

Cherry Willingham Primary School

Lime Grove, Cherry Willingham, Lincoln, Lincolnshire LN3 4BD

Inspection dates

10–11 October 2017

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have taken action that has brought improvement but the quality of teaching, the use of assessment and pupils' achievements are not yet consistently good.
- Teachers' expectations of what the most able pupils can achieve have not been high enough. Too few pupils reach the higher standard by the end of Year 6.
- Teachers in some classes do not place enough emphasis on extended writing. They do not help pupils to develop their writing skills in other subjects.
- The writing and reading curriculum sometimes does not sufficiently follow pupils' interests.
- In mathematics, pupils lack problem-solving and reasoning skills. Pupils do not apply their mathematics skills sufficiently, for example in topic work.
- In key stage 1, the teaching of reading is not as strong as it is in the early years. This is especially true for those who struggle with their reading.
- In some classes, teachers do not routinely assess pupils' work. They do not identify their misconceptions and show them exactly where to target their efforts to improve their work.
- Leaders' checks on teaching and pupils' work do not place enough emphasis on evaluating the progress of different groups of learners, especially the most able.

The school has the following strengths

- The headteacher has made a good start to improving the school. Pupils' behaviour and personal development are now good. Pupils are kept safe in school.
- Leaders have eradicated inadequate teaching.
- The governing body is now more active in holding leaders to account and helping the school to improve.
- Pupils' attendance has improved and is now above the national average.
- Good pastoral care provides support for pupils, including those who have special educational needs and/or disabilities.
- Pupils show a good understanding of British values. The curriculum helps promote pupils' spiritual, moral, social and cultural development well.
- Children make a very good start to school in the early years. By the end of the Reception Year, standards are above average and children are well prepared for Year 1.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and the use of assessment by ensuring that:
 - teachers have consistently high expectations, particularly of the most able pupils
 - staff, particularly in key stage 1, routinely identify pupils' misconceptions as they are working and provide guidance on where and how pupils can improve their work.
- Improve the curriculum and pupils' achievement by leaders and teachers:
 - placing greater emphasis on developing pupils' extended writing and helping pupils improve their writing skills in other subjects
 - ensuring that staff in key stage 1 fully support the progress in reading of those who find reading more difficult
 - helping pupils, especially the most able, develop a greater interest in and enthusiasm for reading and extended writing
 - ensuring that the curriculum places sufficient emphasis on problem-solving and reasoning in mathematics.
- Improve leadership and management by ensuring that leaders focus on checking the progress of different groups of pupils, especially that of the most able.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have made some successful changes but pupils' achievements and the quality of teaching are not yet consistently good throughout the school.
- Senior leaders check pupils' progress carefully and hold teachers to account for the achievement of pupils in classes. These checks have had a positive impact on pupils' attainment. More pupils are now reaching standards that are in line with the national expectations for their ages. Leaders have paid too little attention to checking and promoting the achievement of the most able pupils. Consequently, too few pupils reach the higher standards or greater depth expected for their ages.
- Senior leaders, governors and subject leaders regularly monitor the quality of teaching and pupils' work. Checks are made to ensure that teachers are implementing school initiatives consistently. For example, following good training and careful checks by leaders, staff now consistently implement the school's marking policy. These checks, however, rarely refer to the progress of individual pupils or particular groups of pupils, such as the most able. Leaders give feedback to staff about their teaching. They do not evaluate what effect the teaching has on learning or the progress of different groups of pupils.
- The curriculum is mostly adapted to match the learning needs of different groups of pupils. The work is effectively modified to meet the needs of pupils who have special educational needs and/or disabilities, who are well known to staff. The curriculum does not provide enough challenge for the most able pupils.
- The curriculum for writing has been improved but weaknesses are still evident. Pupils still do not write enough at length in English. Opportunities to develop their extended writing skills in other subjects are also limited. The writing curriculum does not encourage pupils to draw on their personal interests to encourage them to write at length.
- The mathematics curriculum for calculation is effective. Too little emphasis is given in mathematics to problem-solving and investigation.
- The reading curriculum, especially for phonics, is strong in the early years. It is not yet fully effective in key stage 1. Results in the national phonics screening check, although improving, remain below average. Most-able readers in older classes are sometimes not motivated to read frequently.
- The curriculum to support pupils' personal development is a strength. Pupils' good spiritual, moral, social and cultural development is a key part of the school's provision. British values are well promoted.
- Pupils' attendance is well managed and rates of attendance have improved to above average.
- Pupils are particularly impressed by the much-improved provision for sports and physical education (PE). This takes place both in the school timetable and during clubs at lunchtime and after school. Pupils appreciate the sports coaching they now receive. They now participate more frequently in competitive sports with other schools. Much of this is due to the wise spending of primary PE and sport premium funding. This has

also been used to help teachers teach sports and PE more effectively.

- Leaders have reviewed the provision for pupils who find learning difficult and extra support is now available. There are indications that these pupils are beginning to make faster progress. Pupil premium funding and additional finance for pupils who have special educational needs and/or disabilities are now being spent to much better effect.
- Staff welcome the guidance they receive from leaders. They feel optimistic and positive about the way the school is being led and managed. The headteacher has been successful in her work to inspire staff to improve pupils' achievement.
- The local authority has made a positive contribution to improving the school. For example, it has helped to improve governance and subject leadership. Subject leaders appreciate the clear direction and guidance they receive on carrying out their roles.

Governance of the school

- Governance has improved since the previous inspection. In response to concerns, the governing body has undertaken a wide range of actions that have set governance on a new and much-improved track.
- The governing body now contains a suitable range of well-experienced and capable governors. They are acting with great determination to ensure that they play a full and proper role in supporting and checking the school's improvements.
- Governors now have a clear view of the strengths of the school and where further improvements are needed. They are well placed to challenge and support staff and leaders. This means that they are now helping the school to improve.
- Governors have organised themselves well into an appropriate system of committees. They have appointed specialist governors in a range of key areas and improved governors' training.
- The governing body is now aware of the quality of teaching throughout the school. It has set up systems to ensure that teachers are only rewarded when their teaching and pupils' learning are both good.
- Governors are much better placed to evaluate how spending decisions are helping improve pupils' achievements. They keep careful track of the school's spending of, for example, the pupil premium and the primary PE and sport premium.

Safeguarding

- The arrangements for safeguarding are effective and fully meet requirements. Leaders, including governors, have successfully established a culture throughout the school in which all staff are committed to keeping pupils safe. Staff receive regular training and know how to report any concerns they have about pupils' welfare or safety. The school's package for staff returning to work or starting at the school mid-year ensures that all staff are well versed and up to date in the school's procedures.
- Any potential child protection issues are carefully recorded using well-maintained and effective systems.
- Some parents who responded to Ofsted's online questionnaire, Parent View, expressed

dissatisfaction with the school's handling of bullying. The inspection found that any issues that arise are followed up and recorded appropriately. Leaders, pupils and staff report that such incidents are very rare.

- The school deals with sensitive personal and relationship issues well. Pupils are taught to act with respect for the views and lifestyles of others.

Quality of teaching, learning and assessment

Requires improvement

- Teaching and the use of assessment are not yet consistently good throughout the school. In some classes, especially in key stage 1, teachers do not use assessment information to help pupils learn. Some staff do not routinely identify pupils' misconceptions in lessons and then use these to help pupils learn. In some classes, teachers do not provide enough guidance so that pupils can improve their work.
- Teachers' expectations of the most able pupils are not consistently high enough throughout the school. This means that the most able pupils are not fully extended and do not reach their full potential.
- The teaching of phonics and reading is strong in the early years but less effective in key stage 1. Some lower-attaining pupils are not given enough support with their reading. This leads to slower progress in reading in Years 1 and 2. In key stage 2, teachers do not make full use of pupils' personal interests to encourage them to read or write at length.
- Throughout the school, pupils are taught to be confident and fluent in their use of number. Teachers do not focus enough on helping pupils to use reasoning skills or to apply familiar mathematics when working on topics in other subjects.
- Inadequate teaching has been eradicated since the last inspection and the quality of teaching is improving. Teachers, especially in the older classes, establish positive relationships with pupils and promote good attitudes to learning. This means that pupils work hard and concentrate well throughout lessons. Pupils are taught to take pride in their books and the presentation of their work. Adults have a good rapport with pupils and promote respectful relationships which support pupils' learning well.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The headteacher has done much to support staff in improving pupils' personal development, behaviour and welfare since the last inspection.
- Pupils told inspectors that the school looks after them well and that they feel safe at school. They make good progress in their spiritual, moral, social and cultural development. They demonstrate secure knowledge and experience of other ways of life and are well prepared for life in modern Britain.
- Their social development is a particular strength and pupils relate well to one another, staff and visitors. The ethos of the school helps pupils to understand and consider the needs of others. Pupils are often polite and helpful. They understand how to act safely

and show respect for the safety and feelings of others.

- Many pupils benefit from the daily good-quality breakfast club.
- Pupils, especially the older pupils, enjoy taking responsibility for helping the school run smoothly. Some serve, for example, as members of the school council. Some older pupils learn a lot by taking responsibility for leading lunchtime clubs, for example in cheerleading or drama.
- The school actively deals with contemporary issues through its curriculum and values. Special events such as anti-bullying week and diversity week help pupils develop an understanding of sensitive issues. The great majority of parents agree that their children are happy and feel safe in school.
- Pupils know about safety and are aware of many potential dangers in modern life. They are, for example, clear about how to keep themselves safe when using the internet.

Behaviour

- The behaviour of pupils is good. Behaviour at lunchtimes, during playtimes, in assembly and around school is good. Pupils were proud to tell inspectors that the good behaviour seen during the inspection is typical for their school.
- Pupils' attitudes to learning are better than at the time of the previous inspection. Teachers and teaching assistants expect pupils to behave well and the pupils have risen to this challenge. Only rarely, when adults do not expect enough of pupils, is there any low-level disruption in classes. Pupils show pride in their work and standards of presentation have improved since the previous inspection.
- Attendance has improved to above the national average. Good work by leaders has successfully dealt with the previous problem of the persistent absence of a few pupils.

Outcomes for pupils

Requires improvement

- Published information, the school's own assessments and pupils' work show that all groups of pupils are not yet making consistently good progress and achieving well throughout the school. There are, however, signs of improvement.
- Pupils enter the Reception class with skills and knowledge that are typical for their age. By the end of the Reception Year, children have made good progress and attain standards above those found nationally. Standards at the end of Years 2 and 6 are broadly average, except that too few pupils reach standards above those expected for their ages.
- In the 2017 national assessments, attainment in writing and mathematics by the end of Year 6 was below average. Too few pupils attained higher standards or greater depth in reading, writing and mathematics.
- The school's accurate records and pupils' work show that, this year, more pupils are now reaching the standards expected for their ages. Too few pupils, however, are attaining higher standards or greater depth.
- Disadvantaged pupils are making similar progress to that of their peers. This

improvement is the result of better use of pupil premium funding. Pupils who have special educational needs and/or disabilities are making better progress, but their progress is still not consistently good across year groups.

- In writing, pupils' presentation and punctuation are better than their spelling. Pupils are more adept at short writing exercises than at extended writing.
- In mathematics, basic calculation skills are better than pupils' skills in applying mathematics or in using reasoning to solve problems. Staff have ensured that pupils are becoming more secure in their knowledge of number facts, such as multiplication tables.

Early years provision

Good

- All groups of children make good progress in the Reception Year. This is because the curriculum and the quality of teaching in the early years are consistently good. All staff hold high expectations of children and challenge them to achieve their best.
- Adults use precise assessments to ensure that planned activities challenge and support all children. Staff know the learning of each individual child inside out. For example, the teacher and teaching assistant target groups identified on the previous day as not having fully acquired a new skill. Everyone works together to ensure that every child can reach their full potential. The most able children make good progress but, just occasionally, learning does not fully extend the most able children.
- Teachers provide children with carefully structured learning opportunities. For example, phonics learning is introduced each morning and then consolidated during other activities, such as finding phonemes to make words in the sand. Phonics learning was also reinforced in a PE lesson.
- Children are taught to behave well. They enjoy coming to school and are thoroughly prepared for Year 1. Any minor disruptions are handled calmly by staff, who take swift action to ensure future positive outcomes.
- Parents are fully supportive of the provision in the early years. Staff help them to make a positive contribution to their children's learning at home.
- Parents are also confident that their children are well looked after and cared for. Safeguarding arrangements are meticulous and fully meet requirements.
- Staff share a common and accurate understanding of the strengths of the early years and where further improvement is needed. The early years leader explained the positive effect of initiatives such as phonics teaching on attainment and progress. New systems to track children's progress provide clear information about the attainment and progress of particular children and of groups of children, and these are well used.

School details

Unique reference number	120505
Local authority	Lincolnshire
Inspection number	10031141

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	271
Appropriate authority	The governing body
Chair	Graham Wilson
Headteacher	Kiera Evans
Telephone number	01522 751 148
Website	www.cherryprimary.co.uk
Email address	admin@cherryprimary.co.uk
Date of previous inspection	18–19 March 2015

Information about this school

- The school is of average size for primary schools.
- The school meets the requirements on the publication of specified information on its website.
- A below-average proportion of pupils are from minority ethnic backgrounds. Few pupils speak English as an additional language.
- The proportion of disadvantaged pupils is below the national average for primary schools. The proportion of pupils who have special educational needs and/or disabilities is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning in all classes, including a joint observation with the headteacher. In addition, they carried out shorter visits to classrooms to see particular aspects of the school's work, such as the teaching of reading.
- A range of other school activities, including assembly, playtimes and lunchtimes, were observed.
- Inspectors scrutinised past and current work of pupils of different abilities in all year groups. Inspectors also heard pupils read.
- A meeting was held with three governors, including the chair of the governing body. A meeting was held with a representative of the local authority. Prearranged and informal discussions were held with members of staff and pupils.
- Inspectors analysed documents, including the school's plans for improvement and reports showing the school's view of its own performance. The school's website was evaluated. Safeguarding documents were reviewed. Policies and records relating to pupils' personal development, behaviour, welfare, safety and attendance were inspected.
- Inspectors analysed information on the performance of the school in comparison with other schools nationally. They also considered the school's own records of pupils' attainment and progress.
- Inspectors took account of the 42 responses to Ofsted's online survey, Parent View. The results of the school's most recent survey of parents were considered and inspectors also spoke with parents at the start of the school day.

Inspection team

Roger Sadler, lead inspector	Ofsted Inspector
Joanna Hall	Ofsted Inspector
Heather Hawkes	Ofsted Inspector

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