

Cherry Dale Primary School

Inspection report

Unique Reference Number	106621
Local Authority	Barnsley
Inspection number	336708
Inspection dates	10–11 March 2010
Reporting inspector	Carmen Markham

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Mr Jack Peach
Headteacher	Mrs D Flanagan
Date of previous school inspection	27 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed the 11 teachers working in school during the inspection, including the peripatetic music teacher. They spent 70% of their time speaking to pupils about their learning and looking at learning in lessons and in pupils' books. The inspectors held meetings with governors, staff, and groups of pupils, and spoke formally to a group of parents. They observed the school's work, and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 61 parental questionnaires, together with responses to pupil and staff questionnaires, were also scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether pupils make sufficient progress in Key Stage 1, given their apparent good progress in Nursery and the Reception class
- whether standards and achievement seen in lessons, books and school data indicate that there is sufficient progress in Key Stage 2
- whether pupils' spiritual, moral, social and cultural development and the outcomes that feature in 'Every Child Matters' are strengths of the school
- whether the school ensures that all pupils are valued and provided for equally well.

Information about the school

The school is larger than the average primary school. It serves a mainly White British population. The proportion of pupils eligible for free school meals is double the national average. Very few pupils speak English as an additional language but numbers have risen recently. The proportion of pupils with special educational needs and/or disabilities is above the national average. The school holds a number of awards, including the Healthy Schools Award, the Financial Standards Award, Investors in People, and the Primary Quality Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Cherry Dale is a good school that has significantly improved since its previous inspection. By the end of Year 6, standards have risen consistently and are broadly average in English, mathematics and science. As pupils start school with skills below age-related expectations and leave Year 6 with average standards, their achievement is good. The overall effectiveness of the Early Years Foundation Stage is good and provides a sound foundation for the future success and well-being of pupils.

Significant improvements to the quality of teaching and the curriculum in Key Stages 1 and 2 have accelerated the progress and achievement of pupils. Good teaching promotes high expectations, and an effective system to track the progress of pupils ensures that most are able to meet challenging personal targets. The quality of learning is good but several inconsistencies prevent it from being even better. A few able pupils are not sufficiently challenged and sometimes there are insufficient opportunities for pupils to work independently and be involved in assessing their own learning. Pupils behave well and take good care of each other. They have very positive attitudes to learning and particularly value the enrichment curriculum that broadens their experience and makes learning fun. The good personal development of pupils is attributable to the very good care, guidance and support provided by the school. Attendance is below average but improving due to the school's efforts. Although most pupils attend regularly there is a very small minority of pupils with low attendance.

The school's improvement since the previous inspection illustrates the ambition and drive that the senior management team and governors provide. They have worked hard to ensure that all in the school community share their vision for an inclusive school in which all pupils are valued and well provided for. Accurate self-evaluation has informed thorough school improvement planning. Strong relationships with parents and good links to local community partnerships ensure good support for the work of the school, particularly in relation to pupils' care, guidance and support. This illustrates well the good capacity that the school has to improve further.

What does the school need to do to improve further?

- Improve attendance further by:
 - improving the low attendance of a very small minority of pupils
 - identifying attendance patterns for all pupils and addressing emerging concerns.
- Improve pupils' learning so that it is of a consistently high quality by:

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- planning more opportunities to promote independent learning
- regularly using child-friendly targets
- involving pupils more in assessing their own work
- ensuring that all marking is consistent
- ensuring that all able pupils are suitably challenged.

Outcomes for individuals and groups of pupils**2**

Pupils' achievement and their enjoyment of learning are good. In Key Stage 1, standards have improved steadily and are now securely average in reading, writing and mathematics, and achievement is good.. Classroom observations and school data confirm this picture and indicate that the recent emphasis on pupils talking about ideas before writing about them is rapidly improving writing. In Key Stage 2, classroom observations in English, mathematics and science confirm that all pupils achieve well. The number of Year 6 pupils attaining Level 5 (higher than expected for their age) in these subjects is a little below the national average as there are lessons in which some of the more able pupils are not sufficiently challenged. There is no significant difference over time between the performance of girls and boys in school. Pupils with special educational needs and/or disabilities make good progress as their needs are quickly identified and appropriate support is provided very effectively.

Pupils are developing well as reflective thinkers. They value themselves and their achievements while valuing other traditions and cultures. The behaviour of pupils is good and they have very positive attitudes to their learning. Pupils feel safe in school and are responsible and sensible in their relationships with others and around the school. They are good ambassadors for a healthy lifestyle and promote this idea in the local community through gardening projects and growing food for use in the school kitchens. Pupils make a strong contribution to their own school community through their well-managed school council and the many roles they take on in school, such as working as sport leaders. They also make a good contribution to the local community, particularly their work with the Community Trust to care for local marsh land. They are involved in excellent projects related to sustainability and mini-enterprise projects. Pupils are satisfactorily prepared for their future lives.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have high expectations of pupils and use assessment well to identify pupils in need of specialist support or extension work. They make excellent use of the learning mentor and teaching assistants to support learning. Teachers and adults are very aware of pupils who have difficulties understanding in lessons and act quickly to put this right. A full range of resources, visits and visitors enhance the learning experience of pupils and contribute to their good progress. Lesson planning is good and ensures that the needs of almost all pupils are met. Teaching styles are usually suitable to sustain the interest and motivation of pupils. However, on occasions, some lessons are over-directed by the teacher. This prevents pupils from extending their learning along their own lines of enquiry and does not challenge the more able pupils sufficiently. Teachers have made good progress in helping pupils to understand how well they are doing in school and what they need to do to improve. However, this process lacks consistency in relation to marking, the identification of child-friendly targets and the involvement of pupils in assessing their own work.

The curriculum is very well planned. It is broad and balanced and supports pupils' learning in English, mathematics, science, and information and communication technology very effectively. A thematic cross-curricular approach enables basic skills to be applied in a variety of contexts. This can be seen, for example, in the letters and diaries pupils have written as part of the Second World War theme. Themes are further enriched by exciting projects on mini-enterprise, sustainability and community cohesion that involve partnerships outside the school. The curriculum makes a strong planned contribution to the personal development of pupils. Extra-curricular activities after school

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and during school breaks are also of a very high quality. They are carefully planned by the learning mentor and play leader and offer a broad range of popular activities. The school is very successful in ensuring that pupils with special educational needs and/or disabilities have full access to the curriculum, for example through the 'Every Child a Reader' project and by support from teaching assistants.

The school creates a welcoming environment for pupils by celebrating their ambitions and many achievements. There are rigorous systems to care for pupils and the school makes good provision for their personal development and well-being. Through the effective deployment of good specialist staff, resources and outside agencies, the school ensures that vulnerable pupils and those with special educational needs and/or disabilities are well supported and guided. Strategies are in place to encourage regular attendance and these are having some success but they are not as effective as they should be because leaders do not analyse attendance data to identify patterns. The school is working closely with parents and carers and the local authority to reduce the number of holidays taken during term time. Good transition arrangements prepare children well for their entry to school and their move to secondary school. Excellent initiatives, like the very well maintained school website, ensure parents and carers are fully informed about the school and their children's learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's success in raising standards and improving provision is a clear indication of the effectiveness of its leaders, managers and governors. They work very effectively as a team and have created a strong climate for mutual respect, high staff morale and continuous improvement. Staff have high expectations of pupils and generally set them challenging targets. Most of these targets are met and sometimes exceeded. Robust systems ensure teachers are monitored and accountable for the progress of their pupils. Crucial to improvement has been the accurate evaluation of the school's performance and good action planning that has steered improvement. Teachers are fully involved in action planning and have benefited from well-planned training opportunities to develop their professional skills. Governors have ensured that all statutory requirements are met and that safeguarding arrangements are in place. Safeguarding is good as provision is monitored well and all staff are fully aware of requirements. The school is effective in promoting equality and tackling discrimination. Improvements in the identification of

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pupils with special educational needs and/or disabilities have done much to ensure that these pupils achieve well. There is little difference between the performance of boys and girls but there are occasions when the more able pupils could achieve more. The promotion of community cohesion is good as it is very systematically planned as part of the school's curriculum. The school has been very successful in involving the local community in looking at its beliefs and traditions. Pupils have compared their beliefs and traditions with those of other communities represented in the faiths and traditions covered in religious education, geography and work on sustainability.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with skills and knowledge that are below age-related expectations. They make good progress in their learning in the Early Years Foundation Stage because of good teaching and a good curriculum. This means that when they leave Reception, children's knowledge and abilities are almost in line with those that are nationally expected. They make the best progress in personal, social and emotional development and physical development and the least in communication, language and literacy. Teaching is good because relationships are very positive and, consequently, behaviour is good. Staff are very skilful in identifying when they should support learning. They use their questioning skills very effectively to develop the children's speaking and listening. The curriculum is well resourced both indoors and outdoors; both are used very successfully for teacher-initiated and child-led activities. The welfare of children is a priority in this setting. Children are very well cared for and parents and carers feel very

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welcome. They are very positive about the quality of the provision and how it contributes to their children's personal development. Leadership and management are good as the leader has a good understanding of the progress children make and how they can be helped to develop further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Those parents and carers who responded to the questionnaire were very positive about the school. Comments refer to how well the staff keep parents and carers informed about their children's progress; the good progress that they make both in their education and confidence; the good after-school activities; and the collaborative way in which issues are resolved. Many parents and carers also commented on the high quality of the Early Years Foundation Stage provision. A typical comment was, 'Cherry Dale helps children to settle quickly into school life. Teachers keep us very well informed of children's progress and quickly identify any problems. Children love this school.'

A small number expressed concerns. Only three points recurred. There was some reference to the school not managing unacceptable behaviour well. Inspectors could find no evidence of this and the majority of parents and carers responded positively to this question. Some parents and carers mentioned the frequent changes of teacher in the Year 4 class. The inspectors and the school accept that there have been staffing difficulties in Year 4. Unfortunately, this has been unavoidable. The school is doing all it can to maintain stability in this class and is looking at ways to support pupils better for the remainder of this school year. Several parents and carers also mentioned that they felt the more able pupils required more challenging work. Inspectors also agree that a very small number of the more able pupils are not being sufficiently challenged and have suggested some strategies to improve provision for them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cherry Dale Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	51	29	48	1	2	0	0
The school keeps my child safe	31	51	30	49	0	0	0	0
The school informs me about my child's progress	27	44	28	46	6	10	0	0
My child is making enough progress at this school	29	48	24	39	7	11	0	0
The teaching is good at this school	32	52	24	39	4	7	0	0
The school helps me to support my child's learning	28	46	25	41	8	13	0	0
The school helps my child to have a healthy lifestyle	25	41	30	49	5	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	36	32	52	4	7	0	0
The school meets my child's particular needs	26	43	29	48	6	10	0	0
The school deals effectively with unacceptable behaviour	26	43	23	38	10	16	1	2
The school takes account of my suggestions and concerns	21	34	32	52	7	11	0	0
The school is led and managed effectively	26	43	28	46	5	8	0	0
Overall, I am happy with my child's experience at this school	26	43	28	46	6	10	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2010

Dear Pupils

Inspection of Cherry Dale Primary School, Barnsley, S72 8AA

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work. We were very impressed by all the displays in school that celebrate your writing and art work. The clay masks that

Year 4 made during the inspection are very imaginative and the aboriginal designs are fantastic.

In your questionnaires you say that Cherry Dale is a good school and we agree with you. The headteacher and all the staff work hard to make sure that teaching is good and you are well cared for so that you make good progress. Standards are average in English, mathematics and science. Your behaviour is good. You all feel very safe in school and know how to stay healthy. You are all very kind and considerate to each other. You enjoy taking on responsibilities in school and many of you are involved in improving your school through your school council. Your clubs, activities, and projects like mini-enterprise and sustainability, are all so interesting we can understand why you enjoy your school. However, some of you do not attend regularly enough.

One of the reasons for our visit was to see how your school can improve. Therefore, we have asked your school leaders to:

- help pupils who do not attend school regularly to improve their attendance
- help you to learn even more by giving you more opportunity to be involved in practical work in lessons and help you to understand your targets better.

You can help your school to improve by attending regularly and by working hard to meet your targets. We wish you every success for the future.

Yours sincerely

Carmen Markham

Lead inspector

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