

# Cherry Grove Primary School

Cherry Grove Road, Boughton, Chester, CH3 5EG

**Inspection dates** 22–23 September 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, with strong support from senior and middle leaders, is providing good leadership in making rapid improvements. He delegates responsibilities well and teachers share good practice and work well as a team. Together, they have driven forward improvements in teaching and in the outcomes for pupils, which are now good.
- Leaders have developed a consistent approach to teaching across the school which ensures that all groups of pupils, including disadvantaged pupils, now make good progress.
- Pupils' good attitudes to learning and behaviour make a significant contribution to their learning. They are polite and have a well-developed awareness for the rights of all pupils to be respected.
- The school is a happy place and pupils say that they feel safe because they are well looked after. Relationships between pupils and staff are strong.
- Teachers make accurate assessments of pupils' work to find strengths and weaknesses. This information is then used well to plan lessons which strengthen pupils' understanding.
- Governors are actively involved in school life and know the school well. They keep themselves well informed about pupil progress and hold leaders to account for the standards achieved.
- The curriculum engages pupils because it is broad, balanced and interesting. Pupils have a strong appreciation of the arts and of being global citizens. The impressive artwork on display contributes strongly to the attractive and welcoming environment in which pupils learn.
- The quality of provision in the early years is good. Children make good progress and are ready for learning in Year 1.

### It is not yet an outstanding school because

- The outcomes for pupils in mathematics are not yet as strong as they are in reading and writing.
- The gap between the outcomes for disadvantaged and other pupils, although closing, is still too wide.
- Leaders are not always rigorous enough in checking the impact of improvement plans, which would further improve the quality of teaching and outcomes for pupils.

## Full report

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

- Further raise the profile of mathematics across the school, including in the Early Years Foundation Stage, so that pupils' enjoyment and outcomes in the subject improve.
- Strengthen the progress made by disadvantaged pupils so that the attainment gap between these and other pupils continues to narrow.
- Ensure that plans for improvement are evaluated rigorously and often, so that the impact on the quality of teaching and outcomes for pupils can be measured more quickly and plans altered where appropriate.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher provides good leadership and receives strong support from other leaders and governors to drive school improvement forward. Leaders have successfully addressed the issues raised in the previous inspection. Swift and effective action has been taken to bring about strong improvements in all areas. There is a culture of ambition and pupils have high aspirations for themselves.
- The strong leadership of teaching has led to significant improvements since the last inspection. Leaders monitor teachers' performance regularly and robustly by observing lessons, looking at work in pupils' books and reviewing the progress made by all pupils. The outcomes of this monitoring are used well to identify strengths and weaknesses. Support is then provided by accessing training or by teachers observing good practice in other classes. This has led to good teaching over time.
- Subject leaders have worked hard to implement the new national curriculum. They know their subjects well and are involved in monitoring standards. Action plans are in place to ensure that standards continue to improve and staff are well supported with appropriate training. There is some evidence that leaders evaluate the impact of improvement plans, such as improvements in spelling in Key Stage 2, but at times the evaluation of impact is not rigorous enough and the pace of improvement slows.
- Pupils are very well prepared for life in modern Britain. They have time to reflect on their feelings and experiences, considering the rights of themselves and others, which has a very positive effect on their well-being and is helping to remove barriers to pupils achieving their potential. Pupils' work shows their good awareness of values, such as respect, tolerance, respecting differences and being kind. There is a strong appreciation of the arts, including trips to the Royal Ballet and the Royal Opera House. Also, the study of world faiths and religions helps to ensure that pupils' social, moral, spiritual and cultural awareness is well developed.
- The school's rich curriculum engages pupils and they enjoy their learning, such as chances to write in all subjects and completing lots of art work. Pupils talk enthusiastically about creating their own games using electronic devices and taking part in sporting activities. Pupils are taught about global citizenship and how they all fit into the wider world. For example, they enjoy making links with a school in Brazil. The broad and balanced curriculum is strengthened by a wide range of after-school activities which make an invaluable contribution to pupils' academic and personal development.
- The pupil premium funding is used effectively to ensure that disadvantaged pupils take part in the full life of the school, including education visits and clubs. It is also used to provide academic support where needed. This has ensured that these pupils are now making better progress than they did previously and the gaps in attainment in reading, writing and mathematics between these and other pupils are closing.
- The PE and sport premium is used effectively to support staff training and for professional coaching to take place. It has also meant that the number of competitive events entered by the school has tripled from the previous year. Pupils talk enthusiastically about the variety of sport now on offer at Cherry Grove.
- Leaders are diligent about safeguarding. Procedures are effective and are adhered to by staff and are checked regularly by governors. Leaders ensure that all staff and governors receive up-to-date training and know what to do if there are any concerns. Parents support the view that pupils are safe and well looked after.
- The local authority has provided well-judged support to the school's leaders since the previous inspection. Regular meetings with local authority personnel have helped leaders to address key priorities effectively.
- **The governance of the school**
  - Since the previous inspection, the structure and membership of the governing body has changed and the full governing body meets more regularly. Governors have maintained a deep understanding about the quality of teaching and the outcomes for pupils, and have an accurate view of actions needed to secure further improvement.
  - Governors share the ambition of leaders to make Cherry Grove the best it can be. They hold leaders and staff to account with regular reviews of teacher performance throughout the year. Governors are also linked to different subject areas, have meetings with subject leaders and take part in monitoring activities alongside staff. This has increased governors' knowledge of strengths and weaknesses and has allowed them to support and challenge leaders effectively.
  - Governors have a strong understanding of performance management procedures. As well as holding teachers and leaders to account, they ensure that the management of teachers' pay is effective,

meaning that teachers are suitably rewarded.

- Governors review the school's finances well and ensure that spending plans are matched to priorities for improvement. They check to ensure that the pupil premium and the PE and sport grants are spent effectively and have an impact. They are aware that, although closing, the gap in attainment between disadvantaged pupils and other pupils is too wide.
- The arrangements for safeguarding are effective.

## Quality of teaching, learning and assessment is good

- Teaching is characterised by warm relationships and positive climates for learning in classrooms. Pupils work well together to discuss and share each other's ideas about new learning. Classrooms are busy places where pupils are actively involved in activities and tasks. Pupils' knowledge, skills and understanding are strengthened by teachers' use of effective questioning and by pupils having time to think deeply.
- Teachers use their subject knowledge well to teach lessons that challenge and engage pupils in their learning. For example, in two Year 5/6 lessons, older pupils worked confidently, writing sophisticated poems including kennings and cinquains.
- Pupils are well motivated to learn and work hard. They are well rewarded and enjoy receiving certificates such as 'pupil of the week' or 'writer of the week'. They also receive award stamps and stickers, and if they are lucky, they are chosen to receive a 'treasure box' certificate in assembly. Pupils say that teachers expect them to work hard and 'want us to do well'.
- In the vast majority of lessons, teachers plan activities which challenge and motivate pupils to learn well. They use assessment information well, to analyse where pupils have strengths and weaknesses, and then alter plans for teaching to address the weaker areas. Teachers have high expectations of all pupils in terms of learning and behaviour. Most are skilled at intervening in lessons where pupils' understanding is not secure, and refocus teaching when needed.
- Actions have been taken to improve teachers' marking and feedback to pupils. Teachers provide useful ideas to encourage pupils to consider how to improve their work. Evidence seen in books across the school indicates that pupils' understanding is further developed by pupils answering a further question or by completing corrections. Pupils enjoy their 'green pen work' where they must read through their work and make improvements.
- Pupils have increasing opportunities to develop skills in writing and mathematics in subjects across the curriculum. For example, they draw graphs and complete measuring activities in science and have good opportunities to write in subjects such as history. Pupils are having some opportunities to be creative in mathematics and to complete more problem-solving activities. However, they need more regular opportunities to apply their mathematical skills and use reasoning to solve problems so that outcomes in mathematics improve across the school.
- Teaching assistants provide effective support. They contribute well to the quality of teaching and have an impact on learning. They are well informed of the intended learning in lessons and help ensure that pupils remain on task, and provide good support when needed. In a Year 1/2 phonics lesson, an assistant provided very effective support to a group of pupils who were developing their writing skills, by correcting the mistakes pupils were making when writing letters of the alphabet.
- Homework tasks are set regularly. Leaders have listened to the views of parents in relation to homework and a new homework policy has recently been adopted.
- The majority of parents say that they receive valuable information about their child's progress and have three opportunities during the school year to discuss this with class teachers.

## Personal development, behaviour and welfare are good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils at Cherry Grove are confident and secure within the school community. They enjoy being at school and speak with assurance about their experience of school life. They are keen to talk to adults and confidently give their opinions about issues, such as how things have improved for them at playtime and what the school does well.

- The climate for learning at Cherry Grove is very positive and the learning environment both in and out of classrooms is bright, welcoming and celebrates pupils' work well. This creates a positive atmosphere for both learning and behaviour. Pupils are confident and know what to do to be successful in their learning. They respect each other as well as the school environment and are proud to attend the school.
- All members of staff and all but one governor (who is new) have received training to safeguard pupils. Training records are up to date, including that of the designated safeguarding leader. Staff follow the guidance stringently to ensure that all pupils are safe. Systematic checks are carried out on new members of staff and regular visitors to the school. Pupils say that they feel safe and know how to keep themselves safe, including when using the internet. They would be confident in speaking to a responsible adult in school if they were worried about something or someone.
- The school's work on respecting the rights of all pupils has helped to ensure that incidents of bullying are rare. They have trust in the adults in school and know who they would speak to if they or a friend were being bullied. The school keeps records of bullying which helps to ensure that no trends develop. Pupils say that some pupils have used derogatory language in the past but instances of this are very rare and are quickly dealt with. The majority of parents state that bullying is dealt with effectively, which confirms some of the positive case studies witnessed by inspectors.
- Pupils attend school regularly and overall attendance has improved and is now in line with the national average. The number of pupils who are persistently absent has reduced because the school works well with families to help reduce absence from school. The attendance of some disadvantaged pupils is not as high as it could be and the school's work to rectify this is not yet fully effective.

### Behaviour

- The behaviour of pupils is good.
- Both in classrooms and around all areas of school, pupils' conduct and behaviour is consistently positive. Pupils play well together and walk sensibly around school. Where behaviour is less than good, leaders respond quickly to put plans and support in place for improvement. Evidence provided by the headteacher showed how this support had improved the academic performance of some pupils.
- Pupils' attitudes to learning in lessons is very positive. Teachers have developed effective strategies to quickly gain the attention of all pupils when they need to address the whole class. Pupils listen attentively and consider and accept the views of others.
- Pupils say that they feel safe at school and the vast majority of parents agree. Pupils have a good awareness of how to keep themselves safe, including when using the internet. Training has taken place for staff, pupils, governors and parents on e-safety. Pupils have a developing understanding of how to keep themselves healthy.

### Outcomes for pupils

are good

- Pupils make good progress in most year groups and in different subjects across the curriculum. In 2015, the number of pupils achieving and exceeding the expected levels in reading, writing and mathematics in Year 2 and Year 6 was much improved and higher than in 2014.
- Disadvantaged pupils are now making better progress. In most year groups in reading, writing and mathematics, the progress they make is typically in line with or above other pupils in school. This is because the school is monitoring the progress of this group of pupils more closely to ensure that they get the support they need to make better progress over time. Although progress is improving, these children are not yet achieving the same levels as other pupils either in the school or nationally, and leaders need to continue to make improvements in this area.
- Disabled pupils and those with special educational needs make good progress from their starting points to achieve levels that are broadly average in reading, writing and mathematics. Teachers and teaching assistants provide effective support to ensure that pupils have the appropriate resources to help their learning. Work in pupils' books shows good progress over time.
- The most-able pupils are challenged to achieve well and make good progress. In 2015, in Years 2 and 6, the numbers of pupils achieving the higher levels in reading, writing and mathematics were at or above national averages. This is a significant improvement from the previous year. Work in pupils' books shows good progress over time.
- Pupils enjoy reading and have lots of opportunities to read in school and at home. In all year groups, time is dedicated to allow pupils to read. Pupils read with adults every week so that reading skills can be assessed and developed. They also have opportunities to appreciate a range of books in silent reading

sessions. Activities such as these have ensured that pupils make strong progress in reading across the school. However, the number of pupils passing the national phonics (letters and their sounds) check declined last year. Leaders are aware of the reasons for this and the provision for the teaching of phonics has been strengthened, although it is too early to assess the impact of these changes.

- Pupils across the school are now making better progress. They are achieving well in reading, writing and the arts, and their social, moral, spiritual and cultural awareness is strong. This is helping them to develop into well-rounded citizens. Pupils need to have more opportunities to apply their mathematical skills and to use reasoning to solve problems in mathematics, so that their outcomes in mathematics improve further. They are well prepared for the next stages of their education.

## Early years provision

## is good

- At this early stage of the year, children are happy to come into Nursery. Adults are welcoming and engage well with children. Children have a good range of activities to complete, which motivates them to learn. These activities include reading, construction and sorting activities, and are designed to excite children. Some children were engrossed in making a chocolate cake while others enjoyed working in the construction area. Staff are developing children's language very well, for example using vocabulary for quantities of capacity and measure. Activities hold the attention of children, for example with children stirring mixtures in preparation for baking.
- Children's starting points when they enter Reception are below those typical for their age but not significantly so. Children make good progress to reach levels that are broadly typical for their age by the end of early years and are ready for learning in Year 1.
- At this early stage of the year, children have quickly settled into school because teachers and other adults have created a welcoming and engaging environment for children to explore. Children are happy. They listen well, behave well and are keen to learn.
- Teaching is good. Teachers create a sense of excitement for the children, for example by popping peas out of a pod and finding seeds in a melon. They use interesting strategies to hold the attention of children. In a number lesson, the teacher used a puppet to reveal shapes from a bag. Other children were using an electronic device to take 'selfies' and use this as a stimulus for drawing. The learning environment is stimulating and already displays examples of pupils' work in writing. The quality of teaching has had a positive impact on outcomes for children. In 2015, the number of children achieving a good level of development increased from the previous year.
- The early years is well led. The early years leader is an expert in this phase of education and has had a clear impact on the quality of teaching, the learning environment and the outcomes for children. Record-keeping is strong and regular assessments allow teachers to plan focused activities for the children. There is a strong partnership with parents, who are involved in their children's learning through the innovative use of electronic devices. Additional funding for disadvantaged children is used to provide extra, focused teaching sessions within classes to help these children to catch up, where required.
- Leaders ensure that children are safe. They also arrange activities within the environment, which allow for measured risk-taking, so children can learn how to keep themselves safe too.
- Policies and procedures are implemented consistently and there are no breaches of statutory welfare requirements. Consequently, safeguarding is effective.

## School details

<b>Unique reference number</b>	111209
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10002268

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	298
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Myers
<b>Headteacher/Principal/Teacher in charge</b>	Michael Bousfield
<b>Telephone number</b>	01244 981120
<b>Website</b>	<a href="http://www.cherrygrove.cheshire.sch.uk">www.cherrygrove.cheshire.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@cherrygrove.cheshire.sch.uk">admin@cherrygrove.cheshire.sch.uk</a>
<b>Date of previous inspection</b>	26–27 November 2013

## Information about this school

- Cherry Grove Primary School is a larger than average sized primary school. The number on roll is steadily increasing.
- Most pupils are White British.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of pupils known to be eligible for the additional pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, those who have been eligible for free school meals at any time in the last six years and children in the care of the local authority.
- The school meets the government's current floor standard, which sets out the minimum expectations for pupils' attainment and progress.
- There is a before- and after-school club on the site. This is not managed by the school and is subject to a separate inspection at a different time.

## Information about this inspection

- Inspectors observed lessons in all classes and in a range of subjects. Inspectors also visited two assemblies and listened to pupils read.
- Inspectors observed pupils' behaviour in classrooms and assessed the school's promotion of social, moral, spiritual and cultural development. Inspectors observed pupils in the playground and during lunchtime.
- Inspectors looked at work in pupils' books, alongside school leaders, and in the learning journals of pupils in the early years.
- Inspectors held meetings with the headteacher, deputy headteacher and special educational needs coordinator, subject leaders and the learning mentor. An inspector met with five members of the governing body, including the Chair of the Governing Body. A meeting was also held with the school improvement adviser.
- A group of pupils discussed their opinions about the school and their learning with inspectors. Inspectors also spoke informally with pupils in the playground.
- The inspectors took account of 24 staff questionnaires. Seventy-two responses to Ofsted's online parent survey (Parent View) were also considered. Inspectors held discussions with parents before school opened and also took account of a letter which was handed in to inspectors on the second day.
- Inspectors observed the school's work and looked at a number of documents, including minutes from meetings of the governing body, information on pupils' outcomes, the school's evaluation of its own performance and its development plan. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

## Inspection team

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