

# Cherry Grove Primary School

## Inspection report

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<b>Unique Reference Number</b>	111209
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	378249
<b>Inspection dates</b>	6–7 December 2011
<b>Reporting inspector</b>	Denise Shields

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>	285
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Walsh
<b>Headteacher</b>	Michael Bousfield
<b>Date of previous school inspection</b>	1 July 2009
<b>School address</b>	Chapel Lane Boughton Chester CH3 5EN
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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 20 lessons and these included the observation of 12 teachers and one higher-level teaching assistant. Meetings were held with staff, groups of pupils and members of the governing body. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them potentially vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding pupils. A representative sample of questionnaires returned by pupils, staff and the 95 questionnaires returned by parents and carers were scrutinised.

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

- Inspectors explored whether pupils are making enough progress in writing and mathematics.
- The team evaluated the quality of teaching to determine if it is challenging and meets the needs of all pupils, especially the higher attainers.
- The team evaluated how well the curriculum promotes pupils' enjoyment of learning.
- Inspectors considered if the school's arrangements to monitor and secure improvements in levels of attendance are robust.
- Inspectors evaluated whether leaders and managers at all levels are effective and enable the school to secure improvement.

## Information about the school

This is a slightly larger than average-sized primary school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is average and a similar proportion are assessed as having special educational needs and/or disabilities, some of which are complex.

There have been significant changes to the senior leadership of the school. Following the previous inspection, the school was without a substantive headteacher for 12 months and it was led by an acting headteacher from within the local authority. A new headteacher was appointed in September 2010. A new deputy headteacher was appointed in September 2011.

The school holds Healthy School status.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. Good care, guidance and support ensure that pupils feel safe, behave well and gain a good understanding of healthy lifestyles. As a result of the good partnership with external agencies, those pupils whose circumstances make them potentially vulnerable receive good support, as do their families. Pupils comment that they enjoy school. The increasing number of activities beyond lessons, as well as themed events, captures pupils' interest and raises their enjoyment of learning. Pupils make a good contribution to the school and the immediate local community. Relationships with the vast majority of parents and carers are good. The school works hard to engage with parents and carers in order to improve their children's attendance. This robust effort has paid dividends: rates have steadily improved and are now average.

Children have a good start to their education in the Early Years Foundation Stage. Typically, children enter the Nursery with skills below those typical for children of this age. They enjoy learning and achieve well. In Key Stages 1 and 2, the quality of teaching is variable. Although good and some outstanding teaching was observed during the inspection, it is satisfactory overall. As a result progress and enjoyment of learning for all pupil groups is uneven but satisfactory generally, including those with special educational needs and/or disabilities. Progress in writing and mathematics compared to reading is not as strong, especially at the higher levels, because tasks do not always challenge stretch the higher-attaining pupils. Also, pupils do not have enough opportunities to practise and improve their writing skills in all subjects and they have too few chances to use their mathematical skills in a range of contexts. By the end of Year 6, pupils' attainment in reading, writing and mathematics is average. Taking account of pupils' typically average starting points when they enter Year 1, this represents satisfactory achievement.

The school's self-evaluation is broadly accurate and so most priorities for improvement are well-chosen. Suitable plans to bring about change are in place, but sometimes they lack clarity, which reduces their impact on pupils' outcomes. Since his appointment, the headteacher has revised and established many management systems in order to move the school forward. However, because responsibilities are not shared equally amongst senior leaders he carries too heavy a workload. This holds back the pace with which improvements can be put into practice and then evaluated. Amongst all staff, team work is strong and there is a shared commitment to bringing about improvement. Senior and middle leaders and managers readily

undertake a good range of training in order to improve their expertise and skills. However, their roles are still developing and they are not yet fully involved in monitoring and evaluating the quality of education, including pupils' performance. Consequently, while they now contribute to improvement planning their input is not as effective as it could be. The majority of the areas for improvement identified at the time of the previous inspection have been addressed. As a result the school demonstrates a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Increase the rate of progress made by pupils in writing and mathematics by ensuring that:
  - teachers plan tasks that provide the higher-attaining pupils with a greater depth of challenge
  - more opportunities are provided for pupils to write in subjects other than literacy and to apply their mathematical skills in a wide range of contexts
  - the school's handwriting policy is reviewed, agreed and applied consistently in all classes
  - more consistent use is made of new technology in lessons.
- Increase the effectiveness of leaders and managers by ensuring that:
  - there is an equitable spread of responsibilities
  - the roles of senior and middle leaders and managers are developed further, so that they can evaluate the quality of provision and pupils' progress to enable them to contribute more effectively to the process of school improvement
  - improvement planning has a sharper focus, clear milestones and measurable success criteria
  - the system to monitor pupils' progress is manageable and easily accessible so that all teachers can use the information to quickly identify any potential underachievement.

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

<b>3</b>
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In lessons, most pupils listen carefully and concentrate well. The majority of pupils willingly answer their teachers' questions and this is helping them to become confident and independent learners. When given the opportunity, the majority of pupils cooperate readily during small group work. This was apparent in a lesson when younger pupils worked together well to predict, test and record which flooring might be suitable for a small child's bedroom. The large majority of pupils say they enjoy learning, especially when their tasks are fun and challenging or when they are given the chance to work with a partner. This was evident in one lesson, when older pupils worked in pairs to discuss the novel, 'The Ice Palace'. Lively and highly productive discussions took place as pupils explored what the illustration on the front

cover could be suggesting about the text within the book. Because the task was challenging and exciting, all groups of pupils rose to the challenge and their enjoyment of learning and progress was high. When activities are practical, for instance, when pupils use the interactive whiteboard, pupils’ attention is captured and they become engrossed in their learning. However, where tasks are mundane and fail to gain pupils’ full attention, their learning is more limited.

Achievement is satisfactory. Attainment in reading is strong, because in all classes these skills are taught well. Pupils’ writing skills are not as effective because a minority of pupils struggle with correct letter formation and pencil control; this holds back their ability to write more rapidly. Pupils’ mathematical skills also lag behind reading. This is because they have too few chances to regularly apply these skills, for example, to solve mathematical problems in other subjects. For the most part, in writing and mathematics the higher-attaining pupils are given tasks that are more difficult than their peers. However, these do not always have depth and challenge to enable pupils to attain the higher level. Pupils with special educational needs and/or disabilities and those with complex needs make satisfactory progress and enjoy learning because of the sensitive guidance they receive from the adults who help them.

Pupils’ spiritual, moral, social and cultural awareness is satisfactory. There are strengths in their moral and social understanding and these have a positive influence on pupils’ good behaviour, and the relationships they form with each other and adults. Overwhelmingly, pupils say they feel safe and know there is an adult who will help them if they are troubled. They understand well about how to lead healthy lives. Sport is enjoyed and pupils understand the importance of eating well-balanced meals. When given the opportunity, pupils enjoy taking on responsibilities. For instance, older pupils act as buddies and this makes a good contribution to the support of all pupils. Pupils make a good contribution to events within the immediate locality and regularly raise money to support charities in the wider community.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	3
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>3</b>

<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

## How effective is the provision?

In the very best lessons, the pace is lively and teachers enthuse pupils through the use of very well-chosen resources. Questioning is highly effective and makes pupils think more deeply about their learning. These features, however, are not consistent in every class. The interactive whiteboard is sometimes used, for instance, to display new concepts or pupils' tasks, it is rarely used to its full potential to fully involve pupils and promote their learning. Teachers do not always ensure that pupils use the correct letter formation and pencil grip or provide enough opportunities for pupils to practise and improve their handwriting skills. Occasionally during the lesson, teachers do not check that pupils have fully understood key teaching points before they move on to the next activity. In the main, teachers' planning makes effective use of assessment information to ensure that the needs and abilities of most groups of pupils are met. Almost all pupils comment that their learning targets help them to improve their work.

The curriculum is suitably organised. It is under review so that it better reflects the needs and interests of all pupil groups. Intervention programmes, to boost the writing and mathematical skills of pupils in danger of underachieving are now better directed. However, it is too early to judge their full impact on increasing pupils' enjoyment of learning and progress. Teaching programmes are suitably adapted to meet the requirements of pupils with special educational needs and/or disabilities and those with complex needs. Good provision is made for pupils' personal, social and health education. The increasing range of activities beyond lessons, visitors, themed events and residential visits is much enjoyed by pupils.

All adults know pupils well, and this is appreciated by them. Special emphasis is placed on pupils' pastoral care. There is good support for individuals and vulnerable groups, which has led to noticeable improvements in their attendance, behaviour, self-esteem and confidence. Many pupils comment that behaviour has improved recently and is now good. 'Bullying doesn't happen now and if it does, it's sorted quickly.' is a typical view expressed by most pupils. The school works successfully to improve attendance and this robust focus has brought about less absenteeism. Arrangements to help pupils move from year group to year group and then onto secondary school are effective.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Since his appointment, the headteacher has carefully revised and introduced a range of management structures and plans to enhance provision and improve pupils' outcomes in order to guide the school forward. He bears much of the responsibility for these initiatives. Whilst the broad intentions of plans are clear, they often lack a sharp focus, clear milestones and measurable success criteria. Consequently, their impact cannot always be quickly and fully evaluated. Arrangements to track and assess pupils' progress have been firmly established. But, the system is cumbersome and this makes it difficult for teachers to access the records. Consequently, this holds back their ability to take a greater responsibility for identifying potential underperformance amongst pupils in their class. Staff's professional development is now better linked to the school's priorities for improvement. Amongst staff, morale is good; the high return of questionnaires from staff indicates they are proud to be part of the staff team. A suitable cycle of monitoring and evaluation has been firmly established. However, because the roles of senior and middle leaders and managers are still developing they are not yet able to make a fully effective contribution to enhancing provision and improving pupils' outcomes.

The governing body is knowledgeable and supportive. Members are becoming increasingly involved in assuring the quality of provision, checking on the progress pupils make and in shaping the school's future direction. The school complies with statutory requirements for safeguarding, health and safety, and child protection. Satisfactory arrangements are in place to promote equal opportunity and to tackle discrimination. As a result the school is a friendly community in which to work and learn.

The school promotes community cohesion successfully within its own community and the immediate local area, but pupils have more limited opportunity to develop an understanding of the wider national and global communities. Good partnerships, particularly with local schools and external agencies, support pupils' well-being, help to raise their confidence and self-esteem and the quality of pupils' learning. Many parents and carers are active partners in their children's learning and in the life of the school; their relationships with the school are good.

### *These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>3</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>3</b>



## Early Years Foundation Stage

Good links with parents and carers ensure children settle quickly to school routines. As a result of good teaching and learning, children make good progress. By the time they enter Year 1, typically children are working at the expected levels for their age. Children are cared for well. Relationships are strong and children are keen to join in all activities and enjoy learning. Children’s behaviour is good. They play happily together, generally sustain concentration for long periods and quickly learn to take responsibility for tasks, such as tidying up. Indoors and outside, planned activities contribute to all areas of learning and provide a good balance between those activities that children can choose for themselves and those led by an adult. Adults interact well with children during small group activities and so learning and progress is consistently good. However indoors and outside, when children choose their own activities, adults do not always seize the opportunity to take learning forward. On these occasions, children’s progress is slower. Careful assessments of children’s achievements are made and used effectively to adjust planning in order to meet children’s differing needs. All adults work together as an effective team. Leaders have a clear view of how to develop the stage further, but these plans are not always consistently recorded.

*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:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

Inspectors received a slightly below average response to the inspection questionnaire. Almost all of the parents and carers indicate a positive view about all aspects of the school’s work. Inspection findings endorse these positive views. A few parents and carers consider that the school does not inform them about their children’s progress or deal effectively with unacceptable behaviour. Inspectors reviewed a wide range of the school’s records, observed behaviour in classes and around school and held discussions with pupils and staff. They found the school has effective procedures for managing pupils’ behaviour and to regularly inform parents and carers about their children’s progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Cherry Grove 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 285 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	69	27	28	1	1	0	0
The school keeps my child safe	75	79	18	19	0	0	0	0
The school informs me about my child's progress	47	49	41	43	6	6	0	0
My child is making enough progress at this school	58	61	34	36	1	1	0	0
The teaching is good at this school	71	75	21	22	0	0	0	0
The school helps me to support my child's learning	60	63	29	31	4	4	0	0
The school helps my child to have a healthy lifestyle	39	41	48	51	2	2	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)	36	38	42	44	3	3	0	0
The school meets my child's particular needs	49	52	40	42	1	1	0	0
The school deals effectively with unacceptable behaviour	54	57	35	37	3	3	0	0
The school takes account of my suggestions and concerns	54	57	33	35	2	2	0	0
The school is led and managed effectively	59	62	32	34	0	0	0	0
Overall, I am happy with my child's experience at this school	69	73	23	24	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 is 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.**



8 December 2011

Dear Pupils

### **Inspection of Cherry Grove Primary School, Chester CH3 5EN**

Thank you for the friendly welcome you gave the team when we came to inspect your school. Cherry Grove is a satisfactory school and some aspects are good. These are some of the things we found out.

- Adults take good care of you and help you to learn about healthy lifestyles and how to stay safe. Your behaviour is good and you all get along with each other.
- You told us you now have more activities after lessons and interesting events and visitors, and that these help you learn many new things - we agree.
- The children in the Nursery and Reception classes have a good start to their education. They learn lots of new things and achieve well.
- We agree with all of you who told us that your learning targets help you understand how to improve your work.
- You told us that some of the work in your lessons is too easy. We have asked your school to ensure that work is always just at the right level for those of you who learn more quickly and to give you all lots of chances to practise your writing skills and to help you improve your mathematical skills too. You can help too by working hard and always trying your very best at all times.
- Your headteacher and all staff work together well. We have asked him to find ways to help all staff check how well you are all doing and carefully plan what needs to be improved. We have also asked your headteacher to give some of the tasks he does to other staff so that plans to improve your school can be put into place and checked much faster.

We very much enjoyed watching your nativity plays and hope that you all have a Happy Christmas.

Yours sincerely

Denise Shields  
Lead inspector

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