

Inspection of a good school: Cheriton Primary School

Church Road, Folkestone, Kent CT20 3EP

Inspection dates:

29–30 October 2019

Outcome

Cheriton Primary School continues to be a good school.

What is it like to attend this school?

Pupils of all cultures and backgrounds thrive in this friendly and welcoming school. They are exceptionally well cared for and nurtured. One parent said: 'Cheriton is a place where every child matters and is valued.' Pupils are very happy at school. They respect and get on well with their teachers. Leaders and staff want the very best for all pupils' academic and personal achievements. Pupils enjoy learning because teachers make it interesting. The school motto of 'Learning to Live' drives all that the school does.

Pupils behave extremely well. Pupils say that bullying is not allowed in school but if any does happen, adults sort it out quickly. Pupils listen very carefully to their teachers and each other. They understand and are, in general, shining examples of the school's values, including being kind at home, at school and in the community. Pupils play and work together very well.

Pupils feel safe in school. Pupils who join or leave the school at different times settle very quickly. This is because their social, emotional and learning needs are met very successfully. This includes pupils from service families. All staff pay great attention to pupils' well-being and know pupils really well.

What does the school do well and what does it need to do better?

Leaders, staff and governors have high ambitions for all pupils. A strong team of staff work effectively together. They provide pupils with a broad and vibrant curriculum. They carefully consider what pupils will learn and when, so that pupils build on their skills and knowledge over time.

Teachers' subject knowledge is mostly good. Their lively and enthusiastic teaching motivates and inspires pupils. A group of pupils commented that teachers 'help us achieve things we didn't think we could do.' Teachers give pupils lots of opportunities to discuss their thoughts and opinions. Pupils show their enthusiasm in all that they do. For example, children in the Reception Year were bubbling with excitement on a shape hunt

outside. They were able to identify and name the 3D shapes they discovered. All the pupils spoken to said they loved mathematics. Their enjoyment helps them learn and remember more.

Reading has a very high profile in the school. The teaching of phonics is skilful and effective. Children quickly begin to learn their sounds as soon as they start in the Reception Year. Teachers read to pupils every day to foster a love of reading right from the start. Pupils are given effective support to catch up if they are not learning as quickly or as well as they should. Pupils' love of reading continues as they get older. Teachers' enthusiasm for reading inspires pupils to become motivated, enthusiastic and independent readers. For example, pupils in Year 6 were thoroughly enraptured by the book 'Carrie's War', which links to their study of the Second World War. Pupils in Year 5 were able to predict what might happen in the story they were reading because teachers encouraged meaningful discussion, based on pupils' prior learning.

Pupils enjoy a wide range of activities that help them develop as well-rounded individuals. They are caring and compassionate. Pupils understand, accept and respect difference. They learn about the variety of cultural heritages in the school and celebrate a variety of religious festivals. Their lives are enriched by trips and visitors to the school and close links with the local and wider community. Pupils learn a lot about the natural environment, as well as developing confidence, resilience, teamwork and creativity, in the well-used school grounds.

Leaders hold the same high ambitions for all groups of pupils, including pupils with special educational needs and/or disabilities (SEND). The needs of all groups and individuals are carefully looked at. All pupils have the same opportunities to learn. Pupils achieve well. Leaders are working hard to make sure that with greater challenge in lessons, more pupils could be taught to know and remember even more, so that they achieve as much as possible. In subjects other than mathematics and English, curriculum leaders need to make sure that teaching consistently builds on what has been taught before.

Staff feel very well supported by leaders and are proud to work at the school. Leaders, including governors, are very attentive to the well-being and workload of staff. Staff feel trusted and know that their expertise is valued and that they are encouraged to develop professionally. Parents are overwhelmingly supportive of the leadership and all that the school offers them and their children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding has a very high priority in the school. The senior leadership team ensure that staff training is up to date. Staff know their pupils very well and so are immediately alert to any signs that may mean a pupil is troubled. Staff know exactly what action to take if they have any concerns and are vigilant in doing so.

Leaders are relentless in their work to get timely and appropriate support for individuals and their families and go the extra mile to do so. Their work has a significant impact on

improving the lives of vulnerable pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is a curriculum overview in place for all subjects. It is ordered logically and includes end points. In some foundation subjects, teaching does not always enable pupils to grasp fully the complex concepts required to reach more ambitious end points. Curriculum leaders need to have a greater role in making sure that teachers put into practice the agreed progression in their subjects. To ensure that pupils achieve as well as they possible can in all subjects, there should be consistency in the challenges and demands of the work given to pupils so that they learn and remember more.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Cheriton Primary School to be good on 27–28 January 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	118480
Local authority	Kent
Inspection number	10111286
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	The governing body
Chair of governing body	Sheryl Hastings
Headteacher	Ms Angela Maxted
Website	www.cheritonprimary.org.uk
Date of previous inspection	4 February 2016

Information about this school

- The school roll has increased over the last few years while the catchment area has narrowed and the school mainly serves the local community.
- The local community includes an army barracks. Around one quarter of the school population is in receipt of the service pupil premium.
- The proportion of pupils with SEND is above the national average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils in receipt of pupil premium funding is above the national average.

Information about this inspection

- I held meetings with the headteacher and deputy headteacher and the rest of the senior leadership team.
- A meeting was held with the chair of the governing body and four other governors.
- I met with the school improvement adviser from the local authority.

- I did deep dives in these subjects: reading, mathematics and history. For each of these subjects, I met with curriculum leaders, carried out lesson visits, looked at pupils' work and spoke to pupils and teachers from lessons visited.
- The school's safeguarding arrangements were reviewed. I met with the school's designated safeguarding leads and scrutinised the school's single central record. I looked at records, including case files, and spoke to pupils and staff.
- I met with pupils to discuss their views and talked to pupils informally around the school.
- I took account of 32 responses to Ofsted's staff survey.
- I considered 42 responses to the Ofsted Parent View survey and 32 free-text responses.

Inspection team

Margaret Coussins, lead inspector

Ofsted Inspector

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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019