



Cherry Grove Primary School

Inspection Report

Unique Reference Number 111209
LEA Cheshire
Inspection number 278620
Inspection dates 13 March 2006 to 14 March 2006
Reporting inspector Mr Jim Alexander CfBT Lead Inspector

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

Type of school	Primary	School address	Chapel Lane
School category	Community		Boughton
Age range of pupils	3 to 11		Chester, Cheshire CH3 5EN
Gender of pupils	Mixed	Telephone number	01244 324837
Number on roll	264	Fax number	01244 350556
Appropriate authority	The governing body	Chair of governors	Mr B Thompson
Date of previous inspection	24 January 2000	Headteacher	Mr C Marron

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Cherry Grove is an average size primary school, with 34 children attending the nursery. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities and those entitled to free school meals is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The overall effectiveness, although judged by the school to be good, is satisfactory, and the value for money provided is also satisfactory. Following the previous inspection the school faced a period of disruption caused by staffing difficulties, which resulted in a decline in standards in English, mathematics and science. These problems have now been resolved and the more stable situation within school, and the involvement with the local authority's support programme, is resulting in improvement.

Pupils' achievement is satisfactory. Children in the Foundation Stage meet the goals set for children of their age, and the standards pupils reach at the end of Key Stages 1 and 2 are above average. The quality of provision in the Foundation Stage is satisfactory. There is a good curriculum throughout the rest of the school. Teaching is satisfactory, although work is not always challenging enough for average attaining pupils and those with learning difficulties. Pupils' personal development is good. Pupils enjoy school and attend well. The school cares for them well and keeps them safe, but guidance to help improve their learning is not yet as strong as it needs to be.

Leadership, management and governance are satisfactory. Monitoring and evaluation procedures have improved, resulting in a better understanding of what needs to be done to raise pupils' attainment, although the analysis of information gained does not always result in sharply enough defined priorities for action. The school has the confidence of parents who value the caring ethos and sense of community. The positive steps that have been taken recently to raise standards demonstrate that the school has the capacity to improve further.

What the school should do to improve further

- Raise standards and accelerate the rate of progress for all groups of pupils, but especially for average ability pupils and those with learning difficulties and/or disabilities, by making better use of assessment information to set challenging targets and appropriate levels of work.
- Ensure that the quality of teaching and learning are improved through more effective evaluation and monitoring.

Achievement and standards

Grade: 3

The school correctly judges achievement to be satisfactory. Children enter the nursery with standards that are broadly typical for their age. Progress through Foundation Stage is satisfactory in all areas of learning. Children meet the goals set for pupils of their age by the end of Reception. They make better progress however in their personal, social and emotional development because of the better quality of provision in this area. By the end of Year 2 pupils reach above average standards. Results of the 2005 assessments met targets set and were highest in reading and mathematics. Targets were also met in Year 6 where results in national tests in 2005 were above average,

highest in science. These above average standards only represent satisfactory progress, however, when pupils' prior attainment is taken into account, particularly for those at the end of Key Stage 2. Over the past three years standards have been rising slowly and steadily for pupils in Year 6. However average ability pupils and those with learning difficulties and/or disabilities make less progress than other pupils because work given to them is often not challenging enough. The level of challenge for more able pupils is appropriate and ensures that they make better progress. The school's involvement with the local authority's support programme is helping to identify what needs to be done to raise standards and action being taken to secure improvement is having a positive impact.

Personal development and well-being

Grade: 2

Pupils' personal development is good and this includes provision for spiritual, moral, social and cultural development. Pupils' self-esteem and confidence grow because they celebrate together the good things they have done. One boy commented 'getting awards makes it a better school, everyone wants to get gold'. Pupils enjoy school and respond well to the calm atmosphere. Their behaviour in lessons and around school is good. Attendance is also good. Pupils' cultural awareness extends beyond their immediate experiences as they learn about different faiths and take part in, for example, Indian dancing. Pupils have a good understanding of the importance of taking physical exercise, because its profile has been raised through a very good programme of sporting activities and the involvement of a local football club. Fresh food served at lunch time and healthy snacks also make valuable contributions to supporting healthy lifestyles. Pupils enjoy being consulted about school issues through the newly formed school council. Special responsibilities for the older pupils, such as being a 'recycling officer' or a 'nursery buddy' enable them to make a good contribution to the school community. These activities develop their confidence and independence, qualities that will serve them well in later life.

Quality of provision

Teaching and learning

Grade: 3

The school judges teaching and learning as good; inspectors disagree, judging them to be satisfactory. This is because teaching is not always challenging or stimulating enough and this affects adversely pupils' progress, especially for those who need a more structured and supportive learning environment. Some teachers' expectations are not focussed enough and tasks do not always keep pupils' interest and maintain concentration. In some lessons, teachers talk for too long at the beginning, causing some pupils to become passive and restless. In a few lessons teaching is good or better. Here, lessons are stimulating and challenging and, as a result, pupils enjoy their learning and make good progress. The use of good questioning to develop pupils' thinking and extend their understanding promotes learning well, especially for more able pupils. In

the best lessons, activities are tightly structured to match the needs of all pupils. The relationship that staff have with pupils is good.

The assessment of pupils' progress and attainment in English and mathematics is satisfactory and teachers are beginning to use the information well to set targets for groups of pupils. The assessment of pupils' progress in other subjects is underdeveloped.

Curriculum and other activities

Grade: 2

The curriculum provided is good, meeting pupils' needs well. There is a good emphasis placed on English, mathematics and science and this contributes to sound progress by pupils. Art and design has been maintained as a strength and pupils' work brightens the school. Provision for the performing arts, especially music is also good. Pupils thoroughly enjoy learning to play the guitar and singing in the choir. Their performance for parents in assembly was outstanding.

Other subjects of the curriculum are adequately covered although evidence of the use of modern technology to support different curriculum areas is limited. The school is successfully developing its curriculum through the introduction of French. Issues to do with healthy lifestyles and safety are well covered. There is a good range of clubs in the school and visits to places of interest such as a French restaurant. These are much appreciated by pupils.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Arrangements for safeguarding pupils are robust and reviewed regularly. Consequently, pupils say they feel safe and valued and can rely on adults to look after them. One pupil commented, 'I like the company of teachers because they listen to you and always help you.' Rare incidents of unacceptable behaviour are dealt with rapidly and appropriately. Guidance for pupils in their academic progress is satisfactory. The school is committed to monthly meetings between parents and teachers where targets are set for literacy and mathematics. However, the targets are group based rather than specific for each child and this limits their overall effectiveness. Those with learning difficulties benefit from satisfactory levels of support. Parents agree that their children feel safe and well cared for within the family atmosphere of the school. One parent commented, 'I am very happy with the experiences my child is having at this school.'

Leadership and management

Grade: 3

Leadership and management are satisfactory rather than good as the school judged them to be. This is because following the last inspection the headteacher and senior leadership team were not sufficiently rigorous in the monitoring and evaluation of the

school's performance, mainly due to difficult staffing issues that took time to resolve, and standards fell. The staffing situation is now more stable and the school has a reasonable view of its effectiveness and the quality of provision. The headteacher leads the school in a calm and systematic way, and in partnership with the local authority's support programme, has recently introduced a new tracking system to ensure a consistency of progress across each year group. This is beginning to have a positive effect and in the past three years there has been slow but continuous development in the progress Year 6 pupils make, the most significant improvement occurring last year. The subject leadership of English and mathematics is strong and these teachers have a clear understanding how to raise standards further. The newly appointed deputy headteacher is also effectively supporting the training and developing needs of other subject leaders well. The governing body uses its expertise well to support the school and ensure statutory requirements are met. Its procedures for checking school performance are becoming more robust. The school's involvement in the local authority's support programme has provided a strong steer for improvement; the positive impact of this demonstrates satisfactory capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for being so welcoming when we recently visited your school. You were all polite and friendly and your good behaviour impressed us. We were pleased to see how well all the adults and children got on together. This is a big help to you in your lessons.

Your teachers and other staff have worked together well recently to keep improving your work. They plan a lot of interesting things for you to do and make sure that you are safe and well cared for. You told us that you really enjoyed your lessons and all the other activities in school.

To help you to do even better, we have asked teachers to make lessons more stimulating and exciting and to set you challenging targets and let you know how to achieve them. We have also asked your school to keep a careful check on how well you are doing to ensure Cherry Grove becomes an even better School.

We very much enjoyed talking with you and your teachers, and wish you and the school the very best for the future.