

Cherry Tree Hill Primary School

Lime Grove, Chaddesden, Derby DE21 6WL

Inspection dates

19–20 April 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching is not yet consistently good because there is some variation in how well teachers match work to the range of ability in school. Often there is not enough challenge for the most-able pupils.
- Teachers do not consistently address pupils' misconceptions during lessons in order to help them make progress.
- There are not enough opportunities for pupils to use and develop their mathematical skills through problem solving or across the curriculum.
- The progress of pupils is not consistently good across all subjects.
- Too few pupils attain the higher levels in all subjects.
- Leaders have not fully secured the good attendance of all groups of pupils. As a result, not all pupils achieve as well as they should.

The school has the following strengths

- Leaders and governors are ambitious for the school. They are setting clear priorities for improvement and have good systems in place to achieve this.
- Pupils' achievement is improving, particularly in writing.
- Behaviour is good. The school is a happy place and pupils are polite and well mannered.
- All staff provide a high level of care that supports pupils well and pupils feel safe.
- Children get a good start in the early years. Good teaching and good leadership ensure that they achieve well and make good progress.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, so that standards in all subjects improve, by:
 - planning challenging tasks that are well matched to the range of pupils' ability in the class, including for the most-able pupils
 - ensuring that pupils' misconceptions are addressed swiftly and effectively.
- Improve outcomes for pupils in mathematics by:
 - developing pupils' abilities to reason, explain and deepen their understanding of mathematical concepts through regular opportunities to solve problems
 - providing more opportunities for pupils to use their mathematical skills across the curriculum.
- Develop and implement systems to improve the attendance of disadvantaged pupils and those who have special educational needs or disability.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher is a highly determined and effective leader who has worked successfully to build a strong senior leadership team. In the relatively short time since becoming the substantive headteacher, he has established a positive culture that is driving continuous improvement in all areas of school life. The school has had significant changes in staffing since the time of the last inspection. The headteacher has worked hard to reduce any negative impact on pupils' progress and the staff work well as a strong team.
- Leaders at all levels have an accurate view of what needs to be achieved and have appropriate plans in place to do this. Some middle leaders who are new to their role are receiving effective support to develop their skills. As a result, they can demonstrate improvements in teaching and learning in their subject areas.
- The highly committed team of staff and governors shares the headteacher's vision of excellence in teaching, learning, behaviour and safety. As a result, the school has made substantial improvements since the last inspection. For example, the school's agreed assessment policy is being implemented consistently and pupils now have the opportunity to respond to helpful feedback from teachers to help them move their learning on.
- The senior leaders and governors are securing improvements in teaching and learning through support and training and by robustly tackling any weaknesses in the quality of teaching. The headteacher has strengthened systems for managing the performance of staff through regular checks on the impact of teaching on pupils' learning throughout the school. This is successfully raising the achievement of pupils across the school. Leaders ensure that newly qualified teachers and those in the early stages of their career are well supported. Each initiative helps to bring about improvements in the quality of teaching and reflects the school's high expectations of teaching overall.
- The curriculum is broad and relevant to the needs of pupils. The spiritual, moral, social and cultural aspects of the curriculum are woven through all subjects. The school places great value on this work and there is an action plan to develop and enhance it further. The highly committed staff ensure that there are exciting and meaningful class visits, including residential trips. Pupils enjoy a range of after-school clubs that support the curriculum and include football, netball, choir, computers, sewing, gardening, running and art.
- The pupils have a good understanding of British values and have the opportunity to take on a variety of responsibilities. For example, at lunchtime there are prefects who proudly take the younger pupils out onto the playground after they have finished their lunch. Members of the eco council and school council help to make decisions about the school, and a buddy reading system allows pupils to help each other and enjoy their reading together.
- Leaders make good use of the primary school physical education and sports funding to improve the quality of provision and the participation of all children in sporting activities, including inter-school competitions.
- Leaders make sure that the pupil premium funding is used well to provide a range of support for disadvantaged pupils, which helps them to catch up with their peers; for example, the deployment of an additional part-time teacher in the early years provision to support the teaching of early reading and number concepts, as well as enrichment activities to support pupils' social and emotional development.
- The school uses newsletters and the website to keep parents and carers informed. Feedback from parents throughout the inspection was positive. The vast majority said they felt that communication has improved. Some parents said they liked the fact that the headteacher and senior staff were often at the school gate welcoming and talking to parents and pupils at the start of the day.
- The local authority is supporting the school well through regular monitoring visits and the brokering of a partnership with a local leader of education.
- **The governance of the school**
 - Governors know the school well and are passionate about securing improvements. They effectively support the headteacher and robustly hold him to account for the performance of the school.

- Governors have a good understanding of the school's strengths and weakness. They keep well informed by visiting the school regularly and focusing on key areas of the school improvement plan. They report their findings to the full governing body. For example, they have been closely monitoring the progress of disadvantaged pupils and have evaluated how well leaders' actions are improving pupils' outcomes.
- The governors scrutinise the headteacher's recommendations with respect to the school's performance management of teachers. Governors understand how it is used to improve teaching. They track the school's finances carefully when planning expenditure for each year. This includes monitoring how effectively the school is spending the funding to support pupils eligible for the pupil premium.
- The governing body and headteacher are committed to the safeguarding of children and work hard to establish a school culture of vigilance. The governors ensure that arrangements for pupils' safeguarding meet current guidance. They confirm that relevant checks are carried out on all adults working with pupils and risk assessments are completed to cover key aspects of school life such as educational visits. The arrangements for safeguarding are effective. The headteacher has ensured that all staff and governors have read and acted upon the latest guidance on keeping children safe. The school works successfully with its key partners to ensure that all pupils are safe and cared for.

Quality of teaching, learning and assessment requires improvement

- Pupils have too few opportunities to develop their problem-solving skills in mathematics and to apply them in other subjects. As a result, some pupils, including the most able, do not make enough progress in this subject.
- During some lessons, teachers do not address pupils' misconceptions appropriately. As a result, pupils do not make the progress they should.
- The quality of teaching is improving. However, teaching is not consistently good across the school. This is because some activities are not planned to match the learning needs of all groups of pupils. Consequently, this affects the amount of progress they make. The most-able pupils are often given work that is too easy for them and not enough is done to extend their learning.
- Teachers do not always motivate pupils to reach their full potential because some lessons do not inspire and capture children's interests.
- Teachers use questioning well in some lessons to deepen pupils' learning. For example, during a phonics lesson, a small group of pupils waited in anticipation as they took turns to roll a dice and see which letters were rolled. They then had to sound them out and match the letters and sounds with those on a display. The teacher engaged the pupils well in her presentation because her subject knowledge was secure and her questioning enabled the pupils to extend their learning.
- Teachers have improved their use of assessment since the last inspection. The school's agreed marking policy is applied consistently in all classes. Pupils generally have a good understanding of their learning targets and know how to improve their work. This is because of the feedback they have received from their teachers.
- All staff, including teaching assistants, have high expectations of pupils' behaviour and as a result, the pupils are respectful and work well together.
- The staff have worked hard to improve the teaching of writing and this aspect of pupils' learning is developing well. Teachers have high expectations and, as a result, pupils are taking more pride in their work.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- The school's welcoming and caring ethos is central to its work in promoting the welfare and safety of pupils. Staff encourage good relationships and show how prejudiced behaviour and bullying affect others. As a result, bullying is rare and is quickly dealt with when it occurs. Pupils say they feel safe and that, if they have a problem or feel upset, they can always talk to a teacher who will help them. One child said, 'School is amazing and if you have a problem there is always someone you can trust'.
- The pupils know how to stay safe in a range of situations, including when they were working on computers or other electronic devices.
- Pupils behave well at lunchtime. The dining hall is clean and bright and pupils are respectful of adults' expectations for good manners and calm routines. Pupils are able to talk about healthy food choices and an attractive salad bar with fresh food set out to look like a market stall encourages pupils to make good choices.
- Staff ensure pupils' safety by implementing good procedures. They are well trained in how to identify any concerns that suggest children might be at risk of harm. There are robust school systems in place to enable swift action to be taken. The staff work well with a range of external agencies to support pupils and their families.

Behaviour

- The behaviour of pupils is good.
- The behaviour of the pupils has improved significantly since the last inspection as a result of the determination and hard work of the headteacher and staff. The impact of the behaviour policy has been very positive and all pupils know about 'the three Bs': Be safe, Be a learner, Be caring.
- Pupils are highly aware of the school's values and know that these help to make the school a happy and safe place. This is confirmed by responses and comments from both staff and parents. One parent stated, 'My two children positively run into school in the morning and really enjoy all aspects of school'. Many parents commented on how well they were kept informed of their child's progress.
- The rewards and sanction systems are well understood by pupils and they were keen to earn house points. One parent said, 'The reward systems Cherry Tree has put in place have motivated and encouraged my daughter. In three weeks she has received a certificate for exemplary behaviour, star of the day and numerous house points, all of which seem to keep her motivated. Thank you Cherry Tree'.
- Pupils are well mannered and polite. At breaktimes and lunchtimes, pupils are happy and have a wealth of resources to play with. At lunchtime, the midday supervisors organise games and play with the pupils. For example, members of staff were playing 'farmers in the den' and a parachute game with different groups of pupils. All were interacting very happily and having fun.
- The attendance of disadvantaged children and those who have special educational needs or disability remains well below the national average. The school's leadership recognises that this needs to improve and, as a result, has developed a resourced plan to address this in September 2016.

Outcomes for pupils

require improvement

- The progress of pupils across each key stage requires improvement because it is too variable for disadvantaged pupils and those who have special educational needs or disability. Also, too few pupils are achieving the higher levels of achievement in key stage 1 and key stage 2. The proportion of pupils making progress and reaching the expected level of attainment by the end of Year 6 is broadly in line with the national average. However, the proportions of pupils reaching the higher levels in key stage 2 in mathematics, reading and writing combined were lower than the national average.
- In the Year 1 phonics test, pupils achieved broadly in line with the national average. However, disadvantaged pupils achieved well below their peers. At the end of key stage 1, achievement is broadly average. However, the most-able pupils do less well, especially in reading.
- The achievement of disadvantaged pupils at the end of key stage 2 in 2015 has improved compared with the previous year. However, it was still below that of other pupils in the school. The school's current achievement information indicates that the achievement of disadvantaged pupils is continuing to improve in most year groups. However, there are still some disadvantaged pupils and pupils who have special educational needs or disability that are doing less well than their peers. The school is rigorously tracking pupils' progress and is using interventions to support pupils to ensure that learning gaps narrow further.

- In mathematics, the pupils develop numerical skills well. However, they are not given enough opportunities to deepen their understanding of mathematical concepts and apply them to a variety of problems. As a result, some pupils are not making good progress in mathematics.
- The school's emphasis on reading for pleasure ensures that pupils enjoy reading. Teachers' increased focus on the teaching of phonics is resulting in improvements in standards of reading. A Year 2 pupil was excited to read to an inspector and explained confidently and very proudly, 'I can read my book fluently. It is about Mars, which is in space'. Another pupil read and used a range of strategies to enable her to read the more difficult words. Parents are encouraged to share books and read with their children, and there are well-kept home-school reading records. The older children were keen to talk about their favourite books with an inspector and when questioned, showed a good level of understanding of the text.
- Pupils' work shows that they have many meaningful opportunities for writing in topic work, as well as in their literacy work. This enables pupils to develop and practise their writing skills. As a result, standards are now rising.

Early years provision

is good

- Children are happy and settle very quickly into school life because leaders carefully plan their induction. Adults know children well and teachers plan learning that links carefully to children's interests and imaginations. During the inspection, the children noticed that a large egg had mysteriously appeared on a nest of rocks and straw. The children flocked to the egg where they talked excitedly together. Adults questioned them effectively in order to develop their language and communication skills and promote their critical thinking.
- The learning environment is creatively planned, welcoming and well resourced. Children enjoyed making imaginary rockets or excavating to find dinosaur eggs. The early years leader ensures that adults accurately assess the children's learning. The school has a new electronic system for recording progress, which is shared with parents. Increasing numbers of parents are contributing to it as it becomes more established.
- School leaders check on the quality of teaching in the early years and support teachers and teaching assistants to improve their work through professional development and coaching. Children enter school with skills and abilities that are broadly typical for their age. They make good progress and attain outcomes above the national average for a good level of development. This demonstrates the determination, commitment and high expectations of the early years team.
- Systems for keeping children safe in the early years are effective. Training to protect children from harm is undertaken regularly by all staff. Leaders of the school, including governors, are aware that children play close to the perimeter gates which are open to the public daily. Leaders have developed a policy and completed risk assessments to keep children safe. This is regularly reviewed.

School details

Unique reference number	112751
Local authority	Derby
Inspection number	10009137

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	558
Appropriate authority	The governing body
Chair of governors	Leon Taylor
Headteacher	Paul Appleton
Telephone number	01332 673520
Website	www.cherrytreehillprimary.co.uk
Email address	admin@cherrytree.derby.sch.uk
Date of previous inspection	8–9 January 2014

Information about this school

- The school is larger than the average primary school. The number on roll has increased since the last inspection.
- The early years provides for Nursery and Reception children.
- Most pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils who have special educational needs or disability is below average.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is funding received for children who are eligible for free school meals or who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, the school has experienced considerable staff changes. Staffing is now stable.
- The school is being supported by a local leader of education from Markeaton Primary School.

Information about this inspection

- The inspectors observed a range of lessons across the whole school including the Nursery, four of which were observed jointly with senior leaders.
- The inspectors looked at samples of pupils' work from all year groups, spoke with pupils about their work during lessons and listened to pupils read.
- The inspectors held meetings with pupils, governors, leaders, staff and a representative from the local authority.
- Inspectors considered the responses to Ofsted's online questionnaire Parent View, and staff responses to Ofsted's questionnaire. Inspectors spoke informally with parents during the inspection.
- The inspectors observed the school's work. They looked at progress and attendance information, school improvement planning, evidence and monitoring of teaching, and documentation relating to safeguarding.

Inspection team

Lindsay Alldis, lead inspector	Ofsted Inspector
Jan Connor	Her Majesty's Inspector
Heidi Malliff	Ofsted Inspector
Peter Strauss	Ofsted Inspector

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