



Cherry Garden Primary School

Inspection Report

Unique Reference Number 109114
Local Authority South Gloucestershire
Inspection number 288283
Inspection date 23 January 2007
Reporting inspector Lorna Brackstone

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

Type of school	Primary	School address	Cherry Garden Lane
School category	Community		Bitton
Age range of pupils	4-11		South Gloucestershire BS30 6JH
Gender of pupils	Mixed	Telephone number	01454 867260
Number on roll (school)	166	Fax number	01454 867261
Appropriate authority	The governing body	Chair	Mark Tanner
		Headteacher	Jaqueline Le Couteur
Date of previous school inspection	19 February 2002		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small primary school where most pupils come from White British backgrounds. It serves a very mixed socio-economic area which is not mirrored in the below-average proportion of pupils eligible for free school meals. Children's attainment when they enter the Reception class is below expectations. There is an above-average number of pupils who have learning difficulties and disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. Personal development is exemplary. By the time the pupils leave the school they are confident learners who have achieved well. The positive outcomes are a direct result of the good leadership and management of the school, which has some excellent features. The headteacher is an outstanding leader who has formed an extremely committed team of staff. However, not enough is currently done to spread some of the outstanding aspects of teaching to benefit all lessons. Pupils enjoy school enormously and learn to live, work and play safely and harmoniously. They demonstrate an extremely good knowledge of the rights and responsibilities within school and the wider community. Parents are delighted with what one parent referred to as this 'very happy, wonderful school where the staff have the children's best interest at heart.' Another view, of one parent, summed up those of the vast majority of parents by explaining that 'Cherry Gardens is the best'!

Teaching and learning are consistently good and sometimes better. Expectations are very high and all staff enjoy excellent relationships with the pupils. The care, support and guidance given to pupils pastorally and in their academic work is outstanding. Pupils are very sure of how to improve their work and how to succeed. The outstanding curriculum is exceptionally successful in promoting pupils' spiritual, moral, social and cultural development and provides them with very rich experiences that prepare them well for their future. This is extremely well supported through the outstanding links the school enjoys with outside agencies, other schools and local businesses. For example, the construction of an outdoor learning area has been sponsored by a local 'Do It Yourself' company.

The children build on the good provision in the Foundation Stage, where the good quality teaching ensures that they meet the expected levels by Year 1. Overall standards are above average in Year 6. They are outstanding in English and good in history, design and technology and information and communication technology. However, the school has not been as successful in mathematics, where standards are closer to the average. It rightly sees this subject as an area for development, particularly in the extent to which it is helping pupils to apply their mathematical skills to different learning situations. The school's capacity for future improvement is very good because staff accurately recognise areas for development and quickly devise strategies to rectify the weaknesses.

What the school should do to improve further

- Raise standards in mathematics so that they match those in English.
- Introduce a more systematic approach to sharing outstanding practice throughout the school.

Achievement and standards

Grade: 2

The good provision for the Reception class ensures that children achieve well. By the time that they are ready to move on to Year 1, many have reached the expected levels for their age group, although communication, language and literacy remain a weakness for a significant number of children. Progress is good in Years 1 and 2 because the teaching has a consistent focus on the basic skills and all pupils are very well supported. For example, average standards were achieved in the most recent national tests despite a significant proportion of the pupils having learning difficulties and disabilities. The outstanding progress made in English in Years 3 to 6 is as a result of closely focused teaching and support. However, the school is fully aware that this recent focus on literacy has detracted attention away from improving standards in mathematics. Consequently, a good range of strategies has now been introduced to help pupils have a greater knowledge of how to apply their mathematical skills in new situations. Standards in mathematics are improving. For example, pupils are now much more confident at problem solving and working with standards units involving money and weight.

Personal development and well-being

Grade: 1

Pupils grow enormously in confidence and are eager to learn. In particular, many of the parents whose children have learning difficulties and disabilities explained that this is because the school provides a very supportive atmosphere. Pupils also have an extremely good knowledge of how to look after themselves, such as by keeping fit and eating healthily. Pupils are very proud of their school and respond with great enthusiasm to the challenge of achieving 'Going for Goal'. Behaviour is outstanding because the pupils value the reward system and respect their classroom rules. They contribute to the life of the school very successfully. They participate in sporting competitions and fund-raise for charities. They develop a real sense of community through their engagement with eco work, involvement in flower and art festivals and their links with the parish council. They have a very good understanding of cultural traditions and have a well-developed sense of cultural diversity through their communication with an African orphanage and their interaction with foreign visitors, most recently, one from Japan, who excited pupils with stories about Japanese customs and ways of life. The school's systems for encouraging regular attendance are outstanding and currently pupils' attendance is above average. Pupils' excellent personal growth and good achievement prepare them extremely well for their future education and working life.

Quality of provision

Teaching and learning

Grade: 2

The good teaching is one of the main reasons why the pupils make good progress. As one parent explained, 'Teachers are always extremely enthusiastic and this has resulted in the children being keen to learn'. Teachers have extremely high expectations of the pupils' capabilities and also of their attitudes and behaviour. Consequently, lessons are calm and purposeful and move at a fast pace. Teaching assistants are used well to support pupils who have specific difficulties and disabilities and find learning challenging. Typically outstanding features of teaching are the use of humour and the links made with everyday situations which enhance pupils' learning by making it more relevant. These features were evident in exciting mathematics lessons where, for example, money problems were used to reinforce multiplication and standard units of weight were emphasised through the use of everyday food items, thus resulting in improved pupil achievement. Work is marked regularly and some teachers have started to involve the pupils in this, which is proving successful.

Curriculum and other activities

Grade: 1

The curriculum is extremely well balanced and stimulating and fully meets the needs of all pupils. This includes those with learning difficulties and disabilities, who are fully included in all activities. Learning in different subjects is linked together very well in order to make it relevant to the pupils. For example, particularly good use is made of English skills in subjects such as history. This was very well illustrated by the work completed on the Egyptians in Year 3 and the Romans in Year 4, which included plenty of high quality written work. The school provides an extensive range of exciting activities that extend pupils' personal experiences very well. This includes the teaching of a modern foreign language, outings to places of interest, a wide range of well-attended after-school clubs and visits by theatre groups. The comprehensive personal, health and social education programme contributes extremely well to the pupils' adoption of a healthy lifestyle.

Care, guidance and support

Grade: 1

Members of staff know their pupils exceptionally well, helping them to feel secure and safe. Pupils know they have someone to talk to if they have a problem and feel that their views are valued. Very thorough attention is paid to risk assessment and extremely secure procedures are in place for child protection. The excellent behaviour management systems are fair and applied very consistently. The provision of a good range of play facilities and support from 'playground buddies' ensure the excellent behaviour and relationships at playtimes. The provision for pupils with learning difficulties and disabilities is outstanding. They are very sensitively supported by all

teaching staff and very good use is made of advice from specialist agencies. Pupils' work is tracked very carefully and the targets set by teachers ensure that they know what to do to improve their work. For example, pupils are able to explain what target they are working towards in both English and mathematics.

Leadership and management

Grade: 2

The headteacher has an exceptionally clear vision for the school and this inspires confidence within all members of the community, who hold her in high regard. She is very well supported by key staff in the senior leadership team. Subject leaders have a good understanding of standards and achievement in their specific areas. Their contribution to school development is thorough and identifies the right area for attention. Over time this has resulted in significant improvements, for example, in pupils' speaking and writing skills. Self-evaluation is accurate and the governors have a good understanding of the school's strengths and areas for development. The school has recently been part of a school organisation review resulting in reduced numbers and a decrease in budget. The financial difficulties have been managed well and the pupils' education has not been compromised. However, it has affected arrangements for senior staff to formally monitor teaching. The headteacher's knowledge of staff strengths is good, but there is not enough time taken to share those ideas about those that are working exceptionally well to the benefit of all teachers.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making me so welcome at your school. You learn about some very interesting things and I was most impressed by how many subjects you cover when you study a topic. There was some fascinating work about mummies in the 'Egyptians' topic and those of you who created Julius Caesar's head in history did a brilliant job! I would like to say a special thanks to the group of pupils I met who told me all about life at Cherry Garden Primary School.

Your school is a good school that has some outstanding features. You feel safe and cared for because the school looks after you extremely well and your targets support you very well with your learning. You achieve well, particularly in English, but don't do so well in mathematics. I have asked the school to help you to do better in mathematics. You behave exceptionally well and enjoy your learning because teaching is good. I noticed how much you liked your teachers' jokes and how the work was so much fun.

You are proud of all the after-school activities you are involved in and particularly enjoy the visits out of school which help you learn more about the past. I was very impressed with your detailed knowledge about Japan gained from the visit of the Japanese lady who helped you to speak her language and taught you some origami techniques.

The adults in charge of the school are leading and managing the school well. I have asked the school just to do a little more to try to make sure that teachers share the most successful ways of teaching.

Once again, thank you for your help. Keep doing your best and working with the adults to make sure that Cherry Garden Primary remains a good school.