

Tribal  
Kings Orchard,  
One Queen Street,  
Bristol  
BS2 0HQ

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
**Direct T** 01173115246  
**Direct F** 01173150430  
**Direct email:** Sara.Whalley@Tribalgroup.com



18 June 2015

Mrs Kiera Evans  
Headteacher  
Cherry Willingham Primary School  
Lime Grove  
Cherry Willingham  
Lincoln  
Lincolnshire  
LN3 4BD

Dear Mrs Evans

### **Requires improvement: monitoring inspection visit to Cherry Willingham Primary School**

Following my visit to your school on 16 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

### **Evidence**

During the inspection, meetings were held with you and other senior leaders, three members of the governing body and a representative of the local authority to discuss the actions taken since the last inspection. The school action plans were evaluated and a number of documents relating to the safeguarding of pupils, pupils' progress tracking data and the school's self-evaluation of its performance were reviewed. You took me on a tour of the school where we visited all the classrooms where pupils were working and we looked at work in their books.

## **Context**

Since the school's last inspection, four governors have resigned and work is currently underway to reconstitute the school's governing body, reducing the number of governors from 19 to 12. A new committee structure has been introduced.

One teacher has left to take a permanent position at another school and two more teachers are due to leave the school at the end of the current term. The school has recruited replacements for these teachers; one very experienced teacher and a newly qualified teacher.

Two teachers will have new additional responsibilities next term; one will become the pupil premium leader while the other will lead early years and key stage 1. A learning mentor has been employed to support pupils and families who find aspects of school life more challenging.

## **Main findings**

Senior leaders and the governing body have acted quickly in response to the last inspection. They have considered each of the areas for improvement identified in the inspection report and made plans to address these.

More of pupils' work is recorded in workbooks. For example, English work can be seen in the same book as science, history and geography and this is allowing pupils to link their writing skills to other subjects. The presentation of work is improving and this is being helped by the school's new handwriting scheme. Teachers and pupils have higher expectations of the quality and quantity of work produced. Pupils are writing for longer periods and are applying their learning between subjects.

Teachers' marking is more consistent across a range of subjects. However, the guidance for pupils on how they can improve their work further is insufficient to prevent errors and misconceptions re-appearing over time.

A new planning system has been introduced for teachers. This is allowing them to meet the needs of the different groups of pupils in their classes more effectively. Work is now better matched to the different abilities of pupils and they are beginning to show improved rates of progress.

Teachers have been encouraged to visit other local schools to see different ideas and methods of teaching. They speak highly of these new opportunities and are keen to try them out in school. This is also helping them to assess pupils' achievement more accurately as they can work with other colleagues to compare standards and identify next steps in learning.

The school acted quickly to organise an external review of governance. Governors are much more aware of the type and quality of information they need to help the school improve quickly. They are increasingly confident in asking the right questions to hold you and your staff to account for the achievement of pupils. While the full review is not complete, governors are much clearer about their roles and are increasingly active around the school during the school day.

Pupils' work is being regularly monitored and reviewed by senior leaders and governors. This is helping to ensure that the school's actions for improvement are being implemented. It is enabling senior figures to hold staff, and each other, to account for the progress of pupils. However, some senior and subject leaders are not clear enough about their roles and responsibilities to be fully effective in raising achievement across the school. Consequently, this continues to place a high degree of responsibility on you to lead change and to make sure that improvements are taking place.

School leaders and the governing body have created plans for improvement based on the findings of the last inspection report. This has been led by you and covers a range of actions with dates and those personnel who will be involved. However, this is not precise enough regarding dates and the naming of people who are responsible for ensuring that actions take place and are effective. This makes it more difficult to hold people to account for their actions in delivering school improvement.

You are providing weekly, written updates to governors and staff. These are informative and add to the sense of urgency needed to improve the school. You highlight the actions taken and the next steps. It is difficult to report on the impact of changes at this early stage but you are aware of the importance of this in the longer term.

The governing body now confirms policies regarding pupils' safeguarding and staff training information is up to date.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The school has received good support from the local authority through a link adviser. She is working with the governing body to continue its development and complete the external review. She has also secured training for teachers to improve their subject knowledge and has helped to create links with other schools to provide further training for teachers.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Lincolnshire.

Yours sincerely

Stephen McMullan  
**Her Majesty's Inspector**