

Inspection of a good school: Cherry Burton Church of England Voluntary Controlled Primary School

Main Street, Cherry Burton, Beverley HU17 7RF

Inspection dates:

24 and 25 May 2022

Outcome

Cherry Burton Church of England Voluntary Controlled Primary School continues to be a good school.

What is it like to attend this school?

Pupils say that 'everyone is welcome' at this friendly and inclusive school. They mean it and they show it. New pupils settle in quickly because of the kindness from staff and pupils. Relationships between staff and pupils are strong. Everyone is committed to the success of the pupils. Parents and carers also appreciate the 'friendly, family atmosphere'.

Pupils are polite and well mannered. They respond well to their teachers. Pupils say that there is always someone to talk to if they have a problem or are worried about something. Bullying is not an issue because of the respect pupils have for each other and the knowledge that staff will sort out issues. Behaviour in lessons is good most of the time. However, a minority of pupils feel that there is sometimes too much noise or other distractions, and this makes it harder for them to get on with their work.

The democratically elected 'pupil parliament' plays an important role in the school. These pupils consult with their classmates on what would make the school even better. For example, they are requesting more lunchtime clubs for each class based on what pupils want to do, like yoga or origami. Pupils enjoy their outdoor learning lessons where they learn new knowledge and skills like how to build a shelter.

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

Leaders and governors have strengthened the educational offer in the school since the last inspection. They have worked on improving governors' oversight of the curriculum and the offer for pupils with special educational needs and/or disabilities (SEND). These are now strengths of the school. Staff report that they are proud to work at the school and are trusted by leaders to do a good job. Leaders give staff time to work on important tasks like making curriculum resources.

Leaders are highly ambitious for all pupils in the school. This is particularly the case for pupils with SEND, who achieve well. Teachers know their pupils well. The thoughts and feelings of pupils with SEND are well considered in how their needs are met. They are thriving in school and feel confident in what they are doing because of all the subtle changes and adaptations teachers make for them.

Leaders have created a curriculum that is considerate of what pupils need. In many subjects, it sets out clearly what knowledge pupils will be taught. Teachers are clear on what to teach and use their strong subject knowledge to check that pupils have remembered what they need to. The curriculum starts with the important foundational knowledge taught in the early years.

In some subjects, like history and design technology (DT), leaders have not identified the knowledge that pupils need to know in enough detail. Teachers are less clear on exactly which important information pupils should remember. Sometimes, teachers do not build on what pupils already know and so pupils forget some of what they have been taught. Leaders know this and are improving the curriculum so that it is clearer for teachers on how knowledge links between year groups in all subjects.

Teachers are skilled in what they do. They anticipate what pupils might find difficult. Teachers explain new ideas clearly and carefully. They check that pupils have understood by asking them questions or getting them to write answers on a whiteboard. If pupils make an error or have not understood something, teachers address it there and then. When pupils get down to working independently, they are clear on what they need to do and rarely make errors.

In many subjects, teachers make sure that pupils practise important knowledge or vocabulary that they have learned in the past. For example, in mathematics, pupils practise times tables or facts about fractions. This means they can use this knowledge quickly and easily when tackling problems that require them to use it.

There is a focus on children in the early years gaining a firm grasp in reading and writing early on. Leaders have introduced a new phonics scheme and teachers use it effectively. Leaders and teachers make sure children keep up with where they need to be. Children learn how to form letters linked to the sounds that they are taught. Pupils read a range of books to practise their reading. However, sometimes, these books are not precisely matched to the sounds that pupils know. Pupils find it harder to read these books and are less confident.

In religious education (RE) and personal, social and health education (PSHE), teachers ensure pupils are taught important knowledge about life in modern Britain. Pupils know about different families, such as those with single-sex parents, and about how to respect people with different beliefs. Leaders have selected books for pupils to read that cover a wide range of cultures and themes that support this knowledge.

Governors have a clear and accurate understanding of the quality of education in the school. They make regular visits to check on what is happening. Their precise questioning provides important challenge to all leaders in the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders go out of their way to support the mental health and well-being of pupils and families. If pupils are experiencing difficulties, then staff quickly pick up on this. Staff let leaders know who make swift and informed decisions about what to do next. They are good at spotting signs of potential problems, such as a pupil vulnerable to criminal exploitation. Leaders work well with external agencies such as social care to get families the support that they need. Leaders make the essential checks that all staff need to be safe to work in the school.

Leaders take problems that pupils tell them about seriously. If someone has experienced unkind behaviour or inappropriate touching from another pupil, then leaders act. Leaders make sure the victim and perpetrator get the education and support that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, leaders have not planned out in enough detail the key knowledge that pupils should be taught and how this links with past and subsequent teaching. Teachers are sometimes not clear on what to teach and when in these subjects, and some sequences do not build towards clear outcomes. Leaders are aware of this and are already making the changes that are needed. When making these changes, leaders should ensure that they are crystal clear on the substantive knowledge that pupils need to know in each subject.
- Some pupils at the early stages of reading are given books that are not precisely matched to their phonics knowledge. Pupils are not able to segment and blend some unfamiliar words. Leaders should ensure that the assessment used to match books only uses the phonics knowledge of pupils and that these books are therefore more precisely matched to the pupils' knowledge. When reading with pupils, all staff should use consistent segmenting and blending strategies so that pupils can read unfamiliar words.
- Very occasionally, some pupils get distracted by other pupils in their class. Sometimes, teachers do not deal with this decisively or swiftly enough. Pupils say that they cannot get on with their work as well as they want or need to when this happens. Leaders should ensure that teachers deal with any incidents of low-level disruption quickly and consistently to stop this happening. Leaders should gather the views of pupils to check that this is the case and act on any further issues.

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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2012.

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 information from Ofsted Parent View 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 the school and 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	118002
Local authority	East Riding of Yorkshire
Inspection number	10211373
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	184
Appropriate authority	The governing body
Chair of governing body	Christine Bennison
Headteacher	Dawn Joy
Website	www.cherryburtonprimary.co.uk/
Date of previous inspection	7 February 2017, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, the special educational needs coordinator (SENCo) has achieved her national SENCo qualification.
- The school offers before- and after-school-club provision through the 'Cherry Bees' club.
- There is a nursery for three- and four-year-olds.
- In coordination with the local authority, the school provides alternative provision for pupils with specific needs or awaiting transition to a different school. Tutors from the local authority are responsible for providing teaching to these pupils.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.

- The inspector spoke with the headteacher, senior leaders, the chair of governors and a representative from East Riding of Yorkshire local authority about what leaders have done to improve the curriculum since the last inspection.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, he discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum plans in RE, DT and music. He spoke to leaders about the curriculum for writing and visited Nursery to see how early writing was taught.
- The inspector met the SENCo and discussed how pupils with SEND are supported across school. He visited some pupils with SEND in their mathematics lessons and looked at what teachers were doing to support them.
- The inspector discussed the curriculum for PSHE and spoke to pupils about what they learned in these lessons.
- The inspector looked at the single central record to look at how leaders check that staff are safe to work with children. He spoke to the headteacher and deputy headteacher about how staff report concerns and checked records of what leaders do when they have.
- The inspector spoke with several groups of pupils and spoke to the pupil parliament. He evaluated the 38 responses to Ofsted's online pupil survey.
- The inspector spoke to parents outside school and took account of the 46 responses to Parent View, Ofsted's online survey. He also considered the 26 staff responses to the staff survey.

Inspection team

Matthew Knox, lead inspector

Her Majesty's Inspector

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