

Cherry Willingham Primary School

Inspection report

Unique Reference Number	120505
Local Authority	Lincolnshire
Inspection number	380045
Inspection dates	6–7 December 2011
Reporting inspector	Ann Ashdown

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	278
Appropriate authority	The governing body
Chair	Tony Saville
Headteacher	Carol Scoffield
Date of previous school inspection	11 May 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 21 lessons led by 11 different teachers. Inspectors held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at pupils' books, pupils' progress data, safeguarding information and other documentation. The team analysed 51 questionnaires from parents and carers and also those from pupils and staff.

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

- Are all groups of pupils making the progress of which they are capable, particularly at Key Stage 2?
- How effective are the school's strategies to improve teaching and assessment?
- Are pupils' personal development and the quality of care, guidance and support been maintained as strengths of the school since the last inspection?

Information about the school

The school is above-average in size for a primary. A below-average proportion of pupils are from minority ethnic groups and few speak English as an additional language. A below-average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is average. The school has gained Healthy Schools status and has an Activemark award. Over half of the teaching staff have been appointed to their posts in the last two years. Before- and after-school clubs run on weekdays during term time.

The privately-run provision for childcare, 'Cherry Tots Pre-school' shares the school's site. It is subject to a separate inspection and will receive its own inspection report, which will be published on the Ofsted website.

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. It has improved markedly since the previous inspection. Pupils' progress is accelerating and attainment is rising because teaching is consistently good across the school. A legacy of underachievement, particularly for current Year 5 and 6 pupils, is rapidly being eradicated and their attainment is now average.

Members of the governing body, leaders and managers know the school well and have identified appropriate priorities for further improvement. Self-evaluation is robust. The headteacher has communicated her vision for school improvement well to all members of staff, most of whom are either new to teaching or to their leadership posts. Staff have been well trained and feel both empowered yet skilfully and sensitively supported in their new roles. Consequently, morale is high and the school has good capacity to improve further.

Children settle quickly into the Reception class where they make good progress and achieve well in all areas of their learning. This good progress continues in Key Stage 1, where pupils' attainment has been above average for the last two years. Although, progress had previously slowed in Key stage 2, most pupils are back on track to meet their targets and are achieving well. Assessments are accurate and the school now monitors pupils' progress much more closely. Consequently, it is better able to identify those pupils who need extra help. This help is increasingly timely and sharply focused. However, it is not monitored to ensure that it is having maximum impact on raising attainment. All pupils, including those with special educational needs and/or disabilities, make good progress in response to the good teaching they receive. Teachers use varied resources to make lessons interesting and match work closely to the needs of pupils. In most lessons, the pace is brisk, work is challenging and teachers check learning regularly. However, this best practice is not fully shared across the school. In a few lessons, although teaching remains good, the pace of learning slows a little when work is not as challenging and tasks not quite as varied. Work is marked regularly and pupils are given helpful pointers for further improvement.

Pupils enjoy learning because they follow an interesting curriculum which is well suited to their needs. They also receive good care, guidance and support which contribute well to their personal development. Pupils say they feel very safe in school. Pupils attend regularly, behave well and treat each other, staff and visitors with kindness and respect. They enjoy taking responsibility and speak enthusiastically of their work as members of the school council and as buddies for younger children.

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What does the school need to do to improve further?

- Consolidate the existing good practice in teaching and learning and improve this further by:
 - sharing best practice across the school
 - ensuring that the pace of lessons is consistently challenging
 - checking all pupils' learning regularly, both during and at the end of lessons.
 -
- Raise attainment, particularly for current pupils in Years 5 and 6 by:
 - monitoring more fully the impact of intervention strategies on outcomes for pupils.

Outcomes for individuals and groups of pupils

2

Pupils work hard in lessons, concentrate on the task in hand, enjoy learning and achieve well. They were seen to be making particularly good progress in mathematics as they measured the perimeters of buildings on a plan of a Tudor new town. This work was made exciting and enjoyable for pupils because they had received an imaginary letter requesting this help from King Henry VIII himself. Work in pupils' books, and that displayed on walls, confirm the good and accelerating progress they are now making. Pupils with special educational needs and/or disabilities make the same good progress as their peers because they receive timely and sharply focused help from teachers and teaching assistants. Most children enter the Reception class with skills, which are broadly typical for their age. In recent years, attainment in tests at the end of Year 6 has been average. However, current pupils are now making faster progress than in previous years. Pupils in Years 5 and 6 are making up lost ground and, although their attainment is currently average, that of most younger pupils is now above average.

Pupils apply their basic skills of literacy, numeracy and information and communication technology well across all areas of the curriculum. They work confidently in pairs and groups and share information and resources sensibly. These skills, combined with their willingness to take responsibility and contribute to all that is happening in their school, mean that they are well equipped for the next stage of their education and for later life.

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These are the grades for pupils' outcomes

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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and learning are consistently good across the school. Teachers are innovative and very willing to use a range of attractive resources, interesting activities and varied teaching methods which all contribute to their pupils' enjoyment of learning and the good progress they make. Teachers have good relationships with their pupils. Classes are well managed and teachers make good use of judicious praise and sensible sanctions to build pupils' self-esteem while managing any minor incidents of misbehaviour. Work in most lessons is challenging and teachers regularly check their pupils' learning and give them helpful feedback on how to reach their targets. In lessons where the pace of learning is a little slower, it is because teachers do not check learning as regularly and some tasks do not fully challenge all pupils. Teachers mark pupils' books regularly and work is carefully and accurately assessed. Results of assessments are then used to quickly identify weaknesses and provide pupils with extra help to close the gaps in their learning. This is already helping to raise attainment, particularly for older pupils.

The curriculum is broad and meets the needs of all groups of pupils well. Subjects are very successfully linked together around common themes. The current theme of study for older pupils, 'The Tudors', permeates both literacy and numeracy lessons and even involved a visit from King Henry VIII to assembly. This made learning both relevant and interesting for pupils and gave them good opportunities to use their basic skills across a range of subjects. The curriculum is enriched by visits and visitors to the school and pupils speak enthusiastically of after-school activities, as

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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varied as football and gardening, that they enjoy.

The provision of good care, guidance and support is at the heart of the school’s work and ensures that pupils feel safe and are confident that adults will listen to them. Support for pupils whose circumstances make them vulnerable is particularly sensitive and skilful. The school works closely with outside agencies to provide any specialist help that pupils need. Transition arrangements are good and pupils move very smoothly from one stage of their education to the next. Pupils, and their parents and carers, are very appreciative of the care provided by the well-run after-school club, which offers a variety of sporting, artistic and practical activities.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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?

Members of the governing body, the headteacher and all staff have a clear and shared vision for further school improvement. Although new to their posts, senior leaders and managers have already made considerable progress in monitoring work in their subjects. They have introduced new ways to improve teaching and learning and provide very good support for less-experienced colleagues. Governance is good. Members of the governing body are involved in determining the future direction of the school and know its strengths and weaknesses well. Good safeguarding arrangements ensure policies and procedures are up to date and are followed well. Staff are well trained and there is a good awareness of safeguarding issues among members of the governing body and staff at all levels. The school has forged good links with parents and carers, who are kept well informed about their children’s learning. The school provides good equal opportunities for all groups of pupils so they are all fully included in all activities. Any differences in the attainment of groups of pupils, such as that of those in Years 5 and 6, are closing rapidly. The school promotes community cohesion well. It has forged good links with the local community and is now implementing plans for further links with contrasting schools and communities both within the United Kingdom and overseas.

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

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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 settle quickly into school routines and soon become confident learners in the Reception class. As a result, of at least good and sometimes outstanding teaching, children make good progress from their individual starting points in all areas of their learning and their attainment is often above average by the end of the Reception year. Staff are knowledgeable and work closely together supporting children well and offering high levels of care so that children feel safe and are confident and happy. Adults encourage children to take turns and to behave well. Staff are insightful and have a very good understanding of each child’s needs. They work with children in small focused groups to provide flexible daily opportunities to develop early reading, writing and counting skills. There is a good balance between activities directed by staff and those chosen by children. Both the indoor and outdoor learning environments provide a range of varied and stimulating activities, which encourage children to learn independently. The proposed visit from ‘Fireman Sam’ underpinned a range of exciting activities, which added to children’s enjoyment of learning. Leadership and management are good. Staff are well deployed to ensure that children achieve their best and get a good start to their education in the Early Years Foundation Stage.

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

Most parents and carers who filled in the questionnaire are very happy with the

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education the school provides. They are particularly appreciative of the good care, guidance and support that their children receive. Inspection evidence entirely supports these views. A very few parents and carers felt that the school did not deal effectively with challenging behaviour. Inspectors found behaviour to be good and any minor incidents of challenging behaviour to be well managed by staff.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cherry Willingham 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 278 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total		Total		Total		Total	
My child enjoys school	37	73	13	25	0	0	0	0
The school keeps my child safe	38	75	11	22	2	4	0	0
The school informs me about my child’s progress	22	43	26	51	0	0	1	2
My child is making enough progress at this school	31	61	18	35	1	2	0	0
The teaching is good at this school	33	65	16	31	1	2	0	0
The school helps me to support my child’s learning	23	45	24	47	1	2	1	2
The school helps my child to have a healthy lifestyle	28	55	20	39	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)	28	55	19	37	0	0	0	0
The school meets my child’s particular needs	31	61	17	33	2	4	0	0
The school deals effectively with unacceptable behaviour	19	37	21	41	7	14	0	0
The school takes account of my suggestions and concerns	21	41	25	49	5	10	0	0
The school is led and managed effectively	21	41	27	53	2	4	1	2
Overall, I am happy with my child’s experience at this school	34	67	14	27	0	0	1	2

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).

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"> ■ 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 pupils' 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.



8 December 2011

Dear Pupils

Inspection of Cherry Willingham Primary School, Lincoln, LN3 4BD

Thank you for the warm welcome you gave us when we inspected your school. A particular thank you to those of you who were keen to talk with us and told us so enthusiastically about all the things you enjoyed doing at school.

This is what we have said about your school in our report.

- Yours is a good school where you are given good care, guidance and support.
- Your achievement is good because you make good progress, and your attainment is average.
- You behave well, attend school regularly and have a good understanding of how to stay safe and healthy.
- The way your school is led and managed, the curriculum you follow and the quality of teaching and learning are all good.

This is what we have asked your school to do to make it even better.

- Make your lessons even better by:
 - asking your teachers to share their best ideas for exciting lessons
 - making sure that the work you do and the pace at which you work are always challenging for everyone
 - checking your learning regularly, both during and at the end of lessons.
- Help to raise your attainment even further, particularly for those of you in Years 5 and 6 by:
 - making sure that the extra help you get with your work allows you to do even better in tests and assessments.

All of you can help your school improve by continuing to attend regularly, behaving well and working with your teachers to achieve the very best you can.

Yours sincerely
Ann Ashdown
Lead inspector

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