



Cherry Burton Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 118002
LEA East Riding of Yorkshire
Inspection number 280210
Inspection dates 17 October 2005 to 18 October 2005
Reporting inspector Jane Randall

This inspection was carried out under section 5 of the Education Act 2005.

| | | | |
|------------------------------------|----------------------|---------------------------|-------------------|
| Type of school | Primary | School address | Cherry Burton |
| School category | Voluntary controlled | | Beverley |
| Age range of pupils | 4 to 11 | | HU17 7RF |
| Gender of pupils | Mixed | Telephone number | 01964 550445 |
| Number on roll | 171 | Fax number | 01964 550445 |
| Appropriate authority | The governing body | Chair of governors | Reverend M Westby |
| Date of previous inspection | 18 January 2000 | Headteacher | Mrs K Moore |

| | | |
|-----------------------------|---|------------------------------------|
| Age group 4 to 11 | Inspection dates 17 October 2005 - 18 October 2005 | Inspection number 280210 |
|-----------------------------|---|------------------------------------|

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Cherry Burton Primary School is a Church of England controlled school that serves two local villages, although there are pupils who travel from outside the area. The school is a below average-sized school, with 171 children, from 4 to 11 years of age. All pupils are from white British or other white backgrounds. The proportion of pupils who have free school meals is lower than the national average. When children start school, the overall level of ability is above average. The proportion of children with learning difficulties and/or disabilities is below the national average.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

This is a good school with several outstanding features. It gives good value for money and has a good capacity to improve. This judgement supports the school's own self-evaluation overall but some aspects of the school are better than the school realised. The quality of personal development and well-being, the curriculum and other activities and the care and guidance provided for pupils are outstanding. Standards at the end of Year 6 are well above average, but some higher attainers underachieve in writing. Pupils attain standards that are above the national average by the end of Year 2. Throughout the school, pupils who have learning difficulties and/or disabilities make good progress. The teaching and learning are good. The leadership and management are good, with outstanding features, particularly that provided by the headteacher and the deputy headteacher in developing interesting and innovative practice. However, because of staffing changes, the development of the leadership and management roles are not fully developed in some subjects. Overall provision in the Foundation Stage is good, and children make good progress. The recent development of a secure outside learning area is a significant improvement. However, there are some shortages of resources that limit children's learning.

not applicable

What the school should do to improve further

- Fully implement the good strategies already devised to improve standards in writing in Years 3 to 6.
- Improve the resources in the reception class.

Achievement and standards

Grade: 2

Standards and achievement are good overall. This reflects the school's own judgements. Progress is good, including that of pupils with learning difficulties and/or disabilities. The overall level of attainment at the end of the Foundation Stage is constrained as the school has a three-term entry to the class and some children have only one term in the reception class. Children make good progress in relation to the time spent in this stage, but some of their learning is limited by shortages of resources. At the end of Year 2, the results in the national tests are consistently above the national average. At the end of Year 6 in 2005, all pupils attained the expected level in mathematics and science and almost all in English. A very high percentage of pupils (92%) attain the higher Level 5 in reading. Compared with this, the percentage of pupils achieving this level in writing (28%) is disappointing. This situation is a result of past staffing instability when pupils did not make the progress that they should. The school is very aware of this issue and rightly sees it as a priority for improvement. The many carefully devised strategies in place to make this improvement are now beginning to show an effect.

Personal development and well-being

Grade: 1

The school judges pupils' personal development and well-being as outstanding and inspectors agree. Pupils are very proud of their school and are enthusiastic about the extensive range of experiences provided for them. They very clearly enjoy their learning and have excellent attitudes towards it. This results in very good attendance and outstanding behaviour.

Provision for spiritual, social, moral and cultural development is very good. Collaborative activities encourage the children to form good relationships with one another and to work in harmony. Pupils are encouraged to appreciate and protect the environment and this work helps them to develop a sense of spirituality. They learn very well about the diverse range of cultures in today's society and in the world. Respect and value for all is a key strength of the school community.

Pupils influence decision-making and show that they understand the responsibilities of living in a community through their elected school council. They are well aware of the benefits of healthy diets and exercise and consider lifestyle choices. These opportunities, together with good progress in the basic skills and the many interesting and exciting opportunities to use those skills, make them well placed to take full advantage of the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. This matches the school's own assessment. In the Foundation Stage, the teacher and support staff have a good understanding of the needs of children in this stage and plan work accordingly. Pupils learn well because lessons are well planned and teachers match work very well to the needs of different individuals and groups. The only area for development is to improve the provision for the attainment of more able pupils in writing. The school is in the process of dealing with this. A significant feature of the good teaching is the opportunity for pupils to use and apply their basic skills of literacy, numeracy and information and communication technology (ICT) in many interesting tasks, enabling pupils to put newly acquired skills into practice, therefore extending and consolidating learning. Very good questioning skills extend thinking. The school has several initiatives that develop teachers' understanding of innovative ways to help pupils to learn better and of different learning styles. Classroom management skills are highly effective and no time is wasted. Pupils respond very well to the consistently very high expectations of behaviour and effort. Past instability in staffing meant the progress of some pupils slowed. This is being dealt with by the present very good management and the pupils are rapidly making up for lost time.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and strongly promotes pupils' basic skills of literacy, numeracy and ICT. Links between subjects improve learning and promote pupils' independent study and problem solving very effectively. There is also very effective provision for personal development, the arts, a modern foreign language and physical development. The high standard of provision has brought the school a series of national awards. The curriculum is very well adapted to the needs of those pupils with learning difficulties. As a result, they achieve their best. Those pupils who have particular gifts or talents are stretched through innovative activities. The curriculum is extremely well enriched by a very good range of clubs and expert tuition, both in and out of school hours. Pupils particularly value the afternoon enrichment options. Work for the younger children is well planned and promotes good progress. As a result of the exciting activities offered to them, all pupils thoroughly enjoy their learning.

Care, guidance and support

Grade: 1

The quality of care for pupils' health, safety and protection is outstanding and this is reflected in the excellent day-to-day routines in school. Pupils describe their teachers as kind and helpful. Relationships are very good and pupils do not see bullying as a problem. From the returned questionnaires, it is evident that parents appreciate the very good programme for personal development. Child protection procedures are up to date and the school site is secure and very well maintained.

Pupils are prepared very well as they move from class to class and when they transfer to their secondary schools. They fully understand the guidance that they are given about how to improve their work because their targets are discussed with them. They receive very good feedback in lessons. As a result, pupils are encouraged to evaluate their own progress and to be independent learners. Very good use is made of outside specialists to support those who have learning difficulties and to provide extension activities for all.

Leadership and management

Grade: 2

The quality of leadership and management is good overall. This matches the judgement of the school. The school evaluates itself very well and is constantly seeking new and innovative ways to improve. Parents have a very high level of confidence in the school. The head and deputy headteachers form a very strong team and their vision and enthusiasm are a guiding force in moving the school forward. Very effective mechanisms are in place to evaluate the work in English, mathematics and science. The skill of these subject leaders is demonstrated in the quality of pupils' work and attainment. There are good strategies to improve the standards in writing. Because of staffing changes, the school is currently developing the skills of subject leaders in other subjects

and areas of work. The governors play a strong role in supporting and developing the school. All statutory requirements are met. There is very good understanding of the school, its needs and successes. The school has used its resources wisely and efficiently. A pleasant new building and outside play facilities enhance the learning environment. The school has tackled the issue of development in the Foundation Stage, raised by the last inspection, but the need for more resources remains.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

| | | |
|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 1 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 1 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 1 | NA |
| The extent to which learners adopt healthy lifestyles | 1 | NA |
| The extent to which learners make a positive contribution to the community | 1 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 1 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707
www.ofsted.gov.uk

Cherry Burton Church of England Voluntary Controlled Primary School
Cherry Burton
Beverley
HU17 7RF

19 October 2005

Dear Pupils,

Following our visit to your school, we would like to thank you for being so friendly, helpful and polite. We enjoyed our visit very much and think that you are right to be so proud of your school. We were very impressed by your excellent behaviour and by the way in which you tackle your learning. One of the best things about your school is the interesting and exciting range of opportunities that you have to learn in many different ways. You work very hard and the results in your tests are good. Your school has many interesting ways to help you pupils in Years 3 to 6 to do even better in your writing and you can help them by trying even harder with this.

You have all recently enjoyed some new classrooms and play areas. The children in the reception class have a lovely new outside area in which to learn. We think that this class still needs some more interesting equipment with which you can experiment and learn.

Congratulations on all your hard work and excellent behaviour. I know that you think that Cherry Burton School is a lovely place in which to make friends and to learn and we think so too.

Yours sincerely,

Jane Randall (Lead Inspector)