

Cherry Fold Community Primary School

Cog Lane, Burnley, Lancashire BB11 5JS

Inspection dates

18–19 September 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	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

This is a good school

- The headteacher's effective actions have had a positive impact on improving opportunities for pupils and raising their aspirations. The school's motto, 'enjoy, respect, succeed', is seen in the high expectations that are shared by staff and governors.
- Leaders have identified the school's strengths and priorities. Their self-evaluation is honest, insightful and accurate.
- Teachers' strong subject knowledge ensures that learning opportunities meet pupils' needs well, particularly in mathematics. At times, there are some variations in the quality of the teaching of writing.
- Leaders have developed a broad and balanced curriculum designed around pupils' interests. Middle leaders do not routinely evaluate the impact of the wider curriculum in embedding pupils' knowledge and skills.
- Pupils' achievement in mathematics has improved. It is in line with the national average at the end of key stage 2, including for disadvantaged pupils. However, despite improvements in the unvalidated data for 2018, not a high enough proportion of pupils reach the national average in writing.
- Leaders in early years have a good understanding of how children learn. The positive relationships modelled by staff mean that children thrive in a calm and nurturing environment. This contributes well to the good progress that they make from their low starting points.
- Pupils are polite and well mannered. Positive attitudes to learning and respectful relationships between staff and pupils underpin pupils' enjoyment of school. Pupils flourish in a safe environment where they feel valued and cared for.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. They are prepared well for life in modern Britain because of the carefully selected range of experiences that leaders provide.
- Staff skilfully support pupils who have special educational needs (SEN) and/or disabilities. This is particularly true for pupils' social and emotional development. These pupils make strong progress from their individual starting points.
- Parents and carers speak very highly of the school and praise the care and support that they receive from staff.

Full report

What does the school need to do to improve further?

- Improve leadership and management further by ensuring that middle leaders evaluate the subjects that they lead, so that pupils develop subject-specific knowledge and skills in greater depth.
- Build on the effective improvements in teaching to eliminate the small variations across the school and improve outcomes for pupils, particularly in writing.
- Embed the recent strategies to improve the accuracy of pupils' writing, particularly the gaps in pupils' grammar and punctuation knowledge, for pupils who join the school during the academic year.

Inspection judgements

Effectiveness of leadership and management

Good

- There have been several changes in the senior leadership of the school since the last inspection. The headteacher has created an oasis of calm where pupils thrive in a secure and nurturing environment. She has implemented strategies to address many of the challenges and pressures facing the school and the local community successfully. This includes addressing the impact of the increasing number of pupils who join the school throughout the academic year.
- The headteacher's accurate evaluation of the school's strengths and weaknesses has led to swift action to bring about stability in staffing and improving outcomes for pupils. Leaders have established a culture that promotes improvement and reflection. Staff and governors share leaders' high expectations and aspirations for all pupils.
- Leaders' commitment to improving the quality of teaching has led to much stronger outcomes for current pupils. For example, leaders have made changes to the way that mathematics is taught. They ensured that teachers received good-quality training to improve their knowledge and practice.
- Leaders accurately identified that pupils' vocabulary knowledge was a barrier to their learning. Training for staff has had a positive impact in creating a language-rich environment throughout the school. Changes to the way in which reading is taught have had a positive impact on pupils' success as readers. However, gaps in pupils' vocabulary and grammar knowledge hamper their success as writers, particularly for those pupils who join the school throughout the academic year.
- Leaders have developed a curriculum that is designed around the needs and interests of the pupils. Leaders ensure that staff have the knowledge they need to deliver the curriculum effectively. Leaders check that curriculum subjects other than English and mathematics are taught across the school. However, they do not evaluate the impact of the wider curriculum in embedding pupils' subject-specific knowledge and skills in any depth, for example, as historians or geographers.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is promoted well through all aspects of the curriculum and woven through with the '5R's' – reasoning, reflective, resilient, resourceful, respectful. Pupils are prepared well for life in modern Britain. They gain an appreciation of the community in which they live through visits and visitors to school. For example, visits by local faith leaders help pupils to appreciate the variety of beliefs and cultures of people within the local community. Through a range of rich and meaningful experiences, including in assemblies, leaders develop pupils' resilience not to give up when they face challenges.
- Leaders, including governors, ensure that the funding for the most vulnerable pupils and their families is used well. Leaders focus on providing opportunities to broaden pupils' horizons. Leaders evaluate the impact of the actions that they take. For example, in early years, a speech and language therapist identifies the precise gaps in children's spoken language skills. The training that staff receive equips them with the knowledge and skills to meet the needs of these children well.
- The special educational needs coordinator ensures that staff have the knowledge to

quickly identify pupils who are struggling with their work, particularly pupils who are new to school. Leaders ensure that pupils receive the help that they need to catch up. Leaders evaluate the impact of the help that they receive and make changes when necessary.

- Pastoral care and guidance for pupils' social and emotional development are strengths of the school. Leaders work effectively with outside agencies and other professionals to provide the individualised help that some pupils need. Pupils who receive support for their social and emotional needs make good progress from their starting points.
- The physical education and sport premium is used well. Coaches provide training for staff to improve their skills. Pupils said that they enjoy sport; their participation in a wide range of clubs has increased considerably. They are proud to represent their school in inter-school competitions and have achieved the Schools Games Mark Gold Award for the past three years. Pupils understand the importance of being healthy and keeping fit. For example, the 'run a mile' challenge led to pupils running a distance taking them as far as China. They enjoyed tasting the traditional dishes of each country that they 'ran' through.
- Parents spoke highly about the care and help they receive from leaders and staff. They value the role the school has in the local community and the many opportunities that leaders provide for their children. They said that their children are safe and enjoy coming to school. Most parents would recommend the school to others.

Governance of the school

- Governors' breadth of skills and knowledge enables them to hold leaders to account effectively. Governors check the information that they receive from leaders by meeting with a specialist from the local authority and other staff. They have a comprehensive understanding of the strengths of the school and the areas for further improvement.
- Governors attend training to keep up to date with new initiatives. Governors carry out their statutory duties well. They reflect on the challenges facing the local community and take the appropriate actions to support leaders and families. They are proud to be part of the school.

Safeguarding

- The arrangements for safeguarding are fit for purpose and followed by all members of staff diligently. Safeguarding is an important part of the curriculum. Pupils know how to keep themselves safe in a variety of situations, including online and on social media.
- Appropriate checks are in place to ensure that staff are suitable to work with pupils, including volunteers and coaches who are in school regularly. All records relating to safeguarding are maintained meticulously.
- Staff receive regular training and weekly updates on any potential areas of risk for the pupils in the locality. There is a strong culture of vigilance. Pupils feel valued and cared for.

Quality of teaching, learning and assessment

Good

- Teachers know their pupils well. The good relationships fostered between teachers and pupils contribute positively to the strong progress that pupils make. Teachers demonstrate a good understanding of how pupils learn, and they respond effectively to pupils' needs.
- Teachers' good subject knowledge has successfully contributed to the improved teaching of mathematics. Mathematics is taught systematically across the school. Pupils have opportunities to develop a deep understanding of number systems. They apply their knowledge and skills confidently to solve challenging problems. As a result, pupils achieve well, including disadvantaged pupils.
- Changes to the way reading is taught has raised expectations across the school. Pupils enjoy reading and talk confidently to adults about their favourite books. Pupils' improved progress enables them to work out unfamiliar words in their reading successfully. The well-resourced library has books that have been carefully selected to meet pupils' needs. This valuable resource is used extremely effectively by pupils and their families.
- Activities that expand pupils' vocabulary have had a positive impact on pupils' creativity in their writing. For example, a visiting poet has sparked pupils' imaginations and pupils have written their own poems to be shared. However, gaps in pupils' grammar skills, particularly pupils who join the school throughout the academic year, hamper the accuracy of pupils' writing, which has an impact on the progress that pupils make.
- Overall, teachers use assessment information to plan for the next steps in pupils' learning effectively. Learning activities meet the needs of most pupils. Teachers quickly identify pupils who are struggling. Support staff are deployed well to provide the help that pupils need to catch up, particularly pupils who join the school throughout the academic year. Staff use questions successfully to encourage pupils to refine their ideas and reasoning. Pupils who have SEN and/or disabilities are supported well, which has a positive impact on the good progress that pupils make.
- Staff work with other colleagues, including colleagues from other schools, to share their ideas and expertise. They are reflective in their practice and identify key areas for improvement accurately. Where there are any variations in the teaching of writing skills, swift action is being taken so that teaching is consistently strengthened across the school.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good, particularly for the most vulnerable pupils. Positive relationships are fostered in school well. There is a warmth and respect between staff and pupils.
- Leaders provide an exciting range of experiences and opportunities for pupils, especially for disadvantaged pupils. For example, a variety of clubs and activities, from the scientific to the creative, form part of the children's 'university passport'. Pupils are

eager to attend the clubs so that they can 'graduate' from the 'university' at the end of the year.

- Visitors from the local community play an important part in the life of the school. Local religious and community leaders talk to pupils about the importance of treating each other with respect. Pupils develop an understanding of the different cultures within the local community through working with local groups and charities. Pupils try to emulate the school motto, 'enjoy, respect, succeed', and make new people feel welcome.
- Leaders' work with other agencies supports vulnerable pupils and their families to raise their aspirations. For example, the community garden project is well attended and is improving the local environment. Parents value the opportunities to learn new skills and work together with their children. They especially appreciate the activities organised by volunteers from a university to promote family learning.
- Leaders work with several national charities to develop pupils' resilience and personal strategies so that they know how to keep themselves safe in challenging situations, including when they are online. Younger pupils understand the importance of 'stranger danger'. Pupils who spoke to inspectors said that there is always someone they can talk to in school; they are confident that adults will do their best to help. Pupils feel listened to and cared for.
- Pupils understand the different forms that bullying can take. They said confidently that it does not happen in school, and that if there was any bullying, it would be dealt with quickly.

Behaviour

- The behaviour of pupils is good. The behaviour policy is understood well by pupils and consistently implemented by staff. Pupils treat each other with respect, and care about each other. Older pupils take their responsibilities as peer mediators seriously. They set a good example for younger pupils.
- Pupils conduct themselves well around school in a calm and sensible way. They are polite and well mannered and play amicably together.
- Leaders have a good understanding of pupils' individual circumstances. Staff are skilled in dealing appropriately with any challenging behaviour. They use a range of strategies to help individuals with their social and emotional development effectively. Pupils are given the support that they need to be able to make the right choices about their behaviour. As a result, behaviour is improving for this group of pupils. This has a positive impact on the progress that they make.
- Pupils' attendance is broadly in line with the national average. Staff have worked diligently with families to bring about an improvement in attendance for those pupils who were often absent from school.
- A bout of sickness during the autumn term in 2017 had a significant impact on the attendance of almost half the school population. Staff were extremely vigilant during this time and ensured that pupils who were absent from school were safe and cared for.

Outcomes for pupils

Good

- In 2017, progress for pupils at the end of key stage 2 was in line with the national average for reading and writing, and above the national average for mathematics, including for disadvantaged pupils. Pupils' attainment was broadly in line with the national average for mathematics. This was not the case for reading and writing.
- The high number of pupils leaving and joining the school throughout the year has had an impact on published data. Unvalidated data for 2018 shows that pupils' attainment is improving, especially for pupils who have been taught at the school for a sustained period of time. Attainment for this group of pupils is in line with the national average and these pupils achieve well.
- The school's assessment information for current pupils shows that improvements in the quality of teaching are having a positive impact on pupils' achievements, particularly in mathematics. The proportion of pupils who have the knowledge and skills typical for their age increases as they move through school, including for disadvantaged pupils. This is supported by the work that inspectors saw in pupils' books. Pupils are making good progress.
- Leaders place a high priority on the importance of reading. This is reflected in the carefully selected books in the library to inspire pupils to be readers and to ignite their imaginations. Progress in reading continues to improve for current pupils, including disadvantaged pupils, as a result of the way that reading is taught.
- Detailed assessment information, and the work in pupils' books, show that pupils who have SEN and/or disabilities make strong progress from their individual starting points because of the personalised help that they receive. This is also true for pupils who receive support individually or in small groups for their social and emotional development.
- In recent years, pupils' skills in writing have not been as strong as they should be because of gaps in pupils' language and grammar knowledge. Although progress in this area is improving because of targeted support, it is not as rapid for pupils who arrive in school during the academic year, because of gaps in their learning.
- Phonics is taught systematically from Reception. The proportion of pupils who achieve the phonics screening check in Year 1 has improved consistently over the past three years. Pupils use their phonic knowledge confidently when they are reading. However, a proportion of pupils, particularly pupils who join the school during the academic year, do not always apply their phonic knowledge accurately in their own writing.

Early years provision

Good

- Children enter school with skills and knowledge that are below those typical for their age. Leaders have a good understanding of how young children learn. They ensure that staff have the skills and expertise they need to help children to catch up quickly.
- Well-thought-through activities in the first two weeks of the autumn term allow staff to foster good relationships with parents. Staff help parents to understand what their children will be learning at school and how parents can help them at home.

- Parents who spoke to inspectors commented positively about how quickly their children settle into school and how happy their children are coming to school every day.
- Leaders have accurately identified the key barriers to children's learning. They work with other agencies and professionals to support children's social and emotional development effectively. The development of speech and language skills is a key priority. Training for staff ensures that adults model spoken language well and use conversations skilfully to expand children's learning and deepen their understanding.
- Teachers design activities carefully to ignite children's curiosity. Children are happy and engaged in their learning. They play well together, help each other and share resources. Activities meet children's needs well in a calm and nurturing environment which contributes to children's positive attitudes to learning.
- The outdoor environment is shaped well to support purposeful learning further. Staff promote high levels of communication, cooperation and engagement. For example, a group of children were working cooperatively to build and repair items using equipment from the 'construction workers' hut'. Staff encouraged the children to talk about what they were doing, developing their ideas and correcting any mispronunciations sensitively.
- Teachers use information gathered from a range of activities to identify the next steps in children's learning accurately. They work with colleagues, including colleagues from other schools, to check that their judgements are correct. Teachers share their ideas and expertise. Staff work with children one-to-one or in small groups to give them the help that they need to catch up quickly. Staff use questions effectively to encourage children to refine their ideas and expand their explanations.
- Teachers' high expectations have ensured that the proportion of children who reach a good level of development by the end of Reception has increased consistently over the last three years. An increasing proportion of children are ready for Year 1.
- Leaders are very vigilant, particularly at the start and end of the school day. Risk assessments are carried out daily, especially in the outdoor activity areas. Staff have all received the appropriate training; all statutory requirements are met.

School details

Unique reference number	133622
Local authority	Lancashire
Inspection number	10045931

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair	Chris Keene
Headteacher	Esther Selway
Telephone number	01282 426630
Website	www.cherryfold.lancs.sch.uk
Email address	info@cherryfold.lancs.sch.uk
Date of previous inspection	2 July 2014

Information about this school

- Cherry Fold Community Primary School is larger than the average-sized primary school.
- The vast majority of pupils are eligible for pupil premium funding, which is well above the national average.
- Most pupils are from White British backgrounds. There has been an increasing number of pupils from minority ethnic backgrounds over the last two years. Of these, a few speak English as an additional language.
- The proportion of pupils who have SEN and/or disabilities is well above the national average.
- The proportion of pupils supported by an education, health and care plan is below the national average.
- The proportion of pupils who join or leave the school at times other than is usual, is well above the national average.

- A free breakfast club operates each morning, funded by a local business.
- The school provides additional support during the school day for an increasing proportion of pupils in need of specialist help for emotional and behavioural difficulties through the 'nurture room' facility.

Information about this inspection

- Inspectors visited classrooms to observe teaching, and pupils' learning and behaviour. The headteacher and deputy headteacher joined inspectors on some of these classroom visits.
- Inspectors observed and spoke to pupils during lessons and at playtimes. Inspectors met formally with a group of pupils and heard pupils read.
- Meetings were held with the headteacher, senior and middle leaders and members of staff. They also met with five members of the governing body and a representative from the local authority.
- The inspectors observed the school's work and looked at a range of documentation, including arrangements for safeguarding. They took account of school information about pupils' outcomes and scrutinised pupils' work.
- Inspectors spoke with parents at the start of the school day. They took account of the 32 responses to Parent View, including free-text comments. Inspectors also considered the responses from staff to Ofsted's questionnaires.

Inspection team

Amanda Stringer, lead inspector	Her Majesty's Inspector
John Littler	Ofsted Inspector
Pamela Potter	Ofsted Inspector

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