



# Cherry Willingham Primary School

Inspection Report

**Unique Reference Number** 120505  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280830  
**Inspection dates** 15 February 2006 to 16 February 2006  
**Reporting inspector** Mr. Roger Fry LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Lime Grove
<b>School category</b>	Community		LN3 4BD
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01522 751148
<b>Number on roll</b>	271	<b>Fax number</b>	01522 751148
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Tony Saville
<b>Date of previous inspection</b>	4 October 1999	<b>Headteacher</b>	Mr. C Vasey

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 15 February 2006 - 16 February 2006	<b>Inspection number</b> 280830
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

The school serves the village of Cherry Willingham and the surrounding area. Most pupils are from White British backgrounds. A very small proportion of pupils are from different minority ethnic groups. A few pupils speak English as an additional language. Many join or leave the school other than at the beginning and end of the school year. Pupils' attainment on entry is below average. The proportion of pupils eligible for free school meals is very low. The school has a lower than average proportion of pupils with learning difficulties.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Cherry Willingham is a good school. The provision in Reception is very good. Children make many gains in knowledge and skills and most reach the standards expected by Year 1. By the time pupils leave in Year 6, standards are slightly above the national average. Pupils, including those who joined the school after the Reception year, make good progress. Pupils with learning difficulties and with English as an additional language also make good progress. Pupils' personal development is outstanding. They have very good attitudes to work and behave exceptionally well. Parents confirm that their children are very happy in school and enjoy their work very much. Attendance is above average. The school cares well for pupils. The teaching, learning and the curriculum are good. There are outstanding features, such as the quality of relationships between adults and pupils, and pupils' knowledge of how to stay safe. There are many clubs and visits that encourage pupils to look forward to going to school and learn new things. However, there are areas for the school to develop further, for example, teachers mark pupils' work inconsistently and do not always show them how they can improve. The headteacher and senior staff lead the school well. There is a strong sense of teamwork. The school has successfully tackled the issues from its previous inspection. However, too few checks have been made recently on the quality of the school's work. The inspection findings largely agree with the school's own view of itself. It provides good value for money and has sufficient capacity to improve further.

### **What the school should do to improve further**

- Ensure that the marking of pupils' work is more consistent and makes clear what it is that they need to do to improve. - Re-establish the checks on teaching and learning to improve the quality of the school's work further.

## **Achievement and standards**

### **Grade: 2**

In Reception, children learn to read, write and use numbers quickly. A high proportion reach the standards expected by Year 1. In Year 2, pupils attain standards that are broadly average. This has been a steady picture over the last four years. Standards in Year 6 over a similar period are slightly above average overall and, this year, standards in mathematics are above those expected nationally. Pupils make good progress and have challenging targets to reach. Their very good attitudes to work and regular attendance contribute to the good progress they make. Attainment on entry to the school is below average. The school gains significant numbers of pupils throughout the year with widely differing attainment on entry. They settle quickly in this friendly school and make good progress from their starting points. The good quality teaching gives rise to the progress they make and the small number of pupils from minority ethnic groups make similar progress to their peers. Pupils with learning difficulties or with English as an additional language also make good progress because the school works effectively to meet their needs.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Behaviour is excellent and pupils apply themselves to their work very well. They are sensible and mature and take on responsibilities eagerly. Attendance is above average and pupils greatly enjoy learning. Pupils' spiritual, moral, social and cultural development is good. The school works effectively to ensure that all pupils have a positive awareness of the beliefs and traditions of people from different cultural backgrounds. There is a very good programme of personal, social and health education (PSHE). This programme is particularly effective in showing pupils how to be safe and take care of themselves. Pupils take advantage of the good opportunities for them to take exercise and they are well aware of the need to eat healthily. They make a good contribution to their community. For example, they are highly committed to the recycling project undertaken by the 'Cherry Little Helpers'. Pupils are sensitive to the needs of those less fortunate than themselves. This is evident in the generosity they show towards the 'Children in Need' appeal and other charities. Pupils acquire the basic skills necessary for success in later life in literacy, numeracy and information and communication technology (ICT) effectively.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Relationships between teachers, teaching assistants and pupils are outstanding and help pupils to become increasingly confident learners. Teachers have high expectations of how well pupils will learn. They plan their lessons thoroughly and challenge pupils of all abilities with work that is matched well to their needs. Teaching assistants make a good contribution to pupils' learning. They are particularly effective in supporting pupils who have special learning needs or who are at the early stages of learning English. Teachers provide pupils with good opportunities to discuss their work and to answer thought provoking questions. They also enable pupils to develop their writing skills by providing them with support and guidance that match pupils' learning needs well. The basic skills within literacy, numeracy and ICT are taught well. In many subjects, teachers make good use of computers to support pupils' learning. Teacher's marking, whilst satisfactory, is inconsistent. It usually provides encouragement and celebrates pupils' efforts. However, often it does not give pupils sufficient information about what they need to do to improve. Teachers are good at explaining verbally what they expect classes and groups to learn, but do not give enough attention to reminding pupils about their individual targets.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. There is a growing focus on the use of ICT, which is becoming a strength of the school. New and upgraded work areas for art and the library have resulted in a greater variety of learning opportunities for pupils. The good decision to extend the school day for pupils in Years 3 to 6 allows time for a full and relevant PSHE programme to be taught. The school teaches older pupils in groups of similar ability for English and mathematics. This arrangement works well and shows the school's continued commitment to raising standards. Pupils have work in each group that extends them and they make good progress. However, there is no specific written policy to ensure that gifted and talented pupils have all their needs identified and met. The school offers numerous opportunities for pupils to take part in after school clubs and enrichment activities, including a multi cultural dance initiative as part of the school's close links with the nearby secondary school. This partnership also provides exciting sporting activities which many pupils enjoy.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support for pupils are good. The school evaluated this aspect of its work as outstanding, but although the school meets the needs of all pupils well in numerous ways, teachers do not consistently give pupils enough guidance about the progress they are making or about how they can improve their work. Pupils say that bullying is not an issue. Assemblies are used effectively as a forum for helping pupils to understand the reasons for unkindness to others. A good feature of the school's provision is the new area for young children to use. Procedures are in place to ensure that pupils are safe, although staff have not received complete training recently. There are very positive relationships between the school and parents. They are always welcome in school and this allows prompt resolution of any problems pupils may have. Good arrangements are made to help new pupils settle quickly. Pupils with additional learning needs are well supported by teaching assistants and make good progress.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The headteacher and deputy lead the school with passion, and delegate duties effectively. The headteacher sets a good example to staff by teaching groups of older pupils successfully in English and mathematics and by forging very good relationships with all. The school's process of self-evaluation is mostly accurate. Inspectors agreed with all but one of the school's judgements. However, checks on the quality of teaching and learning by staff have been infrequent recently and there is for example, inconsistency in the ways that teachers mark pupils' work. The school consults governors, staff, pupils and parents effectively when making policies. As a result, the school has a good basis upon which to move forward. The school makes sure that all have equal opportunities to participate

in what it offers. A small group of governors helps the school improve and devotes much time to visits to lessons and to the areas of health and safety and finance. They are good 'critical friends' to the school and some of their work is of high quality. Links between governors and subject leaders are in place but do not yet help the school review its practice systematically. The record of change for the better since the last inspection means that the school is in a good position to improve further. It makes efficient use of its funds to provide good value for money.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	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	2	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	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	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

We enjoyed visiting your school and meeting you all. Thank you very much for being so friendly and helpful, especially at lunchtimes. We liked so many of the things we saw. Here are some of them: - You are making good progress with your work. - Your attitudes to work and behaviour are very good. - You enjoy school very much. - Inspectors agree with you that teachers make lessons interesting. - You are growing up into responsible young people. - Adults look after you well. - Your headteacher and staff lead the school well. These are the things we have asked teachers to do to make the school even better: - When teachers mark your work, ensure that they make it clear what it is that you need to do to improve. - Bring back the checks on lessons to improve the quality of your school's work further. I wish you all every success in the future.