

Inspection of Cherry Willingham Primary Academy

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

Inspection dates: 10 and 11 October 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Gemma Curtis. This school is part of The Priory Federation of Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Ian Jones, and overseen by a board of trustees, chaired by Howard Gee.

What is it like to attend this school?

Pupils are proud of Cherry Willingham Primary Academy. They would not hesitate to recommend the school to others. Pupils are happy and they feel safe. They value the staff and appreciate the sense of togetherness. Pupils say, 'It's like one big family where everyone is treated the same.'

The school has high expectations of pupils' work and behaviour. Pupils live out the school's mantra of 'learning together, succeeding together'. They are a credit to the school. Friendly and well mannered, their behaviour is exceptional. The calm atmosphere from early years through to Year 6 helps pupils to enjoy their lessons and do their best. Pupils work well together. Older pupils volunteer to lead activities for younger pupils. Pupils care for each other.

Pupils enjoy their learning, both inside and outside the classroom. The school provides an ambitious curriculum for all pupils. Pupils with special educational needs and/or disabilities (SEND) have support to access the same learning opportunities as other pupils.

Parents and carers value the school. They praise the caring environment and the learning experiences. As one parent commented, 'My child is so excited to go to school and comes home with a thirst for learning, which is fantastic to see.'

What does the school do well and what does it need to do better?

In recent years, the school has worked hard to improve the curriculum. Clear plans identify the key knowledge that pupils must learn and the order in which they need to know it. Teachers have good subject knowledge. They check pupils' learning in English, mathematics, science and some other subjects. However, the school has not yet developed effective ways to check on pupils' learning in all subjects.

Children get off to a strong start in Reception. They enjoy a wide range of activities. For example, the autumn walk is a great success. Children learn lots from this exciting adventure. They are eager to make models of the squirrels they see. The school encourages children in early years to become independent learners. This ensures that they are ready for Year 1.

The school has made reading a high priority. Pupils learn to read with confidence and accuracy. The phonics programme begins on a child's first day in Reception. The school is quick to provide expert support when needed to help all pupils keep up. In each year group, pupils continue to develop their reading fluency and comprehension skills. The school has found many interesting ways to promote a love of reading. For example, the 'mystery reader' initiative builds a sense of excitement around books.

All subjects are important at this school. Interesting lessons flow without interruption, and pupils are keen to share their ideas. For example, Year 5 pupils

enjoy discussing the history of the internet. In Year 4, pupils explore sound vibrations using a xylophone and flour. Pupils respond well to their teachers and work hard. Pupils with SEND receive the right support. The school works with external agencies to meet the needs of these pupils.

The school places a high value on personal development. Pupils understand the importance of aspiration. Staff teach pupils to 'be the best you can be and never give up'. Most pupils take part in clubs, such as cheerleading club and culture club. This adds to their enjoyment of learning. Many pupils, including pupils with SEND, enjoy leadership responsibilities. For example, they serve as monitors, play leaders and members of the academy council. Some pupils take the lead in organising clubs. The school is always looking for ways to improve pupils' learning opportunities, such as through the 'curriculum crews' whose members work with subject leaders to give feedback on lessons. Pupils are respectful of others with different backgrounds. However, pupils' understanding of British values, such as individual liberty, is underdeveloped.

The management of pupils' behaviour is a strength at this school. There are clear expectations and strong relationships. This is consistent across the school. As a result, behaviour is excellent. Pupils are grateful for what they describe as 'fair' treatment. They are confident that the school will deal with any incidents of misbehaviour.

Leadership is effective at all levels. Leaders have a clear vision to ensure that all pupils reach their potential. Staff feel that leaders value them and are considerate of their workload. Staff are proud to work at the school. Trustees and trust leaders know the school well. They have played a key role, working alongside local governors, to help the school improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, the school has not established effective approaches to checking what pupils know and remember. As a result, the school does not have a clear picture of achievement in all subjects. The school should ensure that effective approaches to checking what pupils have learned are in place in all foundation subjects, enabling teachers to identify what pupils have learned and what they need to learn next.
- Pupils' understanding of British values is underdeveloped. Some pupils do not remember the British values they have been taught. The school should ensure that all pupils have an age-appropriate depth of understanding of British values.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	146205
Local authority	Lincolnshire
Inspection number	10298524
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	Board of trustees
Chair of trust	Howard Gee
Headteacher	Gemma Curtis
Website	www.cherryprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The headteacher took up post in September 2022.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other leaders, groups of staff and pupils. They met with trust leaders and trustees.
- Inspectors carried out deep dives in early reading, mathematics, science and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work

and spoke to pupils about their learning. The lead inspector listened to pupils reading aloud to an adult.

- Inspectors also spoke to leaders about curriculum development in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site.
- Inspectors spoke to parents at the school gates. They also considered the responses to Ofsted Parent View and to the staff survey.
- Inspectors reviewed a range of documentation, including school improvement plans and minutes of trustee meetings.

Inspection team

Martyn Skinner, lead inspector

Ofsted Inspector

Mark Westmoreland

Ofsted Inspector

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