

Cherry Fold Community Primary School

Cog Lane, Burnley, Lancashire, BB11 5JS

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement has improved since the last inspection. Pupils make good progress across Reception and Key Stage 1. Most groups of pupils are now making rapid progress across Key Stage 2.
- Teaching has improved since the last inspection and is now good. This is because the executive headteacher and senior leaders have robust systems for checking the quality of teaching. They provide clear guidance to teachers to help them improve their practice.
- Pupils behave well in class and around the school. They are polite, friendly and respectful towards each other. They have positive attitudes to school and want to learn.
- The school provides excellent care, including before- and after-school clubs. Pupils enjoy school and attendance is average.
- The school works well to help pupils keep themselves safe. It has robust systems to help protect pupils.
- Middle leaders, including staff responsible for supporting disabled pupils and those with special educational needs, are effective and support their colleagues well.
- Staff 'go the extra mile', to help parents in supporting their children's learning. Staff work unstintingly to provide very good support for pupils.
- Leaders and governors have shown great determination in making the improvements highlighted at the last inspection. They have ensured that teaching and achievement are good. There is good morale among staff who work as a dedicated team in implementing the school's aims and priorities.

It is not yet an outstanding school because

- Teaching is not outstanding because the most able pupils are not always given tasks that stretch them.
- Features of the best teaching are not shared enough to support other staff in raising the quality of teaching from good to outstanding.
- Pupils' progress in writing, especially for the most able, is not as fast as in reading and mathematics.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. They visited 19 teaching sessions.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and representatives from the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils' books and the school's information showing pupils' progress.
- They looked at a range of documents provided by the school, including assessment information, minutes of meetings of the governing body, the school action plans, the self-evaluation report, records of the monitoring of lessons and information relating to teachers' performance management and professional development. The school website and records relating to safeguarding were also checked.
- There were insufficient responses to the Ofsted online survey (Parent View). Inspectors looked at the school's analysis of a recent survey of parent views and spoke to parents informally. There were no questionnaires completed by members of staff.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Fiona McNally

Additional Inspector

Marilyn Massey

Additional Inspector

Full report

Information about this school

- Cherry Fold is larger than the average-sized primary school.
- A well above average proportion of pupils are eligible for pupil premium funding. This is additional funding provided by the government to support pupils known to be eligible for free school meals and those in local authority care.
- Most pupils are from White British backgrounds. There is a small number from minority ethnic backgrounds and of these a few speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported at school action is above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well above the national average.
- An above average proportion of pupils join or leave the school at times other than is usual. A breakfast club operates each morning.
- The school provides additional support during the school day for pupils in need of specialist help for emotional and behavioural difficulties through the 'nurture room' facility.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The FOLD Health and Well-Being Centre provides support to families.
- An executive headteacher was appointed in September 2012 on a temporary basis and spends half of the week in Cherry Fold and the other part of the week in Barden Primary School. During the rest of the week, the school is led by the deputy headteacher. The school works in partnership with staff and governors of Barden Primary School to share support and training.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by ensuring:
 - tasks set consistently stretch the most able pupils to do as well as they can
 - senior leaders make better use of the school's existing outstanding practice to support and drive further improvements to the quality of teaching and learning.
- Increase the rate at which the most able pupils improve the quality of their writing by ensuring that this group of pupils are consistently accurate in their spelling, grammar and punctuation.

Inspection judgements

The achievement of pupils is good

- Children enter the school with skills and abilities well below those expected for their age. They make good progress across the Early Years Foundation Stage because of the high-quality provision, which is sometimes outstanding.
- By the time pupils leave Key Stage 1, they reach standards in reading, writing and mathematics that are now close to average. This represents good progress. The phonics screening test, which checks pupils' understanding of letters and the sounds they make, shows that more pupils are at the expected level at the end of Year 1. The school's records show that pupils have made good progress with their phonics skills.
- Pupils' achievement has improved since the last inspection. In 2012, too many pupils had not made good enough progress across Key Stage 2 and achievement was judged to require improvement. Pupils' achievement improved in 2013 and they made good progress. The school's assessments show that pupils' attainment at the end of Years 2 and 6 in 2014 are on track to be higher than in 2013.
- The school's pupils' progress information and work in pupils' books confirms that improvements have continued and most pupils are now making rapid progress across Key Stage 2, especially in reading and mathematics. Almost all pupils currently in Year 6 are now working at, and sometimes beyond, the levels expected by the end of Key Stage 2 in reading and mathematics.
- Work in books indicated that the quantity and quality of pupils' writing is improving. However, rates of progress in writing are more variable, particularly for the most able pupils, with spelling and grammar being less good.
- The school has high expectations of rates of progress for disabled pupils and those with special educational needs. These pupils make good progress because of the well-targeted extra support they receive. Their individual needs are identified early and a variety of extra activities put into place to help them to catch up. There are no significant gaps in the achievement of pupils with different cultural and ethnic backgrounds, including those who speak English as an additional language and those who arrive later than at the usual times.
- The school's assessments show that pupils supported by the pupil premium make good progress, matching other groups in the school. For example, in 2013 by the end of Year 6, pupils supported by additional funding in English and mathematics achieved the same levels in the national tests as other groups in the school. By the end of Key Stage 2 in 2014, their attainment is on track to be in line with their peers.
- On occasions, some of the most able pupils are not provided with activities that challenge them to reach the higher levels in Key Stage 2.
- Reading is a priority for the school. When children start in the Reception class, they quickly learn to read simple words. Good teaching of phonics continues through Key Stage 1 and into Key Stage 2. As they move through the school, pupils make good progress in reading, because of the good systems to keep track of how well each pupil is doing. The school works hard to involve parents in supporting their children's reading. Pupils read widely and often and do so fluently and with expression.

The quality of teaching is good

- The impact of teaching over time on pupils' achievement is now good. Teachers have high expectations and work hard to stimulate and engage the pupils. This work is enhanced by timely and sharply-focused support and actions that ensure pupils' learning needs are met. Consequently, pupils learn well across the curriculum.
- Learning is planned well to build upon prior work so pupils can use what they already know to support their current learning. Assessments are accurate and marking has improved significantly. It now consistently provides pupils with guidance on how to improve their work.

- Teaching in the Early Years Foundation Stage is good. Children settle into the nursery well and clear routines and high expectations mean that they are soon making at least good progress. The learning environment within the setting is attractive which stimulates children's' creativity and curiosity to learn, both inside and outdoors. Early language development is a priority and this is reinforced in all lessons.
- Teachers are highly committed and extremely enthusiastic. They have very good subject knowledge, which they use to make learning interesting and to teach literacy and numeracy well. For example, in a Year 4 lesson, in which pupils were solving problems that involved multiplication, the teacher's enthusiasm for mathematics enhanced pupils' learning. Pupils showed great determination and made good progress throughout the lesson.
- Regular assessments of pupils' learning help teachers identify and provide extra support for pupils who may be falling behind so that all groups, including disabled pupils and those with special educational needs, continue to make good progress.
- Teaching assistants are generally deployed well and contribute effectively to pupils' achievement. They are given useful guidance on how to support individuals and groups.
- Teaching makes a very strong contribution to pupils' spiritual, moral, social and cultural development. This is especially the case with topic work that makes very good use of information and communication technology (ICT) to develop pupils' research skills and understanding of the wider world.
- The school has worked hard to develop the teaching of writing. However, some pupils, particularly the most-able, at times repeat errors in their spelling and grammar which detracts from the quality of their written work.
- Pupils have grown in confidence and are keen to learn.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils say that behaviour is typically good both in classes and generally around the school. Most parents who completed the school's own survey felt that the school ensures that pupils behave well.
- Pupils say they enjoy school, and the presentation and quality of work in pupils' books shows that they are keen to learn and take pride in their work. While some pupils need reminding about listening in lessons, there was no inappropriate behaviour observed during the inspection that stopped pupils learning.
- Behaviour in the dinner hall and in the playground is good, with groups of pupils from different cultural backgrounds mixing and playing well together.
- The school has a system that is effective in rewarding good behaviour. There are appropriate penalties for poor behaviour that pupils understand and appreciate.
- Pupils enjoy the breakfast club and they behave sensibly, playing happily alongside each other and helping with jobs that need to be done.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school and that, while there was some bullying in the past, there is little now. They have confidence in staff to deal with any incidents of bullying that may happen. Pupils are given guidance on 'e-safety', for example, when using the internet.
- Relationships between staff and pupils are good. Pupils say that teachers do their best to help them and that teachers trust pupils. One pupil said that 'the teachers are really kind to us and always look after us'.
- Staff are particularly effective at helping pupils who have difficulties dealing with their emotions or behaviour. Extra support is given, particularly to these pupils, to nurture their emotional well-being. This is an example of how the school ensures pupils have an equal opportunity to learn.
- Attendance was lower than the national average in 2013, but is improving quickly due to the school's successful work in supporting and challenging a small minority of parents whose children are persistently absent. As a result, attendance in 2014 is average.

The leadership and management are good

- Leadership and management are good. The executive headteacher, alongside middle leaders and governors, have worked unstintingly to secure the improvements highlighted at the last inspection. The school is very much about a team serving and helping children and their families to be the best that they can be.
- Leaders focus relentlessly on improving teaching and learning. The school's view of its performance is accurate and based on a comprehensive and rigorous analysis of pupils' progress and frequent checks on the quality of teaching and learning. Senior leaders are very well supported by subject and phase managers, who use the regular pupil progress meetings and their excellent subject knowledge, to ensure that high levels of learning are maintained.
- The procedures to manage the performance of teachers and their progress up the salary scale are excellent. Staff are set ambitious targets to improve pupils' achievement and the school provides useful advice to staff, as well as high-quality training. There are good skills within the teaching team which are not yet fully utilised for the benefit of all colleagues.
- Middle leaders, including staff responsible for supporting disabled pupils and those with special educational needs, are determined to ensure that pupils achieve as highly as they can.
- There is a clear focus on promoting literacy and numeracy skills across different subjects. Learning is supplemented by a number of lunchtime and after-school clubs and activities which are popular with pupils. Leaders ensure that there are enough opportunities for pupils to use and apply their ICT skills across all subjects. Teachers have high expectations, but at times sufficient challenge is lacking to ensure the most able pupils pay attention to correct grammar, spelling and punctuation in their writing.
- Spiritual, moral and social development is promoted well, as is physical well-being. The school's strong ethos provides a wealth of occasions for pupils to reflect on beliefs and values. Cultural development is promoted so well. The school's involvement in the 'Building Bridges in Burnley' initiative provides opportunities for pupils to learn about and appreciate different ethnic and cultural heritages reflected in the school and in the wider community.
- The school fosters good relationships in the community. For example, the school works well to involve parents in the education of their children through inviting them to regular workshops and special events. The FOLD Health and Well-Being Centre provides support to families and is greatly appreciated. Child protection procedures are particularly rigorous to ensure pupils at risk of not doing well and their families are given as much support as possible.
- The additional primary school sports funding is used to hire sports coaches who work alongside staff to develop physical education and sporting activities. This is having a positive effect on improving the quality of teaching and is involving more pupils in sport within the Burnley Sports Partnership.
- The school has demonstrated good capacity for improvement. Issues identified at the last inspection have been successfully addressed and inspection evidence confirms that improvements in pupils' achievement and teaching are sustainable. Partnership working is strong and the school benefits greatly from its joint work with Barden Primary School to develop teaching.
- **The governance of the school:**
 - The governing body supports and questions leaders well about the performance of the school. It has a good understanding of information about pupils' achievement and uses this to hold senior leaders to account for the attainment and progress of pupils. They have a good knowledge of the quality of quality of teaching and make checks on pupils' progress. There are effective systems to manage the performance of staff, including the headteacher, in order to ensure any promotions or pay rises are justified. Governors carefully check on the spending of the pupil premium and review regularly the difference this is making to the achievement of this group of pupils. Regular training on areas such as 'Safer Recruitment' and on finance is undertaken by governors to help them fulfil their roles. The governing body ensures the

school's safeguarding policies are reviewed regularly and that all procedures are robust and secure.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	133622
Local authority	Lancashire
Inspection number	442403

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	323
Appropriate authority	The governing body
Chair	Chris Keane
Headteacher	Simon Smalley
Date of previous school inspection	24 January 2013
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