

Inspection of Cherry Fields Primary School

Wardington Road, Banbury, Oxfordshire OX16 2DF

Inspection dates: 6 and 7 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils love coming to Cherry Fields. They are keen to find out new information and can recollect their learning with confidence. The limitless ambition for every single pupil is reflected in the school's motto 'Dream, Believe, Achieve'. These are understood and valued by all.

The entire ethos of the school is inclusive. Relationships are warm, welcoming and friendly. Positive interactions and thoughtful support allow pupils to develop both academically and pastorally. The specific needs of pupils are exceptionally well considered. Care and patience are provided for all.

Parents, pupils and staff are immensely proud of the school. Trips are for everyone and give opportunities for pupils to develop an appreciation of culture. This includes what can be learned from the developing local area, as it grows over the coming years.

Pupils behave extremely well. They listen in lessons and provide support for each other. They speak kindly to one another and play together happily. Pupils also know the importance of showing good manners when they eat with their classmates in the calm dinner hall. On the rare occasions when unkind words are spoken, pupils are confident adults will quickly provide helpful support.

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

Leaders have an unequivocal ambition to provide the very best opportunities for all pupils. They are relentless in their approach in giving all children a strong start to their schooling. This includes ensuring pupils have the knowledge and skills needed to foster a love of reading. Formal phonics teaching begins before the end of the Nursery Year, to allow pupils to make a very quick start when they join Reception. Leaders ensure that books match the sounds the children are currently learning so they benefit from regular practise. Specific additional support enables pupils who may find reading more difficult to keep up with their peers. There is a wealth of books for pupils to enjoy. They look forward to story time at the end of the day when they keenly listen to high-quality, interesting stories.

The whole curriculum is meticulously planned and sequenced. The mathematics programme is exceptionally well organised, helping pupils to learn in small steps. The cross-curricular approach helps pupils connect learning across subjects. For example, in Year 2, pupils learn about Barnaby Bear travelling around the world. This helps pupils develop their geographical knowledge of different countries. They then link this to their science and design and technology learning by considering how to make an appropriate coat for Barnaby. Pupils can confidently recall and apply their learning to new, interesting topics. Teachers carefully check what knowledge has been learned and where pupils might need additional support.

Staff provide thoughtful, specialist support for all pupils with special educational needs and/or disabilities (SEND). Plans to support these pupils are comprehensive. Leaders and staff work together to develop both their specialist knowledge as well as considering the very specific needs of each individual pupil. As a result, pupils with SEND achieve highly.

Leaders have extremely high expectations for behaviour. Pupils are very positive about learning and want to do the right thing. For example, in Nursery, children know the expectations of sitting quietly and listening as they learn mathematical vocabulary such as 'longer' and 'shorter'.

Staff deliver personal, social and health education with clarity and sensitivity. Pupils develop deeper thinking through considering thought-provoking issues. For example, the concept of 'Who experiences true freedom?' is taught in each class at an age-appropriate level. From Nursery, children learn about diversity and the importance of equality, building their knowledge of what it means to live in modern Britain. Opportunities to develop pupils' cultural experience are rich. This includes learning from musicians, artists and dancers as well as admiring sculptures at a local park. Pupils then excitedly use these experiences to inspire the creation of their own pieces of art.

Staff are extremely positive about the support they receive from leaders. This includes a well-structured programme of professional development to continue to strengthen staff's knowledge and skills. Parents appreciate the dedication of staff with comments such as, 'The school and the teachers are amazing and very helpful.'

Local governors, trustees and the trust understand their responsibilities and fulfil these effectively. They are very proud of the school and the education provided. There is a clear understanding of the school's current strengths and the required ongoing development as it grows and cements its place in the local community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders instil the highest of expectations for keeping children safe. All new members of staff have the required pre-employment checks and receive an effective induction. Training is appropriate and delivered regularly to staff. Referrals to outside agencies, including the local authority, are made without delay. Record-keeping is thorough. Pupils with sensitive medical or pastoral needs are supported with care and discretion. Staff, including family support workers, are skilled at identifying needs and implementing support for vulnerable pupils and their families.

Comprehensive curriculum plans enable all pupils to learn age-appropriate content, including support around mental health, online and road safety.

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.

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	147909
Local authority	Oxfordshire
Inspection number	10256252
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	Board of trustees
Chair of trust	Lynne O'Reilly
Headteacher	Julie Hiddleston (Executive headteacher) Claire Robertson (Head of school)
Website	www.cherryfieldsprimaryschool.org
Date of previous inspection	Not previously inspected

Information about this school

- Cherry Fields Primary School opened in September 2020.
- It is a smaller-than-average primary school. It currently has pupils in Nursery, Reception and key stage 1. The school will continue to grow over the coming years as pupils move from key stage 1 into key stage 2.
- It is part of the GLF Schools Multi-Academy Trust.
- There is an on-site nursery, which includes places for two-year-olds.
- The school currently does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

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

- During the inspection, the inspectors met with the executive headteacher, the head of school, the assistant headteachers and subject leaders. The lead inspector also met with officers from the trust.
- The lead inspector met with representatives of those responsible for governance, including a member of the board of trustees and members of the local governing body.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, design and technology, and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also spoke to school leaders about other aspects of the school's curriculum, including discussing wider curriculum planning, looking at samples of pupils' written work and talking to pupils about their learning in other subjects.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and interviewing staff, and through discussions with pupils.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

Lorraine Greco

Ofsted Inspector

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