

Inspection of a good school: Cherry Tree Hill Primary School

Lime Grove, Chaddesden, Derby, Derbyshire DE21 6WL

Inspection dates: 12 and 13 July 2023

Outcome

Cherry Tree Hill Primary School continues to be a good school.

What is it like to attend this school?

Pupils are happy and enjoy attending this school. They say they feel safe. Pupils show each other, and adults, respect. Pupils enjoy making a positive contribution to the school as school reading ambassadors, mini leaders and members of the eco council. Pupils describe the school as their 'second family'.

Pupils' behaviour and attitudes are excellent. They are highly motivated to learn. Pupils know they can talk to staff about any concerns they may have.

Staff have high expectations. This includes for those pupils with special educational needs and/or disabilities (SEND). Pupils value the rewards they earn for doing their best. They enjoy completing the challenges in their 'pupil passports'. These include many activities to complete before they leave the school, such as watching a sunset, baking bread, climbing a tree and posting a letter.

Parents overwhelmingly value the work that the school does. A typical comment made to inspectors was: 'I cannot fault Cherry Tree Hill Primary School for their care and support for my children and also me as their parent. The staff go above and beyond to make sure the children are fully supported and included.'

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

Leaders have developed an ambitious and well-planned curriculum. Leaders have provided training to develop staff's subject knowledge. Subject leaders have thought carefully about the key knowledge pupils should learn and when. As a result, pupils build their knowledge and skills progressively from early years to the end of Year 6. Teachers ensure that pupils learn and use new vocabulary accurately.

Teachers check to make sure that pupils' learning is secure before moving on. Pupils value the 'rewind' activities and mini quizzes that help them recall their previous learning. In most subjects, teachers provide work for pupils that challenges them. For example, in

computing, pupils learn how to use algorithms to solve problems or perform tasks. In some foundation subjects, teachers do not always plan activities that match the ambition of the curriculum.

Leaders are ambitious for pupils with SEND to achieve well. They identify pupils with SEND quickly. Plans to support their learning are clear and teachers use them well. Pupils with SEND access the full curriculum. Teachers adapt their teaching to meet these pupils' needs. Leaders ensure that staff are well trained to deliver well-planned support in lessons. The work in their books shows that pupils with SEND learn the curriculum well.

Leaders have prioritised reading. Staff receive valuable training to teach pupils to read. They teach phonics effectively so that pupils get off to a very strong start in reading. Pupils read from books that are carefully matched to the sounds they learn. Leaders identify pupils who may be falling behind in their reading. These pupils receive extra support to catch up. Pupils practise reading often to become fluent readers. They explore a range of texts in different subjects. This helps them to improve their knowledge and comprehension. Pupils are enthusiastic about reading.

Children in the early years make a positive start to their education. A thoughtfully planned curriculum ensures that children are ready for their next phase of learning. Leaders make sure that there is a sharp focus on developing children's communication and language. Children demonstrate well-developed social skills when playing together, for example building a pirate ship. Teachers provide children with rich opportunities to develop early literacy and mathematics knowledge.

Leaders promote pupils' broader development. Pupils understand fundamental British values. They vote for the school council. Once elected, pupils take an active role in making decisions that affect the school. There is a wide range of lunchtime and after-school clubs. These help to develop pupils' interests and talents in music, art and sports. Pupils know about a range of faiths. Pupils recognise and celebrate diversity. They are respectful of each other's differences. Pupils learn about physical and emotional health and healthy relationships. They recall meaningful experiences including residential trips to Sherwood Forest, going to a pantomime and visiting a local church.

Leaders consider the workload and well-being of staff. Staff, including those new to teaching, say leaders support them well to be successful in their roles. Staff are proud to be part of the school. The governing body and members of the trust support and challenge leaders well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' safety and welfare. All staff and governors receive regular safeguarding training and updates. Staff are aware of the contextual safeguarding risks within the local community. Records show that staff report concerns promptly. Leaders respond to concerns diligently. They work with external agencies to support pupils and families. Leaders make sure that adults are suitable to work with pupils in school.

Pupils learn how to keep themselves safe in different situations. For example, they know how to stay safe online, when crossing the road and when playing near water.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, pupils' work does not match the ambition seen in leaders' plans. As a result, pupils do not develop knowledge and skills as well as they should. Leaders need to ensure that the work given to pupils in all subjects matches the ambition of the curriculum, enabling pupils to know more 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Cherry Tree Hill Primary School, to be good in July 2018.

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	146921
Local authority	Derby
Inspection number	10268495
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	628
Appropriate authority	The governing body
Chair of governing body	Jennifer Louise Christie
Headteacher	Paul Appleton
Website	www.cherrytreehillprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined the Odyssey Collaborative Trust in April 2019. The most recent inspection of the predecessor school, Cherry Tree Hill Primary School, took place in May 2018, when the school was judged to be good.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- Inspectors held meetings with leaders, including the special educational needs and disabilities coordinator, curriculum leaders and the early years leader.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, computing and history. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. The lead inspector also listened to pupils reading to an adult.

- Behaviour logs and safeguarding records were scrutinised. This included the school's single central record. The lead inspector also conducted a meeting with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.
- Inspectors took account of the responses to the Ofsted online surveys for staff and parents. Inspectors spoke to parents during the inspection.
- The lead inspector met with the chief executive officer of the multi-academy trust, and with representatives from the board of trustees and the local governing body.

Inspection team

Stephen Long, lead inspector

Ofsted Inspector

Katherine Chadbourne

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 2023