

Cherry Burton Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	118002
Local authority	East Riding of Yorkshire
Inspection number	379515
Inspection dates	14–15 May 2012
Lead inspector	Rajinder Harrison

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Martin Westby
Headteacher	Kathy Moore
Date of previous school inspection	3 December 2008
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Introduction

Inspection team

Rajinder Harrison
David Tingle

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 13 lessons, taught by seven teachers, over approximately seven hours. Three of the lesson observations were undertaken jointly with the headteacher or the deputy headteacher. Meetings were held with three of the school's governing body, a range of staff and pupils, and informally with parents and carers. Inspectors observed the school's work, and looked at a wide range of documentation including the tracking of pupils' progress, evidence from the school's lesson observations, pupils' completed work, procedures relating to safeguarding and children's welfare, monitoring visits from the local authority and school development plans. Inspectors also listened to pupils read. They analysed the responses to 98 questionnaires completed by parents and carers, together with those completed by pupils and staff.

Information about the school

The school is smaller than most primary schools. Almost all pupils are of White British heritage. The proportion of pupils supported at school action plus and those who have special educational needs is well below average. The proportion of pupils with a statement of special educational needs is average. The number of pupils known to be eligible for free school meals is well below average. The school meets the current floor standard, through which the government sets the minimum expectations for pupils' attainment and progress. The school holds the Activemark and International Schools Award and has achieved Healthy School status.

The school accommodates 'Club Class 3', a before- and after-school club managed by a private provider. This provision is subject to a separate inspection and a report about its quality can be found on the Ofsted website.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. Pupils’ attendance is well above average. Pupils say they enjoy school and make good friends. They are looked after well and the care the school provides for pupils whose circumstances may make them vulnerable is particularly good. The school is not outstanding because the quality of teaching, which affects progress as pupils move from year group to year group, is not consistently good or better and more-able pupils are not always challenged sufficiently.
- Achievement is good overall. Progress is more rapid in classes where teaching is strong. By the end of Year 6, pupils’ attainment is well above average in reading, and mathematics and above average in writing. Pupils, particularly the more-able, do not always have sufficient opportunities to write at length and independently. Disabled pupils and those with special educational needs make good progress because they are generally supported well.
- Teaching is good overall but not consistently so in every class and every lesson. Some teachers challenge pupils very effectively. They use assessment information well to match activities to pupils’ needs and use targets and marking to provide clear guidance on how pupils can improve. These procedures are not applied consistently across all classes, however.
- Pupils’ behaviour is good. Pupils are friendly, kind and courteous. The school has a caring ethos and places high emphasis on promoting pupils’ emotional well-being. Pupils work and play cooperatively with each other and say they feel safe in school.
- Leadership and management are good. The school has maintained its good performance since the previous inspection and attainment in mathematics has improved significantly. Senior leaders have a sound overview of the school’s strengths and weaknesses. The leadership of teaching is generally good. However, the management of teachers’ performance is not always sufficiently rigorous to ensure teachers have sufficiently high expectations for pupils’ attainment to accelerate their progress in every class and for all groups of pupils consistently.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is always at least good by:
 - ensuring that teachers make effective and consistent use of assessment information to plan work that challenges and closely matches the needs and abilities of all groups of pupils, particularly the more-able
 - ensuring senior leaders check that teachers have consistently high expectations to raise pupil attainment in every subject and every class
 - ensuring that all teachers implement the school's marking and target setting procedures fully.

- Accelerate progress and raise attainment, particularly in writing, by:
 - giving pupils more opportunities to write independently
 - ensuring more-able pupils develop the skills necessary to attain the higher levels of attainment.

Main Report

Achievement of pupils

Pupils make good progress from their starting points. Their attainment is well above average in English and mathematics by the age of 11. Attainment in reading is well above average and this helps support their learning in other subjects, particularly in increasing their vocabulary. Children develop good reading skills and a love of reading in the Early Years Foundation Stage and this enthusiasm is enhanced through good reading activities as they progress through the school. Pupils read regularly at school and at home and this is having a beneficial impact on their writing. However, too few pupils are attaining the higher levels in writing because pupils do not always have sufficient opportunities to write at length independently and the more-able pupils are not always challenged sufficiently. The school has improved the mathematics curriculum to make problem-solving more relevant to pupils' everyday experiences; this has raised attainment in mathematics significantly since the previous inspection. Current Year 2 and Year 6 pupils are working at well above average levels in reading and mathematics and above average levels in writing.

Disabled pupils and those with special educational needs achieve well because they receive good support. Work for these pupils is generally matched well to their needs. The gap between the performance of the lowest-attaining pupils and pupils nationally is narrowing steadily. Effective tracking procedures identify when pupils are beginning to fall behind and so staff are better placed to help them catch up. The parents and carers who responded to the questionnaire agreed that their children made good progress. Inspection evidence demonstrates that while progress is good overall, it is not consistently so in every lesson.

Children start in the Early Years Foundation Stage with skills typically above those expected for their age. A few are less secure in their skills initially but settle quickly, gain confidence and learn effectively both in the classrooms and in the many outside areas. Staff listen to children, questioning their understanding effectively. One group explained very knowledgeably that you need ear muffs and winter clothes for a holiday in Antarctica but sunscreen if you went to Spain. Children enjoy many activities that promote cooperation and independence. Key skills such as linking sounds and letters and writing are introduced early,

so children confidently apply these skills when looking at texts or writing. For example, children quickly recognised that 'tricky words' do not always follow the rules and eagerly looked for examples of similar words in their reading. All children make good progress because work is matched to individual needs and expectations are generally high. Outcomes for children at the end of Reception are often well above average.

Quality of teaching

Parents and carers say that their children are taught well. While not all the lessons seen during the inspection were good, teaching over time is good and pupils achieve well.

Teachers plan interesting activities that encourage pupils to learn. Positive relationships ensure that pupils are willing to attempt sometimes challenging work because they want to achieve well. Pupils work together and cooperate sensibly. In the best lessons, teachers create an air of excitement, pace is brisk and pupils are engaged well through discussions. For example, pupils in a Year 6 science lesson enjoyed exploring 'how we see things'. They were totally captivated and awed by watching how the eye works. Effective use of resources held pupils' attention well and prompted lively discussion that resulted in highly effective learning. Questions are targeted well to extend pupils' knowledge and probe their understanding. Teachers provide a clear sequence to their learning and additional adults are deployed well. Support staff plan work that challenges the needs of pupils with special educational needs and other target groups. However, practice is not always as effective because teachers do not always use assessment information to challenge all pupils appropriately. In a few lessons, all ability groups start from the same point and so the more-able pupils do not make the progress of which they are capable in the time available. Pupils' work is marked regularly and, while some marking is good, practice is inconsistent in explaining to pupils why their work is good or how they might improve it. Pupils have individual targets but these are not always referred to sufficiently for pupils to know how well they are doing.

The teaching of reading is good. Teachers build effectively on children's good reading skills from the Early Years Foundation Stage. Pupils confidently draw on their good knowledge of phonics, (linking letters with the sounds they make), to break down unfamiliar words, so they read them and show a good understanding of the text. Pupils in Key Stage 2 have regular guided-reading sessions to extend their reading skills so that the more-able pupils successfully attain high levels in reading. The curriculum provides good links between subjects. For example, children in Reception apply their phonics and practise early writing skills in the 'travel agency' and in writing stories; pupils compose letters to penfriends in this country, Europe and in other parts of the world. However, pupils do not always have sufficient opportunities to write at length independently to extend their skills further.

Pupils' personal development is good. Pupils appreciate the many enrichment activities the school provides to enhance teaching. Pupils say that they enjoy learning and that lessons are often 'fun'. Pupils are taught the school values of cooperation, respect, kindness and perseverance. These support pupils' spiritual, moral, social and cultural development well.

Behaviour and safety of pupils

The school provides a warm welcoming environment where pupils feel safe and valued. Attendance is high; a number of pupils have 100% attendance. Parents and carers are very supportive of the school's stringent attendance policies. Holidays in term time are rare

because parents and carers value school. They say that their children feel safe in school and that behaviour is good. Inspectors found behaviour to be typically good and that the school takes good care of pupils. All staff are committed to promoting good behaviour and apply rewards and sanctions consistently, a point pupils were quick to convey to inspectors. Scrutiny of behavioural records and discussions show that behaviour is good over time, too. Pupils understand well how they should behave; they respond appropriately in and around school and treat others with respect. They are polite, friendly and have positive attitudes to learning. A few said that behaviour was not always good but that teachers sort out problems promptly. Occasional lapses in behaviour do occur when teaching does not hold pupils' interest fully but even on these occasions most pupils try their best. Older pupils are gainfully employed around the school working as 'secretaries', for example, at lunchtimes or serving meals to younger pupils and setting good examples for them to learn from. This has a positive impact on behaviour and promotes a good sense of responsibility and maturity.

Pupils demonstrate a good awareness of risk and unsafe situations and know who to turn to if a problem arises. They know the difference between playground disputes and bullying and say that there is no bullying, including racial or homophobic behaviour. Pupils also have a good awareness of the dangers of cyber-bullying and social network sites.

Leadership and management

Leaders and managers are committed to improving outcomes for pupils. The headteacher has ensured that issues raised in the previous inspection have been addressed effectively and that attainment remains well above average. The upward attainment trend noted in reading and mathematics at Key Stage 2 demonstrates that the school has capacity to improve further.

Improved assessment systems ensure staff and governors have an accurate view of pupils' progress and attainment. This results in staff being more able to intervene when pupils fall behind; the intervals between assessments are occasionally too far apart to act more quickly to accelerate progress further. Staff have good opportunities to undertake support and training to improve their classroom practice. However, performance management is not always implemented as rigorously as it might be to ensure that expectations of teachers are high enough to raise all pupil attainment further in every subject and every class. While all staff say that the school is led and managed well, a few do not follow agreed school procedures, for example regarding marking and target setting.

The governing body is involved well in the life of the school and provides satisfactory challenge. All requirements for safeguarding are met and discrimination tackled effectively. The school tracks the progress of different groups of pupils closely to ensure equality of opportunity. This is resulting in the school successfully closing the gap in attainment for those with special educational needs with similar groups nationally. Engagement and communication with parents and carers are positive. The school works closely with many outside agencies to support the emotional and social well-being of both the pupils' and their families.

The curriculum makes a good contribution to pupils' progress and achievement. It incorporates good opportunities to support pupils' spiritual, moral, social and cultural development. The curriculum for the Early Years Foundation Stage effectively provides a good balance of adult-led and activities that children choose for themselves. Assemblies provide good opportunities for pupils to consider their role as young citizens. A good range

of enrichment activities, including educational visits, help pupils extend their interests and enrich learning. The school has forged valuable links with other schools in this country and abroad but pupils have few opportunities to visit communities different to their own to appreciate the wealth of diversity in this country.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 May 2012

Dear Pupils

Inspection of Cherry Burton Church of England Voluntary Controlled Primary School, Beverley, HU17 7RF

On behalf of the inspection team I would like to thank you for the very friendly welcome you gave us when we inspected your school recently. Thank you for talking to us about your school and for filling in the questionnaires. As you know we came to see how well you were doing and what you said helped us with our findings.

Cherry Burton Primary is a good school. We could tell that you like being at school and that you make good friends there. Your attendance is really good and we were really impressed that many of you have not missed a day of school this year. Your behaviour is good and you try your best in your lessons. You say that you feel safe and well looked after at school and that you know who to go to if problems arise. We agree that the school takes good care of you and that staff help you with your work. It was really good to see how you look after anyone who needs help without being asked to. This shows that you are very thoughtful and kind especially towards those who need help in lessons. Your achievement is good, particularly in reading and in mathematics. The teachers are working hard to make sure your writing is as good. Overall, you are doing much better than other pupils of your age. The headteacher, teachers and governing body are committed to doing their best to make sure that the school keeps getting better.

In order for the school to do this we have asked your headteacher, teachers and the governing body to:

- make sure that all your lessons are good all the time
- raise attainment and improve your progress in writing.

We know that you like your school and will want to help in every way you can, so please continue to do your best in all your lessons but especially in your writing. We wish you every success in the future.

Yours sincerely

Rajinder Harrison
Lead inspector

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