

# Cherry Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	131638
<b>Local Authority</b>	Hillingdon
<b>Inspection number</b>	381382
<b>Inspection dates</b>	14–15 November 2011
<b>Reporting inspector</b>	Mike Capper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Haigh
<b>Headteacher</b>	Stephen Whitehouse
<b>Date of previous school inspection</b>	30–31 March 2009
<b>School address</b>	Sipson Road West Drayton Middlesex UB7 9DL
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<b>Email address</b>	office@hillingdongrid.org

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## Introduction

This inspection was carried out by four additional inspectors. They observed 21 lessons taught by 19 teachers. Meetings were held with members of the governing body, staff and groups of pupils. They observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. They analysed 56 questionnaires from parents and carers, 10 from staff and 67 from pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of strategies to improve pupils' progress in writing.
- The progress of girls in mathematics.
- The quality of outdoor provision in the Early Years Foundation Stage.
- Pupils' knowledge of how to improve their work.

## Information about the school

Most pupils come to this larger-than-average-sized primary school from the local community. The proportion of pupils known to be eligible for free school meals is high. The school takes pupils from many different backgrounds. English is not the home language for nearly a half of pupils, with their main home languages being Urdu, Hindi and Somali. The proportion of pupils identified as having special educational needs and/or disabilities is above average. These pupils have a range of needs including moderate learning difficulties and emotional, social and behavioural difficulties. The school has Healthy School accreditation.

Children in the Early Years Foundation Stage are taught in a Nursery class and in three Reception classes. With the exception of the Nursery class, the children's centre was inspected separately. There is also a private nursery that shares the school site but this is not managed by the governing body and was not part of this inspection.

**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

This is a good school which successfully meets the needs of its very diverse community. Members of staff rightly place a high priority on ensuring that pupils enjoy learning at school. The great success of this is seen in the smiling faces of pupils and in the calm and harmonious atmosphere around school.

Children get off to a good start in the Early Years Foundation Stage and then build on this well in the rest of the school. Pupils' attainment by the end of Year 6 has been rising and is broadly average. There are many contributory factors to pupils' good achievement and their improving attainment. Teaching and learning are good and pupils' differing needs are met well most of the time. Projects such as the current focus on improving pupils' writing have a positive effect on pupils' learning and attitudes.

The school knows that girls do not do quite as well as boys in mathematics. They have made a start in tackling this but there are still occasions when teaching does not take enough account of the different ways that boys and girls learn by, for example, providing a better balance between practical activities, problem solving and direct teaching. Sometimes, teachers allow girls to be too passive in lessons, with boys dominating discussions too much.

Pupils are good ambassadors for the school. They are well cared for and they support each other thoughtfully. Healthy lifestyles are promoted effectively, as is demonstrated by the school's success in gaining Healthy School accreditation. Pupils thoroughly enjoy school, particularly the way that visits and visitors bring subjects alive. The school works closely with others and these good partnerships contribute significantly to pupils' learning and to their well-being. However, there are few opportunities for pupils to engage with children from beyond the school community so that they can get a better understanding of their place in their world. This hinders the school's contribution to community cohesion.

There has been good improvement since the last inspection as a result of the drive and vision of the headteacher and other key staff. Self-evaluation is rigorous and this means that developments are well planned and effective. There has been a good focus on the continued development of teaching, and data are being used with ever-increasing rigour to track the progress of different groups to check that all are doing well enough. Where this has shown weaknesses, effective steps are taken to tackle them. Successful actions, such as improvements in the Early Years Foundation Stage

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especially the outdoor provision and the 'writing project' are ensuring sustained improvements in pupils' progress. All of these elements confirm the school's good capacity for further improvement.

## What does the school need to do to improve further?

- Improve girls' progress in mathematics by ensuring that girls contribute more in lessons and that teaching takes greater account of the differing needs of boys and girls.
- Strengthen the school's contribution to community cohesion by:
  - auditing current provision to identify what the school is already doing well and what needs improving
  - establishing national and international links so that pupils get a better understanding of their place in the wider world.

## Outcomes for individuals and groups of pupils

2

Around half of children are working below the levels expected for their age when they start school. Pupils' achievement is good and they are well prepared for the next stage of their education and for later life. Pupils' good behaviour contributes significantly to the good progress that is seen in most lessons. For example, in a good literacy lesson, pupils made rapid progress in improving their writing because skills were taught sequentially and learning was made purposeful as they wrote a letter to a character in a book. Pupils worked extremely hard and were well motivated as they tried to achieve the various targets that they had been set by the teacher. In a good numeracy lesson, pupils were excited by the activity that involved being the shopkeeper or shopper as they explored adding differing amounts of money. Pupils cooperated well as they shared resources and talked enthusiastically about what they were learning. On the few occasions where progress in lessons is satisfactory, the pace of learning is not quick enough and in mathematics, some girls are too passive. For example, in a lesson when pupils were learning to tell the time, the lack of understanding of some girls was not picked up quickly enough, slowing the pace at which their skills improved.

Pupils with special educational needs and/or disabilities are supported well, ensuring that they learn quickly. They work very hard when being taught in small groups, making especially good progress at these times. Pupils who speak English as an additional language also make good progress. They quickly improve their language skills and most attain well in national tests at the end of Year 6.

Pupils learn to become responsible citizens. They have a good understanding of right and wrong and keenly take on responsibility. For example, a few older pupils give up some of their lunchtimes to share books with younger pupils. Pupils feel safe and

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most are confident that any worries or concerns will be dealt with quickly by staff. There is good racial harmony within school and pupils learn to respect and understand each other’s beliefs, making cultural development satisfactory overall. However, there are few opportunities for pupils to be involved in local activities outside school or to contribute to the wider community. Consequently, pupils have a limited knowledge of the world beyond Cherry Lane.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The school provides good care and support to pupils. A well-managed pastoral care team ensures that there is always someone to turn to if there is a problem. There is effective liaison with outside agencies when additional assistance is needed. A breakfast club gives a good start to the day for a good number of pupils. The school’s good efforts have improved attendance to broadly average levels and staff are now working hard to reduce further the small number of pupils whose learning is still affected by absences. Good links with the children’s centre help to ensure that there is a smooth transition into the Nursery.

Good teaching means that there is a good pace to learning in most lessons. Teachers respond very well to pupils’ different backgrounds when planning work, for example by ensuring that those who are in the early stages of learning English have a friend or an adult to turn to if they do not understand something. Teachers use assessment information on pupils’ learning to plan what to teach next, although there are

<sup>1</sup> 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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occasions in numeracy lessons when the differing needs of boys and girls are not met well enough. Most pupils know how improve their work, especially in English, where marking and target setting is especially strong. Teaching assistants make a good contribution to pupils’ learning across the school.

The curriculum successfully promotes good progress in literacy and numeracy. It is enriched very effectively through an exciting range of visits and visitors. Sporting activities contribute well to the pupils’ knowledge of the importance of exercise and to their enjoyment of school. Good partnerships with other schools effectively support pupils’ learning. For example, more-able pupils take part in workshops at local high schools.

The well-resourced information and communication technology suite is used well to help pupils to learn new skills. However, a lack of classroom resources means that there are not always enough opportunities for pupils to then practise and apply these skills in other lessons. The school already has plans to tackle this by purchasing laptops for classroom use.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The calm and purposeful leadership of senior leaders has a positive impact on the work of the school. They are identifying the right priorities for improvement. Teamwork between staff is strong, and the drive and ambition of leaders is well embedded across the school. Initiatives such as the current focus on teaching writing skills more systematically are well considered and they have already dramatically improved pupils’ writing. Leaders monitor teaching and learning carefully and are doing the right things to iron out the few remaining inconsistencies in teaching.

Leaders are working hard to strengthen the involvement of parents and carers in their children’s learning and work with the children’s centre is supporting this well. There have been some successes, most notably in the Early Years Foundation Stage, where some parents and carers come into classes in the morning to work with their children. However, this level of involvement is less evident as pupils get older and the school is rightly continuing to focus on how it can engage more effectively with parents and carers.

The governing body provides good support and challenge. Spending is sharply

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focused on raising attainment further and a recent decision to move from two to three classes in Year 2 is already proving beneficial to pupils’ learning.

Safeguarding arrangements are satisfactory. Governors monitor procedures and staff work together well to ensure that pupils are kept safe. However, too many leaders have responsibility for different aspects of safeguarding and there is no-one with an overview of procedures. This means that minor discrepancies in paperwork and in the training of staff are not being picked up quickly enough.

The school promotes equality successfully. Leaders check data to ensure that no group is doing less well than others, although they do not yet analyse the participation of different groups in activities and clubs so that they can be sure that none is missing out. The school ensures that there is no discrimination. For example, they pay for music tuition so that no pupil is unable to take part for financial reasons. Pupils learn to respect different beliefs but the school’s contribution to community cohesion is no better than satisfactory because there are too few opportunities for pupils to engage with children or communities from other parts of the United Kingdom or further afield. The school has not thoroughly audited what it is already doing well so that it can plan an informed programme for improving this aspect of its work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children are taught well in both the Reception and Nursery classes and this ensures that they make good progress. Children’s attainment has been rising and is now broadly average by the end of the Reception Year. This is the best attainment for some time. Children are well cared for, ensuring that there is a happy atmosphere in



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lessons. Adults give children sensitive support that helps them to learn quickly. They plan exciting activities and give children good opportunities to select for themselves where they are going to work. This helps children to develop good independence. When planning work, adults take good account of children’s different starting points, including the needs of those who have English as an additional language. Letter sounds are taught thoroughly and children enjoy making stories with their teachers. However, there are occasions, especially in whole-class sessions, when there could be greater challenge for the most able so that their skills improve even more rapidly.

Good leadership has helped provision to improve significantly since the previous inspection. There is now a large and very well-resourced outdoor area which is used well by all classes to support learning and is also shared with the children’s centre. Children from the four classes play and work together happily outside, with adults intervening well to move learning on. Leaders monitor children’s progress closely and are developing increasingly refined systems for tracking progress so that trends in progress from year to year, especially in the Nursery, can be identified more accurately.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The number of questionnaires returned by parents and carers was much lower than average. The vast majority of parents and carers who returned questionnaires were very pleased with the work of the school. Very few parents wrote comments, either positive or negative, but they included ‘We are happy with the school’ and ‘The school manages to give my child appropriate support.’

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cherry Lane 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 430 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	71	15	27	0	0	0	0
The school keeps my child safe	35	63	20	36	0	0	0	0
The school informs me about my child’s progress	35	63	17	30	1	2	0	0
My child is making enough progress at this school	33	59	20	36	1	2	0	0
The teaching is good at this school	33	59	21	38	0	0	0	0
The school helps me to support my child’s learning	28	50	25	45	2	4	0	0
The school helps my child to have a healthy lifestyle	24	43	27	48	2	4	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)	26	46	23	41	1	2	0	0
The school meets my child’s particular needs	26	46	24	43	2	4	0	0
The school deals effectively with unacceptable behaviour	24	43	27	48	1	2	0	0
The school takes account of my suggestions and concerns	24	43	28	50	1	2	0	0
The school is led and managed effectively	30	54	22	39	0	0	0	0
Overall, I am happy with my child’s experience at this school	32	57	22	39	0	0	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



16 November 2011

Dear Pupils

### **Inspection of Cherry Lane Primary School, Hillingdon UB7 9DL**

Thank you for welcoming us to your school and completing our questionnaires. You were very polite and friendly when we talked to you. We agree with you that your school is good and that you learn new things quickly.

#### **Here are some of the things we found out about your school.**

- Children in the Nursery and Reception classes are very happy and make good progress.
- In Years 1 to 6, good teaching helps you to make good progress most of the time. Girls do slightly less well than boys in mathematics.
- You behave well and keenly take responsibility. It is great that some Year 6 pupils are helping the younger ones to learn to read!
- Teachers plan lots of visits and visitors to make learning interesting.
- You develop a good understanding of the importance of being healthy and you rightly feel that you are kept safe.
- All of the adults in the school are very kind and they give you good help if you are struggling with your work.
- Your headteacher and other staff are working very hard to make the school even better.

#### **What we have asked your school to do now.**

- Make sure that girls and boys are fully involved in numeracy lessons and that teachers take enough account of your differing needs.
- Make sure you have more opportunities to link with children in other parts of the United Kingdom and beyond. Before they do this, leaders need to check what they are already doing in this area so that they can plan what to improve.

We wish you all well for the future. You can all help your teachers by continuing to work hard all of the time!

Yours sincerely

Mike Capper  
Lead inspector

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