional activities.

Leaders at all levels are strongly committed to the school's vision for further improvement. Very accurate evaluation of the school's work has provided a clear picture of strengths and weaknesses and a basis for realistic yet challenging action plans. Improvements seen in attainment, pupils' progress, their personal development, the quality of care and the developing partnership with parents and carers are clear signs of the school's satisfactory capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- Raise attainment and pupils' achievement in English and mathematics throughout the school by:
  - using assessment in order to plan challenging learning for varying abilities, and particularly for more-able pupils.
- Ensure that information and communication technology is used more effectively by pupils to promote their learning across the whole curriculum.
- Improve provision and outcomes in the Early Years Foundation Stage by:
  - providing more opportunities for imaginative play
  - using observations and assessments more effectively to match next steps in learning and development to children's individual needs
  - ensuring that adult intervention in children's play consistently challenges language development and thinking.

## Outcomes for individuals and groups of pupils

**3**

Good learning was seen in some lessons during the inspection but there are still inconsistencies in the quality of teaching. Pupils behave well in lessons because they enjoy them. They are attentive, work hard and generally make the progress expected of them. Pupils enjoy pooling their ideas in group work and take pride in their practical work when they make links across subjects. A good example was when pupils linked history and art by learning about ancient Egyptian hieroglyphics and very carefully applying their watercolour skills to paint their version of a cartouche. Pupils are beginning to be involved in assessing their own learning, which helps them to check their own progress and plan what they should do next.

Progress has been too slow in the past but the school's data and pupils' current work show that it is gathering pace and that pupils currently make expected progress overall and good progress in increasing numbers of lessons. They achieve satisfactorily. Attainment at the end of Year 2 and Year 6 has been consistently low for several years but the school's assessments indicate recent upturns in performance. Reading levels at the end of Year 6 are on track to be the highest for four years, due in part to the school's efforts to engage boys more in reading for enjoyment. Pupils with special educational needs and/or disabilities benefit well from the intensive support planned for them. This is well tailored to their individual needs and sensitively delivered by skilled staff. Daily progress is closely monitored and good progress is made towards individual targets.

Pupils are polite and well mannered. They are friendly and caring towards one another and tolerant of others' differences. Pupils say that they feel safe and well cared for in school. Bullying, they say, is rare. Pupils are enthusiastic about school and take on various jobs, such as being school council members or buddies, very conscientiously. The school is well represented in the community, for example through the Pupils' Parliament and links with other schools which enable pupils to compare cultural lifestyles and interests. Pupils are well aware of what it means to maintain a healthy lifestyle. They see the benefits of the healthy menu choices they have at lunchtime and take a keen interest in sports and

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cultivating the school's allotment. Pupils' personal qualities and attendance are strong contributors to their overall satisfactory preparation to secure future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Robust monitoring and self-evaluation are beginning to improve teaching quality. Though still inconsistent, some good, and better, teaching was seen during the inspection and this is contributing to pupils' improving progress. Pupils are generally engaged and interested because of the variety of resources and teaching methods used. Relationships in lessons are good. Planning sets clear objectives for learning but these do not always stretch the most able pupils in the class. The more effective lessons proceed at a lively pace and pupils are quickly engaged in 'hands-on' activity rather than being kept listening for too long to the teacher's explanations. The purpose of the lesson is made clear and there is constant checking of pupils' learning to see if objectives are being reached. Teaching assistants make a valuable contribution to pupils' learning during group activity time but their role during the first part of lessons is not always clear. Teachers are beginning to apply the revised systems for assessment when planning lessons and to allow pupils a more active part in their own assessment. However, this is not established effectively across the whole school, especially to challenge the more able pupils. Although targets are generally clear to pupils they are not consistently referred to in teachers' marking. This sometimes leaves pupils uncertain about how well they are progressing.

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Since the last inspection the curriculum has improved, most notably for those with special educational needs and/or disabilities. It has been enhanced by the establishment of French and through creative partnerships, for example with a working artist and representatives from the world of work, which have generated some exciting cross-curricular links. The school recognises that the planning of new initiatives is at an early stage and that there is still work to be done, especially in developing the use of information and communication technology as well as literacy and numeracy skills across the whole curriculum in order to raise achievement further. There is a good selection of after-school activities, visits and visitors to add enjoyment to pupils' learning and personal development.

Parents and carers fully recognise how the school goes out of its way to care for and support pupils and families. The pastoral work undertaken has had a very positive impact in gaining parents' and carers' confidence and raising attendance. There are well-organised arrangements for pupils joining and leaving the school and parents are very happy with the systems in place for communicating with staff. Good links with outside agents ensure that pupils who are potentially vulnerable are given good support and guidance, allowing them to access their learning and achieve alongside others.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders are well motivated and monitor the school's work rigorously to ensure continued improvement. All staff members have taken shared ownership of the process and all know how they are accountable for raising attainment and quality within their areas of responsibility. Local authority support has been embraced well and has added momentum to the acting headteacher's good management of teaching and learning. Expectations have risen and more challenging targets reflect pupils' higher aspirations. The governing body satisfactorily fulfils its responsibilities. It has played an important part in fostering positive relationships with parents and carers. There is well-organised support and challenge for the school. Purposeful engagement of governors in the school's work ensures that strengths and weaknesses are clearly understood. The governing body oversees good safeguarding procedures. Policies and practice are well embedded and it is very watchful over all measures to secure safety and well-being. Leaders strongly oppose all forms of discrimination and are aware that differences in the attainment of groups within the school, although narrowing, require constant monitoring to maintain equality of opportunity. The school promotes community cohesion satisfactorily. As a result of productive links with another school, pupils express positive views about how different

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communities contribute to society. Pupils' experiences beyond the locality of the school, however, are limited.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

A varied range of activities for children in the Early Years Foundation Stage promotes their satisfactory learning and development in all areas of learning. Children are well cared for because their well-being is given high priority by all staff. Children enjoy caring relationships, settle confidently to daily routines and learn about key aspects of personal and social development such as the importance of good hygiene and how to stay healthy. Teachers plan good opportunities for some aspects of children's play and there is some good teaching. Nevertheless, there are limitations in other areas. For example, whilst there is good provision for physical development there are too few opportunities for imaginative role play. When children do initiate their own play, adults do not always seize the opportunities to encourage language and social development by joining in to stimulate imaginations, ask questions and pose problems for children to solve.

Following recent changes, staff members are building positive team relationships through shared planning and review of children's progress. Leaders recognise that teachers' use of continuous observation and assessment needs to be more firmly established. Relationships with parents and carers are nurtured well and shared information means that they increasingly contribute to the process of their children's development.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A very small minority of parents and carers returned questionnaires. The views expressed were almost entirely positive, as were the views of those parents who attended the meeting with an inspector. The very small number of concerns raised were discussed with school leaders, whilst ensuring that parents' and carers' anonymity was protected.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cherry Fold Community Primary 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	50	10	45	1	5	0	0
The school keeps my child safe	12	55	10	45	0	0	0	0
My school informs me about my child's progress	11	50	11	50	0	0	0	0
My child is making enough progress at this school	10	45	11	50	1	5	0	0
The teaching is good at this school	13	59	6	27	2	9	0	0
The school helps me to support my child's learning	10	45	12	55	0	0	0	0
The school helps my child to have a healthy lifestyle	8	36	12	55	1	5	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)	11	50	10	45	1	5	0	0
The school meets my child's particular needs	12	55	9	41	1	5	0	0
The school deals effectively with unacceptable behaviour	8	36	10	45	2	9	0	0
The school takes account of my suggestions and concerns	8	36	10	45	2	9	0	0
The school is led and managed effectively	11	50	8	36	2	9	0	0
Overall, I am happy with my child's experience at this school	14	64	7	32	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



20 May 2011

Dear Pupils

**Inspection of Cherry Fold Community Primary School, Burnley, BB11 5JS**

Thank you for the very friendly welcome you gave us when we came to inspect your school recently. We enjoyed talking to you and learned great deal about how much you enjoy school, how healthy you are and how well you take care of one another. We certainly noticed how polite and well mannered you are and that your attendance at school is above average. Those things are very important, so do keep them up.

Cherry Fold is a satisfactory school. Your progress is improving but the standards you reach in English and mathematics are not as high as they should be. Your teachers work hard to make your lessons interesting, and with some success. We agree with you about that. The grown-ups in school take good care of you and make sure that you feel safe.

Your teachers, parents and carers and the governing body are just as proud of your school as you are and would like it to improve further. To help that improvement I have asked your school leaders to do the following things. First, help you to reach higher standards in English and mathematics by using assessments to plan really challenging work for you, especially those of you who are most able. Secondly, make sure that you make better use of computers and other information and communication technology equipment in as many subjects as possible. Finally, give children in Nursery and Reception more role play activities and ensure that adults join in the activities to help children develop their speaking skills. Also, teachers should take note of how well they do and plan the next challenging steps for the children.

Yours sincerely

Kevin Johnson

Lead inspector

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