School report

Inspection of Cherrywood Community Primary School

Mayfield Road, Farnborough, Hampshire GU14 8LH

Inspection dates: 18–19 September 2019

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils really enjoy coming to Cherrywood Community Primary School. They are eager to learn, and do so well, alongside the good friends they make.
Staff have very high expectations of what pupils can achieve. They work hard to help them achieve their very best. Pupils receive thoughtful, extra help if they need it, particularly if they need to catch up.

Pupils are safe at school. Staff really know the pupils, and their families, exceptionally well. Parents and carers fully appreciate the caring help and support they get when needed.

The behaviour around school is good. Pupils are friendly, polite and respectful. They work hard in lessons and are keen to answer questions. Their learning excites them, and they are rightly proud of their achievements. Pupils believe that bullying does not happen in their school. Adults are watchful in case this occurs.

Pupils thoroughly enjoy a wide range of valuable extra activities. Many spoke enthusiastically about the times-tables club in particular. They told us they 'learn and have fun at the same time'. Pupils told excitedly about their visits to the zoo, museums, theatres and beaches. Staff make sure that all pupils can take part in the activities if they want to.

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

Since the last inspection, the headteacher and her leadership team have made many improvements in the school. English and mathematics have improved hugely.
Staff have had lots of useful training. As a result, in these subjects, teachers know exactly what to teach and how to teach it in a clear and engaging way. Pupils can discuss how they successfully use and develop knowledge. For example, in a mathematics lesson, one pupil told us, 'We did it with counters last year, this year we're doing it in our heads.'

Learning to read is a priority from the moment children are full-time in Reception. Pupils' love of reading shines through in their desperation to discuss their books. They cannot wait to tell their friends about the characters and storylines. Pupils regularly read engaging books which are well matched to the sounds they are learning. This helps them to read accurately and become increasingly confident and fluent. Many also benefit from choosing to practise their reading at home. Staff quickly identify any pupil who is falling behind. These pupils are then able to catch up, and keep up, because of appropriate support.

In some other subjects, the curriculum is not yet as coherently planned and sequenced as it could be. For example, in art, younger pupils know how to mix colours well while older pupils have never learned this. However, where necessary, subject leaders are acting to ensure improvement. For those subjects which are

already planned well, such as history and physical education (PE), teachers have received helpful training in how to teach effectively.

Pupils successfully develop their independence and self-esteem through a wealth of meaningful opportunities. Staff teach pupils well to become confident, resilient, well-rounded citizens. Pupils take on responsible roles such as junior road safety officers and eco rangers. New arrival ambassadors help make new pupils feel welcome. Pupils told us how these roles allowed them to 'find ways to help other people'.

Pupils with special educational needs and/or disabilities receive excellent support which enables them to reach ambitious goals. In lessons, extra adults in class help these pupils to complete their work alongside their classmates. Highly skilled staff help pupils to take part in all aspects of school life, even if they find some things difficult. This includes day trips and residential trips.

Leaders and governors work hard to involve staff and parents in important changes within school. As a result, staff and parents feel valued and valuable. For example, changes to the way teachers write reports were discussed with, and gratefully received by, both groups. Parents appreciate the many workshops provided for them that allow them to help their children.

Children in the early years have fun learning. The attentive, caring adults support them well to feel safe and confident. They ensure that the children quickly become familiar with routines and expectations. Learning is well organised and sequenced. Staff get to know children quickly and use this knowledge to make sure that the learning engages them. The adults continually focus on children's early reading and mathematics skills. Children benefit from listening to a variety of exciting and enjoyable stories throughout the day. They particularly love traditional tales. Staff invent interesting games and activities to help children learn their numbers and shapes. As a result, children do well with their reading and mathematics.

Safeguarding

The arrangements for safeguarding are effective.

Staff are extremely vigilant in their duty to make sure children are safe. They fully understand any risks pupils may face and know how to recognise any signs of these risks. Staff note down any concerns quickly and leaders make sure that all record-keeping is comprehensive and up to date. The family support worker provides many families with invaluable advice and support. Staff work closely with other agencies to ensure that families receive any extra help they may need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The strengths seen in English and mathematics are not matched in all other subjects. While subject leaders have already begun to address this, the content of

some subjects is not yet sequenced well. This is the case in art, geography, and design and technology. Consequently, pupils' learning in these subjects does not build well on their earlier learning. Leaders need to ensure that all subjects are well planned and carefully sequenced and that teachers have the subject knowledge to deliver them effectively.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can complain to Ofsted.

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	132802
Local authority	Hampshire
Inspection number	10111131
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	183
Appropriate authority	The governing body
Chair of governing body	Betty Read
Headteacher	Kirsty Lewis
Website	www.cherrywoodprimary.co.uk/
Date of previous inspection	17–18 May 2017

Information about this school

- The previous full inspection took place in May 2017 with a later monitoring inspection in July 2018.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher and the interim deputy headteacher. We also met with senior leaders responsible for English, mathematics and science. Inspectors spoke with a representative from the local authority on the phone.
- Subjects considered closely as part of this inspection were early reading, mathematics, history and art. We considered these subjects, by way of example, as part of the method we use to inspect the curriculum. In each subject that inspectors considered, we included discussions with leaders and teachers, lesson visits, talking to pupils about what they had learned and looking at their work.
- To inspect safeguarding, inspectors spoke to staff, pupils, parents and governors. Inspectors looked at a range of records and documentation. This included the school's single central register, which contains details of recruitment checks.

- Inspectors spoke to a wide range of staff about pupils' behaviour and personal development and observed pupils in the lunch hall, playground, assembly and breakfast club.
- Inspectors spoke to pupils about their views of their school. As well as speaking to parents at the school gate, inspectors considered the views expressed in nine responses to the online questionnaire, Ofsted's Parent View, including parents' free-text responses. Inspectors also considered the views of 18 staff who completed the Ofsted survey of their views of the school.

Inspection team

Maxine McDonald-Taylor, lead inspector	Her Majesty's Inspector
Kevin Burrell	Ofsted Inspector

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