

# Cherry Burton Church of England Voluntary Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	118002
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	326736
<b>Inspection date</b>	3 December 2008
<b>Reporting inspector</b>	Joe Clark

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	157
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev. Martyn Westby
<b>Headteacher</b>	Mrs Kathy Moore
<b>Date of previous school inspection</b>	1 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Cherry Burton Beverley HU17 7RF
<b>Telephone number</b>	01964 550445
<b>Fax number</b>	01964 550445

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## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- how well higher attaining pupils do, particularly in mathematics
- whether standards in writing are high enough
- how well the school's Christian foundation promotes pupils' personal development.

Evidence was gathered from discussions with senior leaders, teachers, pupils and governors. Parents' views, as reflected in the Ofsted questionnaire, were considered. Lessons were sampled and documentation scrutinised. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate.

## Description of the school

This is a smaller than average size school. The majority of pupils are from White British backgrounds and all speak English as their first language. Most pupils come from areas of high social and economic advantage. The proportion of pupils entitled to free school meals is well below average as is the proportion of pupils with learning difficulties and/or disabilities. The school provides education for children in the Early Years Foundation Stage (EYFS). Entry into the Reception class takes place during the term in which children reach the age of five. The school provides before and after school care which is managed by an external agency.

## 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. Some of its provision is outstanding. In their responses to the Ofsted questionnaire, parents were very clear about what it is they like about the school. 'The school cares very dearly for each individual child.' 'The staff and headteacher are very approachable.' 'I feel confident that my children are getting a great start in life.' This confidence is not misplaced for the school gives good value for money.

The school's mission statement: 'Working Together Towards Success For All' underpins the ethos which ensures pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils are thoughtful, friendly, polite, and very easy to talk to. As one pupil said to inspectors, 'This is a really friendly place.' Whilst acknowledging that one or two boys can sometimes be over boisterous, pupils say there is no bullying and that everyone gets on well together. They appreciate the 'buddy bench' and 'positive play' scheme at break times. Pupils have excellent attitudes to learning and their behaviour, both in lessons and during wet breaks, is exemplary; they follow the 'golden rules' assiduously. Pupils thoroughly enjoy school; their attendance is outstanding and unauthorised absence unheard of.

Relationships are extremely warm and friendly throughout the school, reflecting a strong Christian ethos of mutual respect. Pupils have a very thorough understanding of what constitutes a healthy lifestyle and know why the school achieved its Healthy School Award. Pupils know how to stay safe, for example, through participation in cycling proficiency and pedestrian skills programmes. Pupils make a very good contribution to the life of the school and enjoy taking on responsibility, for example, as lunchtime helpers, school councillors or junior road safety officers. Community cohesion is good. Pupils make an excellent contribution to the local community, particularly the parish community through participation in church festivals, but also through community projects such as 'Lifestyle'. Themed days about India and Africa and links with schools in Mexico and New Zealand raise pupils' awareness of cultural diversity. Pupils are extremely well prepared for the next stage of learning and they leave school with very good basic skills and excellent social skills.

Excellent systems of pastoral care ensure pupils feel safe in school. Safeguarding arrangements are in place. Links with outside agencies, for example, the school nurse in helping deliver the school's sex education policy, are excellent, as are transitional links with local high schools. Pupils with learning difficulties and/or disabilities receive good support through planned intervention programmes to help improve basic skills. Academic guidance is good. Good systems of assessment ensure pupils know what their curriculum targets are and know what they have to do to improve their work and reach a higher standard.

When children join the EYFS, their skills are generally typical of what is expected for their age. By the time they leave at the end of Year 6, standards are considerably well above average and achievement is good. Teacher assessments at the end of Key Stage 1 are impressive and show standards have been significantly above average for several years in reading, writing and mathematics. In the 2007 results of national tests at the end of Key Stage 2, standards were also significantly above average overall. They were especially high for pupils exceeding the level expected for their age in science. In English and mathematics, the percentage of pupils achieving the higher level was not quite as high but remained above average. Unvalidated results for 2008 indicate that pupils made good progress and standards improved except for some higher attaining pupils, especially boys, who failed to meet their higher level target in mathematics.

Pupils achieve well because teaching and learning are good. Relationships are excellent and encourage and motivate pupils to want to learn. Good use is made of information and communication technology (ICT) in helping pupils learn both in school and through the local digital learning centre. Assessment is helpful in showing pupils how to improve their work. Activities interest and engage pupils but the curriculum and teaching are not always planned well enough to extend and challenge higher attaining pupils.

A good curriculum supports learning well, particularly in music and design technology. Close curriculum links exist with local schools and colleges, particularly in sport and modern foreign languages. Provision for pupils with learning difficulties and/or disabilities is good and they make good progress. Local and international links with other schools help broaden and enrich the curriculum. A wide range of extra-curriculum activities at lunchtimes and after school add excitement to the day. Enrichment activities, including residential visits, are excellent.

This is a successful school because it is well led and managed. The headteacher provides strong and purposeful leadership, giving clear direction for the school. She is well supported by a highly effective deputy and middle leaders. Their impact on pupils' outstanding personal development and good achievement has been emphatic. Good monitoring systems evaluate accurately how well the school is doing and identify future priorities. Clear plans are in place to sustain improvements and there is good capacity for further improvement. School targets are challenging and generally met. Improvement since the previous inspection has been good. Governance is good. Governors have excellent links with the school and provide appropriate levels of support and challenge. Links with parents through the thriving 'Friends of the School' committee, celebration assemblies and 'Show and Share' sessions are good. Parents are overwhelmingly supportive of the school's values and leadership.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

When children enter the Reception class their skills and levels of learning are broadly typical for their age. Good leadership and teamwork provide a lively and interesting learning environment in which children thrive. Teaching is good and carefully balances activities where children make choices and select their own activities and those where they work with an adult. Effective help from support staff ensures that very full, regular and accurate assessments guide children's next steps to learning. These help teachers plan activities that take account of children's prior experiences and learning needs. Considerable attention is paid to children's personal development and well-being. Extremely happy and confident children reflect this high level of commitment. The partnership with parents, pre-school providers and other agencies is very strong. This makes transition easy and ensures continuity and progression in children's learning and development. Children make good progress. Children's skills when they leave Reception are broadly above average because of the significant proportion of children who attain beyond the level expected for their age. The school's assessment records show that progress and attainment are lower for the younger children who enter the Reception class in the later terms. Excellent care, guidance and welfare arrangements give children very good support. The outdoor space is used well but the lack of a covered area restricts play in poor weather.

### **What the school should do to improve further**

- Ensure higher attaining pupils, especially boys, achieve their full potential in mathematics.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

4 December 2008

Dear Pupils

Inspection of Cherry Burton Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, HU17 7RF

Thank you so much for the very warm welcome you gave us when we inspected your school recently. It was fun talking to you and hearing the interesting and exciting things you told us about your school. It was a pity the playground resembled a skating rink so we were not able to challenge you to a game of snakes and ladders in the Friendship Garden!

We think yours is a good school where there is no bullying and everyone gets on well together. The contribution you make to the school is immense. Your attitudes and behaviour are excellent and your attendance so much better than in most other schools. This, along with good teaching, is helping you learn well and make good progress. The standards you reach at the end of Year 6 are much higher than usually seen and your achievement is good. We were pleased to hear about the exciting activities you can enjoy at lunchtimes and after school as well as the many trips organised for you. As one of you told me, 'Trips are the school's speciality!' No wonder, with all this, your parents think the school is doing a fantastic job. Of course, none of this would be possible were it not for the good leadership and management of the school which ensures the school takes excellent care of you and looks after you really well.

So well done and keep up the good work. The school is giving you an excellent start for when you join the high school of your choice where I hope you enjoy school as much as you do now.

We said you were making good progress and this is true of all of you. However, we think some of you sometimes find the work too easy, especially in mathematics, and could achieve more at the end of Year 6 so we have asked the school to help you do this.

Thank you once again for all your help and good luck for the future.

Joe Clark

Lead inspector