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23 October 2019

Miss Nicky Tranter
Cherry Lane Primary School
Sipson Road
West Drayton
UB7 9DL

Dear Miss Tranter

No formal designation inspection of Cherry Lane Primary School

Following my visit with Gary Rawlings, Her Majesty's Inspector and Sean Flood, Ofsted Inspector to your school on 18–19 September 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector wished to determine the effectiveness of safeguarding arrangements at the school, as concerns had been raised with Ofsted.

Evidence

Inspectors scrutinised the single central record and other documents relating to safeguarding arrangements, including records of pupils' attendance and behaviour. Meetings were held with you, senior leaders, members of the safeguarding team and leaders with responsibility for behaviour and the personal, social, health and economic curriculum. A meeting was held with the chair of the governing body. The lead inspector held a telephone call conversation with a school improvement adviser from the local authority. Inspectors spoke with staff informally throughout the inspection. Inspectors also met formally with two groups of staff.

Inspectors had a tour of the school, including the special resource provision (SRP). They visited all year groups. They observed and spoke with pupils in lessons and at breaktimes. In addition, inspectors met formally with two groups of pupils to gather their views about their welfare and safety. Inspectors reviewed the school's curriculum to find out how well it helps to keep pupils safe. Inspectors took into consideration the views of parents and carers by speaking with them on the playground at the start and end of the school day.

Inspectors were aware during this inspection that serious allegations of a child

protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the school in response to the allegations were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

Context

Cherry Lane Primary School is a large school with an SRP for pupils who have autism spectrum disorder. There are currently 650 pupils on roll, with 10 pupils attending the SRP. All pupils in the SRP have an education, health and care plan and receive additional high needs funding.

The current co-headteacher was appointed as an acting headteacher in May 2019 and as co-headteacher in September 2019.

Leaders and governors have made many changes to the school's safeguarding arrangements since the summer term. A new safeguarding team was appointed recently. Members of the team understand their statutory duties and have improved how they communicate about, and respond to, any safeguarding concerns or incidents.

Leaders have made enhancements to site security, such as the screening of the school's fencing. Pupils and parents have responded positively to this change.

Leaders provide pupils with a range of well-thought-out opportunities across the curriculum. This helps pupils to understand how to keep themselves safe. For example, pupils speak confidently about 'responsible adults'. This helps them to know who to speak to should they have a concern. Pupils know about the potential dangers of using social media. They learn about this in class and from assemblies, including from the police. Pupils told inspectors about their recent assemblies and workshops regarding personal safety. They say that this helps them to recognise signs of different types of abuse. Pupils speak highly of the visiting 'life bus'. Pupils learn about the dangers of drugs misuse and about the importance of good emotional health.

Pupils are well supervised. There is a high adult-to-pupil ratio across the school. Staff are highly visible, including at the start of the day. They interact positively with parents. Parents who spoke with inspectors during the inspection were complimentary about the school's communication systems. No parents raised concerns about the safety of pupils.

Pupils move around the school purposefully. Routines are well established. Most

pupils behave well in lessons and around the school. Pupils said that, sometimes, there was bullying and poor behaviour. However, adults deal with this quickly and effectively. Pupils speak highly about the staff's guidance and care. All pupils who spoke with inspectors said that they feel safe.

Staff give high priority to their duty of care for pupils with medical needs. They have a clear understanding of pupils requiring medication. Leaders oversee the training for staff to administer specific medication to pupils who require it, for example for asthma, epilepsy and diabetes. Staff are confident in dealing with incidents should they arise.

During the inspection, leaders made some administrative changes to the single central record of checks carried out on staff. This ensured that the record was compliant with statutory requirements.

Staff have received intensive safeguarding training. As a result, most staff have a strong understanding of the school's policies. For example, they know how to look out for signs of radicalisation. They know how to use the school's whistleblowing policy. Staff value their recent safeguarding training. They said that this helped to deepen their understanding of statutory guidance. However, leaders have not included all staff in this training. As a result, some members of staff do not understand the school's safeguarding procedures as clearly as others.

Adults in the SRP demonstrate an understanding of the additional vulnerabilities of pupils with special educational needs and/or disabilities. Leaders work with many external agencies to provide specialist support for pupils. However, staff could be more consistent in following their own policies and procedures in the SRP.

External support

Leaders work closely with the local authority and partner agencies in relation to safeguarding. They seek advice from the local authority to improve their policies and procedures. The local authority has been pivotal in ensuring that the school's safeguarding procedures are effective. It has been heavily involved in working with leaders to develop their capacity further.

Priorities for further improvement

- Governors and leaders ensure that all staff are fully included in the school's safeguarding training.
- Governors and leaders continue to work closely with the local authority to strengthen their safeguarding procedures and practice.
- Staff working in the SRP consistently follow their policies and procedures to support the most vulnerable pupils.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hillingdon. This letter will be published on the Ofsted website.

Yours sincerely

Noeman Anwar

Her Majesty's Inspector