

Cherry Garden Primary School

Cherry Garden Lane, Bitton, Bristol, BS30 6JH

Inspection dates 25–26 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school

- Cherry Garden Primary School is an improving school. Pupils make good progress because the quality of teaching is good.
- Staff, pupils and parents are very happy with the school, including the changes that have happened.
- Children's experiences in the Reception class lay a firm foundation for their future learning.
- Less-able pupils do well because work is set at the right level for them and they receive the right support when they need it.
- Pupils know how well they are doing and what they need to learn next from the targets they have and from the comments that teachers write when they mark their books.
- Teachers explain clearly so that pupils understand both new learning and the learning activities they have to do.
- Pupils behave well. They respect the school's rules and they nearly always try hard in lessons.
- Parents, staff and pupils are confident that the school is a very safe place in which to learn. Pupils know that all staff listen to them and care about them.
- Leaders, including governors, have an accurate understanding of what is going well and what needs to improve. They have taken effective actions to improve both attainment and the quality of teaching.
- Pupils enjoy school because the subjects they learn are interesting. They have a good understanding of life in modern Britain.
- Governors are effective. They hold leaders to account to make sure that the school is constantly striving to improve.

It is not yet an outstanding school because

- Pupils do not all make rapid progress over time.
- Pupils are not always given time to put into practice the advice teachers give them when they mark their books.
- Some teachers do not have secure knowledge of the rules of punctuation and grammar. As a result, they are not always able to set a good example for pupils.
- The most-able pupils do not always have learning activities which extend their understanding.

Information about this inspection

- Inspectors observed teaching and learning in 12 lessons and parts of lessons, some of them jointly with the headteacher.
- Discussions took place with the headteacher, other leaders in school, members of the governing body, two representatives from the local authority, and with parents and pupils.
- Inspectors took account of the 54 responses to the online questionnaire, Parent View, and the views of parents from informal discussions in school.
- Inspectors considered school leaders' views on the quality of the school's work and their plans for school improvement, as well as information about pupils' progress. They also looked at teachers' planning, pupils' work, documentation about safeguarding procedures and examples of the targets teachers receive to improve their performance.
- The inspection team analysed the 19 questionnaires completed by staff.

Inspection team

Jeanne Simpson, Lead inspector

Additional inspector

Linda Rowley

Additional inspector

Full report

Information about this school

- Cherry Garden Primary School is smaller than the average-sized primary school.
- The headteacher and deputy headteacher have both taken up their posts since the time of the previous inspection.
- The proportion of disadvantaged pupils known to be eligible for the pupil premium funding (pupils known to be eligible for free school meals and those who are looked after) is higher than average.
- Most of the pupils are from a White British background.
- The proportion of disabled pupils and those with special educational needs is in line with the national average.
- Children in the Reception class all attend full time.
- The school has gained the Silver Active Mark, ECO Green Flag and Let's Get Cooking awards.
- The governing body manages the breakfast club. An independent organisation manages the after-school club and this was not included in the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that all pupils make rapid progress by:
 - giving time for pupils to respond to the advice teachers give them when they mark their work
 - improving teachers' subject knowledge of punctuation and grammar so that they can all provide accurate examples for pupils
 - giving the most-able pupils work which extends their understanding.

Inspection judgements

The leadership and management are good

- Leaders and managers, including governors, are successfully ensuring that the school is on a rapid journey of improvement, following a fall in standards after the previous inspection. All adults in school are proud to be members of the school team and are very supportive of the changes that have taken place.
- The headteacher knows the school well. He regularly checks to find out what is successful and what needs to improve, using a wide range of evidence. The actions he takes to improve the school are effective. As a result, achievement and the quality of teaching have all improved. Leaders are currently focusing on increasing the rates of achievement of the most-able pupils and raising the numbers of pupils working at the higher levels.
- Teachers who lead subjects play a full part in contributing to the evidence about how well the school is doing. They work successfully with colleagues to bring about any changes which are necessary. They are all skilled and have made a positive difference to the effectiveness of the school.
- All leaders understand what information about pupils' progress is telling them about how well things are going. They regularly discuss the progress of each child and they step in quickly to provide extra support where necessary in order to promote equality of opportunity and tackle discrimination.
- Disadvantaged pupils, including those who are eligible for the pupil premium, benefit from small-group and individual support which meets their needs well. As a result, the gap between their achievement and that of their classmates is closing rapidly.
- The quality of teaching has improved because all teachers share their good practice and support each other. Teachers appreciate the strong sense of teamwork which encourages them all to reach for the same goals. They recognise that the targets they are set to improve their performance are challenging, and help them to raise attainment and to improve their own quality of teaching. This is enabling leaders to target and improve teachers' levels of knowledge of punctuation and grammar.
- The subjects pupils learn are interesting. Pupils apply their skills in English and mathematics to their learning in science, history and geography. This helps them to practise and improve. Pupils talk confidently about life in modern Britain. The elections for the school council, ECO captains and house captains help them learn about democracy. In addition, they learn about the rights and responsibilities of different groups of people, both now and historically. They develop respect and tolerance for those of other faiths.
- Pupils' spiritual, moral, social and cultural understanding is developed effectively through all the subjects they learn. The school sponsors a child in India and pupils study stories from other cultures. They have also learnt about the history and culture of Bristol. Art and music are celebrated and pupils regularly support both local and national charities. Pupils understand the school's values and how these can guide the decisions they make about the way they behave, both in school and in later life.
- The school has used the additional funding for primary sport effectively. The school has invested in a partnership with a local secondary school to share expertise. There is a wider range of sports for pupils to enjoy and teachers' subject knowledge has improved. More pupils are now taking part in sporting activities, which has resulted in the achievement of the Silver Active Mark. Standards, especially in swimming, have improved. More girls are taking part in football and gymnastics is a regular feature. After-school clubs are always oversubscribed.
- Relationships with parents are good. Nearly all parents would recommend the school to others.
- The school's systems for keeping pupils safe and secure meet statutory requirements. The headteacher is vigilant in making sure that all staff are trained to recognise signs that pupils might be at risk and to respond quickly. All pupils who spoke to inspectors during the inspection were confident that any adult in school would listen and help them if they were worried about anything.
- The local authority has an accurate view of the school's effectiveness and has given good support during the improvement journey.
- **The governance of the school**
 - Governors are effective. They have an accurate view of how well the school is doing, including the quality of teaching, from the detailed and accurate reports they have from the headteacher and other leaders in school. They check that the reports are accurate through the questions they ask and through regular visits to the school. They are confident that all pupils, including disadvantaged pupils, are not underachieving and that the quality of teaching is improving. They ensure that any underperformance is challenged and that effective teachers are rewarded by progression through the pay scales. They are ambitious for the school's future success. They make sure that they remain effective by attending training and sharing their learning with each other.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils get on well with each other and with their teachers. They say that their teachers listen to them, care about them and are always ready to help them if necessary.
- Pupils have positive attitudes to learning. They nearly always behave well, regardless of who is teaching them. Pupils who attend breakfast club make a good start to the day. They enjoy the healthy food they eat. They play together well and enjoy each other's company. In lessons, pupils try hard and they want to please their teachers. As a result, very little learning time is lost.
- Pupils say that the way the school manages unacceptable behaviour is fair. They understand the rules the school has in place and they like the fact that the good pupils are recognised and rewarded for their efforts. Pupils who find it difficult to manage their behaviour receive good support. As a result, exclusions are rare. There are very few repeated incidents, which shows that the school's systems are effective.
- Pupils have a good understanding of different kinds of bullying because they regularly discuss bullying in class and in special focus weeks. Though some parents who responded on Parent View were concerned about bullying, all pupils spoken to during the inspection were confident that there was almost no bullying in school. Where incidents have happened, records show that the headteacher regularly checks with the pupils that there has been no recurrence.
- Pupils mostly take pride in their work and in their school. They enjoy taking responsibility through their roles as school councillors, ECO monitors and house captains. Year 6 pupils enjoy their roles as buddies to the Reception children.
- Attendance is average. There are very few pupils who are regularly absent from school and punctuality is improving.
- Pupils play well together at playtimes and during the lunch break regardless of age or gender. Some pupils choose to sit quietly in the sheltered areas while others get involved in ball games. The Reception and Year 1 classes enjoy the range of activities available in the early years outdoor area.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe. All parents and staff agree that the school is a safe place in which to learn.
- The site is secure and there are very effective systems in place to check all visitors to the school.
- When pupils are absent, the school is vigilant in checking that they are safe through telephone calls and text messages to parents.
- E-safety is a high priority. Pupils know exactly what they have to do to keep themselves safe when they are using the internet. The school's website gives strong reminders to adults and pupils about the rules for safe surfing.
- Pupils of all ages learn about how to keep themselves and others safe as part of the subjects that they learn. They show their considerable awareness of safety through the very sensible way they move around the school. The oldest pupils have a 'buddy' in the Reception class for whom they have special responsibility. They take their roles very seriously and they make sure that the youngest pupils feel extremely safe. In addition, the regular visits from the Life Skills bus build their understanding throughout their time in school.

The quality of teaching is good

- Pupils enjoy their learning because the work that they do is interesting. Teachers explain clearly so that pupils understand what it is they are going to learn and the activities they have to do.
- Pupils make good progress because teachers use questioning well to help them to develop their understanding. Pupils often discuss their ideas with each other, which helps them to clarify their thinking and to use the technical vocabulary they have learnt.
- The activities and work planned for the most-able pupils usually challenges them. However, sometimes, their progress is not as rapid as it could be because they practise skills or ideas which they already know before they move on to more challenging tasks.

- Teachers use information about pupils' attainment to help pupils to focus on what they need to learn next. Pupils say that this really helps them to learn. Teachers often remind pupils about the skills they need to practise or the understanding that they need to develop, which helps them to focus on improving their work.
- Pupils also know their next steps from the comments teachers write when they mark their books. The comments usually identify what they have done well and something they need to improve. However, although some teachers give pupils time to read the comments and put the advice they receive into practice, this is not always the case. This means that some pupils do not benefit from the advice and progress slows.
- The least-able pupils learn well because the tasks they have to do provide just the right levels of challenge. Sometimes, they work with teaching assistants, whose skilful questioning helps them to achieve well and to gain confidence in their own abilities. The same is true for disabled pupils and those with special educational needs who benefit from special programmes of work. They frequently make rapid progress when they work in small groups or on their own with teachers.
- Reading has a high priority. There is a range of high-quality books in the library and pupils are pleased that the school buys whole series of books so that they can, in their words, 'get into' an author. Pupils frequently practise the skills they need to become fluent readers. Special events and making sure that pupils regularly read at home help to promote reading well.
- Pupils write frequently and at length. They record their learning across all the subjects and topics they study, which helps them to build stamina for writing and practise their skills. Displays of their work around the school show that their efforts are valued.
- Sometimes, teachers do not notice that they have made mistakes in their own spelling, punctuation and grammar, which means that pupils are not given correct examples on which they can base their own work. This limits the progress they can make.
- Mathematics has been a focus area for improvement because leaders were aware that this was an area of relative weakness. There is now consistency in the way pupils carry out calculations. Pupils regularly use their mathematical understanding to take part in cooking activities. They carry out investigations and solve problems regularly which bring their learning to life.

The achievement of pupils

is good

- After the previous inspection, pupils' achievement fell. This downward trend has now been reversed. The standards pupils reach by the time they leave the school have improved and are in line with the national average in reading, writing and mathematics. However, attainment in mathematics over time is less consistent than in reading and writing.
- Disadvantaged pupils are making good and increasingly rapid progress in reading, writing and mathematics. The gap between their attainment and that of their classmates has closed consistently over the last three years. By the time they leave, their attainment is similar to other pupils nationally and about a term behind other pupils in school in reading, writing and mathematics.
- Pupils in the Reception class and Key Stage 1 read confidently because they have a good knowledge of the sounds that letters make. They use their understanding well when they tackle unfamiliar words. The proportion of pupils reaching the expected levels in the national reading check at the end of Year 1 is above average.
- Older pupils talk enthusiastically about their love of reading. They use their reading skills across all the subjects they learn because of the wide range of high-quality books they can choose, both in the library and in their classrooms.
- Standards at the end of Year 2 have risen over the last three years and are now broadly in line with national averages. Pupils do equally well in reading, writing and mathematics.
- After a dip in achievement following the previous inspection, the progress pupils make in Key Stage 2 has improved. In recent years, all pupils in all year groups have made good, and sometimes rapid, progress in reading, writing and mathematics.
- Most pupils who left Year 6 in 2014 made expected progress, though relatively few pupils made better than expected progress over time. Progress in mathematics was slower than in reading and writing. The standards they reached were broadly in line with national averages. As a result, pupils are well prepared for the next stage of their education.
- The school has set challenging targets for the attainment of Year 6 pupils in the national tests at the end of this academic year. The progress pupils are currently making and the standard of work in their books shows that a much higher proportion of pupils are reaching both the expected and higher levels than in

previous years. Pupils read well. They are able to write at length with maturity and they apply their understanding of mathematics to solve complex problems.

- The school uses information about pupils' progress to spot those who are falling behind. They check whether this is because they are disabled or have special educational needs, or whether their progress is slowing for other reasons. Effective extra help is quickly provided which enables the pupils to catch up. As a result, their achievement is at least as good as that of other pupils.
- The most-able pupils make good progress over time, though their progress in lessons sometimes varies. The proportions who reach the higher levels in national tests at the end of Year 2 and Year 6 are broadly in line with national averages in reading and writing, but slightly below in mathematics.

The early years provision

is good

- Children flourish during their year in the Reception class. Parents are delighted with the way the adults get to know their children. They are impressed with the way the staff provide for their individual children personally and academically, particularly those children who have disabilities or special educational needs.
- Children settle quickly because the school introduces them to school life carefully. Special events show parents how they can help their children at home. Teachers plan children's next steps from the careful records they keep of children's learning. Parents sometimes contribute to these records. There is an increasingly effective partnership between home and school which leaders are keen to develop further.
- Children's skills when they start school are generally slightly below those typical for their age, particularly in reading and writing. During their time in the Reception class, children make good progress. A higher than average proportion reach a good level of development by the time they move into Year 1. All groups of children do equally well. The gap between the skills of boys and girls is narrower than average.
- Adults carefully observe and check children's understanding. They organise the classroom to help children to develop in all areas of their learning. Children who are behind when they start school catch up rapidly because adults put in place special activities to help them. For example, children currently in the Reception class are developing their ability to hold a pencil and write neatly through exercises to strengthen their hands.
- Children like choosing from the exciting range of activities, both indoors and outdoors. They concentrate well and they cooperate, which helps them to learn from each other.
- Adults have high expectations. They use questioning very skilfully to help children of all abilities to deepen their understanding. During the inspection, children learnt the meaning of the word 'predict', which they used in relation to whether the boats they were making would float or sink. They were encouraged to give reasons for their views and many of them were able to write a sentence to describe their thoughts. This is impressive for children of such a young age.
- The classroom is a very safe place and adults are vigilant in making sure they maintain this.
- The leader has a very accurate understanding of what is going well and what needs to improve. She responds quickly and effectively if she thinks anything could be better.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109114
Local authority	South Gloucestershire
Inspection number	449568

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	173
Appropriate authority	The governing body
Chair	Paul Iles
Headteacher	Phil Winterburn
Date of previous school inspection	14–15 October 2009
Telephone number	01454 867260
Email address	admin@cherrygarden.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

