

Cherry Tree Hill Primary School

Lime Grove, Chaddesden, Derby, Derbyshire DE21 6WL

Inspection dates

15–16 May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
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 good school

- The headteacher has developed a safe, warm and collaborative culture in this large and aspirational school.
- The headteacher has built a strong leadership team, whose members all share a constructive and reflective approach to upholding the ethos of the school.
- Leaders have taken effective action to secure many improvements since the previous inspection. They demonstrate a strong capacity to continue to improve the school.
- School improvement planning is clear and evaluated systematically. Leaders at all levels play an active part in helping to secure the appropriate improvements identified.
- Governors have a clear and accurate knowledge of the school. They apply their skills usefully to hold school leaders to account.
- Pupils enjoy attending the school. They show very positive behaviour, in and out of lessons, and are committed to improving their work.
- The school has a broad and balanced curriculum, promoting well pupils' personal development and welfare.
- Current assessment information indicates that most key stage 2 pupils are making much better progress than previously in reading, writing and mathematics.
- The early years provision is a strong feature of the school. Children in the Nursery and Reception classes enjoy a stimulating and purposeful learning environment.
- Outcomes in key stage 1 in 2017 were at, or above, the national averages in all subjects.
- The proportion of pupils who reached the expected standard in the Year 1 phonics screening check was well above average.
- The pupil premium funding is spent well. Disadvantaged pupils are progressing in line with their peers.
- Pupils who have special educational needs (SEN) and/or disabilities are supported well. They generally make good progress from their individual starting points.
- The quality of teaching and learning is generally strong, although a few inconsistencies remain, particularly in the levels of challenge given to the most able pupils. Leaders are beginning to focus support where it is most needed to help improve weaker practice.
- Outcomes need further improvement due to low key stage 2 results in 2016 and 2017. The reading progress score resulted in the school falling below floor standards in 2017. The school is taking effective action to improve these outcomes.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment by ensuring that the most able pupils are consistently provided with challenging work in all subjects.
- Improve pupils' outcomes by:
 - securing increased rates of progress for pupils of all abilities, including those who are disadvantaged, in reading, writing and mathematics
 - enabling a greater proportion of pupils to work at a greater depth in reading, writing and mathematics.
- Improve leadership and management by ensuring that the school's monitoring systems are refined, so that support, training and coaching are focused where practice is less strong.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and the senior leadership team are taking determined and effective action to improve the quality of teaching and learning in the school. This is helping to improve rapidly the outcomes for pupils. Leaders set high expectations of themselves, of their staff and of all pupils. They are ambitious for Cherry Tree Hill Primary School and want everyone to succeed.
- Leaders have a deep understanding of the strengths and areas that still need to develop further in the school. The areas identified for development at the previous inspection have been addressed effectively. The local authority representative works closely with school leaders. The school's self-evaluation and improvement planning are relevant and evaluative. As a result, leaders demonstrate strong capacity to continue to drive further improvements.
- The headteacher and leadership team have established a very positive culture throughout the school. Pupils feel safe and behave well. They all enjoy the same opportunities and discrimination in any form is not tolerated. As a result, classrooms have a warm, productive and purposeful atmosphere, where all pupils are encouraged to do their best. Parents and carers are mostly very appreciative of the school. A typical parental view was, 'for such a large school, I am really impressed in the way that the staff create such a friendly, caring and nurturing environment'.
- Staff members are overwhelmingly positive about the school. They value the support they receive from leaders. They feel they are an important part of the school team and are committed to helping to build on the strengths established.
- Leaders are committed to ensuring that pupils are prepared well to be positive citizens in modern Britain. There are uplifting displays around the school, inside and outdoors, which celebrate positive values. Pupils are encouraged to take on responsibilities and regularly carry out elections for these roles.
- The leadership of the provision for pupils who have SEN and/or disabilities is effective. Individual pupils are known well by the leaders and staff and are supported well to make positive progress from their different starting points.
- The school uses its allocation of the pupil premium funding well. The main focus of this spending is to ensure that there is good-quality teaching provided for disadvantaged pupils, with prompt and timely support for individuals. As a result, the outcomes for disadvantaged pupils have improved and they are currently making at least as good progress as their peers.
- The primary physical education and sport premium is spent effectively. The school uses the funding to improve the quality of sports teaching and coaching. In addition, it is used to provide additional extra-curricular sport and for pupils to compete in team games against other local schools.
- Senior leaders take a systematic approach to checking the performance of staff. Some inconsistencies remain in the quality of teaching and learning, particularly with respect to not always providing challenging enough work to help to extend pupils' learning. Leaders are fully aware of these issues, which are increasingly rare, and they are

taking effective action to ensure that all pupils receive at least good teaching and learning. Leaders recognise the need for staff to learn from each other and are committed to helping everyone to learn from the very strong practice evident in the school.

- The leadership team takes the continuing professional development of all staff very seriously. Leaders have implemented a range of training to help develop and extend the teaching team. This includes a commitment to help build the middle leadership.
- The school offers a broad and balanced curriculum. There are impressive displays around the school, which demonstrate and celebrate the range of subjects offered, often with links made to the key skills of literacy and mathematics. The work in pupils' research books does not always reflect all aspects of the broader curriculum in similar detail.

Governance of the school

- Governors show an accurate understanding of the strengths and areas for development in the school. They have played a significant part in securing the improvements that have taken place since the previous inspection.
- The governing body offers relevant advice and holds leaders to account for educational, financial, legal and safety matters effectively. Governors ensure that additional funding, such as the pupil premium and the physical education and sport funding, is spent appropriately to help support pupils' learning and progress.
- Members of the governing body visit lessons and school activities regularly. They have established strong links with leaders and teachers to inform their governance. This helps to ensure that governors provide an effective balance of challenge and support to help the school continue to improve.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher and the two assistant headteachers work closely to ensure that pupils are kept safe. There are clear and rigorous systems for reporting and recording any concerns, which are understood by all staff. The single central record is maintained by the school business manager, who carries out all appropriate checks before adults start to work or volunteer in the school. The safeguarding arrangements are reviewed regularly by the designated governors.
- The safeguarding leaders work closely with a wide variety of external agencies and show a tenacious approach to this aspect of their roles within school, reporting any concerns swiftly. All staff and governors receive relevant regular training, together with frequent updates and advice scheduled into weekly staff briefings. The training undertaken includes information on the 'Prevent' duty and careful consideration of any national or more local concerns.
- The culture of safeguarding permeates all aspects of school life. Pupils say that they feel safe and know what to do should they ever have a concern. Learning about keeping safe is included in the curriculum, including how to keep safe on the internet. Leaders and governors have recently increased the security of the school site, which is

large and covers a considerable area, with six entrance points. They have installed a second, internal perimeter fence with electronic locking systems. Access to the school during the school day is now only possible via one of the two school offices, which are staffed constantly.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved since the previous inspection. This is partly due to school leaders providing clear expectations to the teaching staff and to the pupils.
- Teachers plan a variety of engaging activities and use ongoing assessments well to help ensure that pupils make progress during lessons, and over time. Phase leaders are involved in the planning process and monitor what is happening in classes. Teachers know well the subjects comprising the primary curriculum.
- Pupils report finding many lessons fun and show high levels of engagement in their learning. For instance, when learning mathematics outdoors, older pupils plotted different coordinates in a practical way on a variety of creative axes, which consolidated their knowledge effectively.
- The good quality of questioning is a strong feature in many lessons. It is used well to gauge pupils' understanding and to extend their thinking and reasoning skills.
- Class teachers and other adults focus well on pupils' learning to ensure that misconceptions are generally addressed quickly in lessons. This is followed up by very prompt and timely support for pupils who are struggling. The approach helps to ensure that pupils do not fall behind their peers and they develop the capacity to learn from their mistakes.
- Feedback is used consistently to help pupils to improve their work. This takes place informally during lessons or as written comments in pupils' books, in line with the school's policy. Importantly, as the school policy indicates, pupils have time to respond to the feedback given and often use self- and peer assessments to further improve their work.
- There is evidence, in books and on the impressive displays around the school, that the key skills of mathematics and extended writing are consolidated in other curriculum areas.
- Pupils show consistently positive attitudes to their learning. They are keen to find out new information, and they support each other well during lessons.
- Parents receive useful information about their children's work and progress. Alongside regular parents' evenings, the school provides written information to parents at the end of each term.
- The most able pupils are often challenged well in lessons, although this is not yet consistent in some classes. This means that sometimes, these pupils are given work that is too easy or are asked to complete a task that they can already do. Leaders are aware of this and are working purposefully to embed a culture of high expectations for all.
- Senior leaders and phase leaders monitor teaching and learning closely. They visit

lessons regularly and focus teachers' professional development on areas they have identified that need development. However, this support and coaching do not always focus specifically on those that have been correctly identified as needing the support.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take pride in their school and are very welcoming to visitors. Relationships with staff and other adults are warm and friendly. There is a very evident mutual trust and respect for other people, of all ages. This positive culture permeates all of school life. For instance, leaders speak of how they would expect a door to be opened for them in some circumstances, but equally would expect adults to reciprocate when more appropriate.
- Pupils describe the school as a big family. They enjoy participating in the buddying systems, in lessons and on the playground. Pupils are encouraged to take on responsibilities and monitoring duties, for example, being elected as school councillors, playground leaders or reading buddies. Such activities help build the confidence of pupils and prepare them well for life in modern Britain.
- Pupils are taught to avoid risks to their safety. Pupils debate what to do in various tricky situations and receive regular anti-bullying advice. Those who spoke with inspectors said that they believe that bullying is a rare occurrence. Importantly, pupils said they know they can rely on staff to deal appropriately with any incident, however small.
- The majority of parents who spoke with inspectors and responded to Parent View, Ofsted's online questionnaire, were very positive about the school and the support their children receive. They are confident that their children are happy and safe.
- Pupils' spiritual, moral, social and cultural development is generally met well. There are numerous opportunities for pupils to learn about other faiths, cultures and historic eras. They visit a variety of places of worship and enjoy a range of assembly and daily collective worship themes. Residential visits are planned for pupils throughout their school lives, including in key stage 1.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons, at playtimes and when moving around the school. The school is an orderly place. Again, the positive culture is apparent in the trust afforded to pupils to move sensibly between activities with no adult intervention. The attitudes of pupils are commendable, particularly when considering the considerable distance they sometimes have to walk between activities, due to the large site.
- The behaviour policy is understood by pupils. It is based on high expectations placed on everyone, with rewards given for positive actions, but only when they surpass the positive behaviour expected of everyone. The behaviour policy is used consistently,

with positive displays in classes and around the school. A comprehensive record is maintained of any consequences deemed necessary for poor behaviour, although these are quite rare. A small number of instances of low-level disruption were seen in a minority of lessons, although these were not typical and were dealt with quickly and effectively by staff.

- The attendance of all groups of pupils is generally above the national average. Similarly, persistent absence is below average. The attendance officer takes this responsibility very seriously and shows tenacity in his approach to ensuring that pupils attend school regularly. Pupils are punctual and well prepared to start lessons. This again helps pupils to build important life skills.

Outcomes for pupils

Requires improvement

- Pupils' outcomes require improvement due to the legacy of weaker performance at the end of key stage 2. In the past two years, pupils' achievement at the end of Year 6 has been well below national averages. The low progress made in reading resulted in the school not reaching the government's floor standards in 2017. School leaders provided detailed analysis of the school's data and individual case studies of pupils who performed below expectations over key stage 2, which helped to explain the decline in standards.
- Some improvements in the 2017 key stage 2 outcomes were apparent, when compared with those in 2016. This was particularly evident in the improved attainment in mathematics and writing for almost all groups of pupils. In addition, the proportion of disadvantaged pupils who achieved the combined reading, writing and mathematics expected standard increased considerably when compared with the previous year.
- In 2016 and 2017, the proportion of key stage 2 pupils who achieved greater depth in their learning was well below the national average in reading, writing and mathematics. Some improvement was apparent in 2017, although this proportion was still below that achieved by schools nationally.
- The achievement of pupils who have SEN and/or disabilities is below that of pupils nationally, particularly at key stage 2. However, this generally refers to quite small proportions of pupils who have a variety of complex needs, so trends across year groups and subjects are difficult to identify. The progress of pupils who have SEN and/or disabilities is tracked carefully and considerable improvements in their outcomes are evident for current pupils.
- Outcomes for key stage 1 pupils have shown a more positive picture. There were considerable improvements in 2017, with pupils' attainment in reading and writing, at expected and greater depth, similar to the national average. The attainment of pupils in mathematics at the expected level was above that of schools nationally.
- The proportion of Year 1 pupils, including disadvantaged pupils, who achieved the expected standard in the national phonics screening check was above the national average in 2016. The upward trend increased further in 2017, to well above the national average. This indicates the positive focus given to pupils' early reading skills, which is preparing them well to tackle more challenging texts.
- The progress and attainment of current key stage 2 pupils are improving rapidly. The

school's evidence suggests that the proportion of pupils who are working at expected standards is similar to national averages, with greater numbers achieving a greater depth in reading, writing and mathematics. This is because there is now a focus on good-quality teaching and the careful tracking of each pupil's progress throughout the year. Appropriate, prompt support is securing much stronger progress for pupils in key stage 2.

- Leaders maintain detailed and accurate assessment data and this shows an increasingly positive picture for key stage 1 pupils. There is evidence of sustained improvements this year in pupils' progress and attainment.
- Disadvantaged pupils are supported well in lessons, and in small-group work and individually. As a result, disadvantaged pupils are progressing similarly to their peers in all subjects.
- Pupils' work in their books confirms their current, at least good, progress. Detailed analysis of work from all year groups was carried out and indicated that achievement in reading, writing and mathematics is improving markedly. The majority of pupils are working at least at age-related expectations, with some examples of increasingly challenging work evident. It is apparent that pupils extend their writing and mathematical skills across the curriculum.
- Pupils from Year 2 and Year 6 were heard to read individually during the inspection. Pupils were selected at random and read with fluency and enjoyment. They talked about their books and discussed the texts confidently. It was evident that pupils also read regularly at home, with parents making comments in reading records.

Early years provision

Good

- The early years provision is a strength of the school. The majority of children enter early years with skills and knowledge that are fairly typical for their age. Over recent years, the proportion of children who achieve a good level of development has been consistently at or above the national average.
- Children enjoy their time in the early years provision and mostly make good progress from their starting points. They quickly learn the routines and expectations of school life. As a result, children are prepared well to move on to Year 1.
- The leadership of early years is good. The early years leader is knowledgeable and has an accurate view of the strengths and areas to develop across the provision. She is aspirational for the children's continuing development. She works closely with all adults in the early years team to plan a wide variety of stimulating and challenging activities.
- There is an appropriate balance between adult- and child-led activities, which are designed to appeal to children's own interests, and to build on their key skills. This approach helps to develop each child's independence and sense of enquiry across the wider curriculum as they progress through the early learning goals. In one activity involving Reception children, they talked knowledgeably with an adult about the forthcoming royal wedding. This exemplifies how the children are involved in life in modern Britain from an early age.
- Children who are more vulnerable, including those who are disadvantaged or who have SEN and/or disabilities, are supported well in early years. Similarly to all children, they

have personalised programmes that respond to their interests. This helps these children to progress at a comparable rate to their peers, when considering their individual starting points.

- The large, open-plan classroom areas and the outdoor learning areas are well resourced, bright and appealing. There are many examples of the development of language. For example, two children read an order book and made lists of materials they needed for their activity, when working independently in one of the outdoor playhouses. This consistent and quite natural use of language promotes children's phonic skills.
- Assessment information is used well to inform parents of children's ongoing progress. Parents feel that they are an important part of the process and contribute to their children's online assessments. These positive relationships between school and home are nurtured from the outset, with home visits taking place before children start in early years.
- There is effective transition achieved between the Nursery and Reception classes, due to the supportive culture that is evident. The move to key stage 1 is positive, with the older pupils sharing the same building, and enjoying shared activities.
- The behaviour of children in early years is consistently good. Positive relationships between children, and with adults, are a strong feature of all early years areas.
- The children are happy and are kept safe. There are thorough and effective policies and procedures for the safeguarding of the youngest children.

School details

Unique reference number	112751
Local authority	Derby
Inspection number	10047988

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	606
Appropriate authority	The governing body
Chair	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	19–20 April 2016

Information about this school

- Cherry Tree Hill Primary School is considerably larger than the average-sized primary school. The school has gradually increased in numbers following the amalgamation of the previous infant and nursery schools. From the next academic year, there will be three classes in all year groups. In addition, the school has its own nursery for children from three years of age.
- The majority of pupils are of White British heritage. However, the school has pupils who originate from 12 of the 17 ethnic groups.
- The proportion of disadvantaged pupils is just below the national average.
- The proportion of pupils who have SEN and/or disabilities is above average.
- The school did not meet the government's current floor standards in 2017, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.

Information about this inspection

- During the inspection, teaching and learning were observed in every class.
- Inspectors observed the teaching of early reading and phonic skills, and pupils were heard to read. Inspectors talked with pupils about their school and their learning. Pupils' books were looked at, in and out of lessons.
- Inspectors held meetings with members of the senior leadership team, phase and subject leaders, the coordinator for the provision for pupils who have SEN and/or disabilities, the chair of the governing body, other governors, and a representative from the local authority.
- Inspectors spoke informally with parents at the start of the school day and considered 53 responses to the Ofsted online parent questionnaire, Parent View. They also considered 25 responses to the staff questionnaire.
- Inspectors looked at a range of documents including: the school's self-evaluation summary; the school improvement action plan; assessment information; leaders' reports and evaluations on the quality of teaching and learning; a wide range of pupils' work; minutes of governing body meetings; and records relating to behaviour, attendance and safeguarding.

Inspection team

Yvonne Watts, lead inspector	Ofsted Inspector
Julie Dale	Ofsted Inspector
Stuart Edmonds	Ofsted Inspector
Emma Hollis-Brown	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018