



Cherrywood Community Primary School

Inspection Report

Unique Reference Number 132802
Local Authority Hampshire
Inspection number 294030
Inspection dates 2–3 November 2006
Reporting inspector Richard Hancock

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

Type of school	Primary	School address	Mayfield Road
School category	Community		Farnborough
Age range of pupils	4–11		GU14 8LH
Gender of pupils	Mixed	Telephone number	01252547896
Number on roll (school)	224	Fax number	01252517458
Appropriate authority	The governing body	Chair	Mr David Woolford
		Headteacher	Mrs Barbara Goodchild
Date of previous school inspection	4 November 2002		

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Introduction

The inspection was carried out by three Additional inspectors.

Description of the school

The school serves an area of significant social deprivation. About 30 per cent of pupils are eligible for free school meals. The proportion of pupils with learning difficulties and disabilities is high. The proportion of pupils learning English as an additional language is also higher than in most schools. Many pupils start or leave at times other than at the beginning and the end of the school year. Attainment on entry is well below average and many pupils have significant language and communication needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is an improving school because of the effective changes brought about by the recently appointed headteacher. Pupils now behave well and benefit from a calm atmosphere in which learning can take place. The school provides a satisfactory education for its pupils.

Standards are below average in English, mathematics and science but are beginning to rise. Starting from a low base, the majority of pupils make steady progress and their achievement is satisfactory. Particular weaknesses in pupils' writing are being tackled and standards in English are beginning to improve. This is because the school has focused on developing this area of the curriculum through its awareness of the importance of literacy as a cornerstone of pupils' learning. Pupils settle well in the Foundation Stage and make steady progress which results in satisfactory achievement. These positive developments are a direct result of the school's very clear sighted analysis of the areas where pupils need to improve and the introduction of effective practices to address them.

Parents are almost unanimous in their view that children enjoy coming to school. They appreciate that the school ensures that their children are safe, cared for, are helped to keep healthy and encouraged to become involved with school activities and the wider community. The needs of pupils with learning difficulties are identified well and they receive helpful support which enables them to make steady progress. This is also the case for pupils for whom English is an additional language. The school does not make appropriate provision for pupils who are gifted and talented.

The monitoring of teaching has ensured that all lessons are at least satisfactory and that they are well planned and have a clear purpose. This is enabling pupils to make satisfactory progress. Relationships are good and this helps pupils enjoy learning. Pupils particularly like undertaking experiments, writing poetry, and other practical activities. The school is making use of targets to challenge pupils but this is better developed in some subjects, such as English, than in others. The school has made a start on tracking the progress of pupils but this is not fully effective. Marking is uneven and does not consistently help pupils to see what they have to do to improve.

The school development plan has identified appropriate priorities and provides the school with a good sense of direction. It takes full account of the views of staff, parents and governors. As a result of this concerted and incisive action, the school is better than it was at the time of the last inspection and its capacity to improve further is good.

What the school should do to improve further

- Raise standards in English, mathematics and science.
- Ensure that marking and target setting are used effectively by teachers to help pupils to improve their work.
- Improve the tracking of pupils' progress so that teachers are much clearer about how and when to intervene to improve standards.

Achievement and standards

Grade: 3

In the past, standards throughout the school have been well below average and pupils' underachievement has been significant. This picture is changing. In 2006, targets for attainment in reading and mathematics by the end of Year 2 were exceeded although performance in writing remained weak. Science results were close to the national average.

Overall achievement is satisfactory although standards are below average. Results in English, mathematics and science at the end of Year 6 in 2006 were below average but there was some limited improvement in mathematics and science. Standards in writing also improved. Inspection evidence shows that in the current Year 6 standards are close to the national average. The rate of progress is improving because of greater consistency in the teaching. Achievement is satisfactory for pupils with learning difficulties and disabilities. It is also satisfactory for those who are learning English as an additional language. Both groups of pupils are well supported.

Personal development and well-being

Grade: 3

The personal development and well being of pupils are satisfactory. Pupils are keen to learn and to succeed. Behaviour is good. Attendance is slightly below average but is improving. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils especially enjoy the arts but their awareness of other cultures is underdeveloped. They have a good understanding of the importance of eating well and keeping healthy although this is not always reflected in lunchboxes! They feel safe and well looked after. Pupils are eager to contribute to school life and the school council has been active in agreeing the Christmas arrangements and improving playground areas. Pupils are appropriately prepared for their future economic well being through sound teaching of basic skills. Initiatives such as the involvement of a local engineering company help pupils to understand the importance of team work and the skills needed to design and make products.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers have clear objectives for lessons, relate well to pupils and plan work that interests them. Throughout the school a strong feature is the effective team work involving teachers and learning support assistants which ensures that pupils with learning difficulties and disabilities make satisfactory progress. Teachers do not make sufficient use of assessment data to identify and then tackle weaknesses in pupils' learning. Marking is inconsistent and does not provide sufficient comments to show pupils what they have to do to improve their work. In

some lessons questioning skills are weak which means that all pupils are not drawn effectively into the learning and this hampers progress. In the Foundation Stage good relationships ensure that pupils develop the confidence to choose from the wide range of opportunities on offer and this makes for good learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and has a positive effect on pupils' personal development, behaviour and attitudes. The school makes good provision for personal, social and health education and information and communication technology (ICT). The curriculum is responsive to the learning needs of individual pupils, including those with learning difficulties and disabilities and the more vulnerable pupils. In addition, it meets the needs of pupils who are learning English as an additional language with a good range of opportunities to extend their experiences. The provision for pupils who are gifted and talented is weak and results in limited progress for this group. The headteacher has introduced innovative ways to promote pupils' learning through incorporating first hand experiences and by linking subjects through themes. However, these new approaches have only just begun to make an impact on pupils' learning. Pupils' enjoyment is increased by the good range of extra-curricular activities. These are well attended and contribute significantly to pupils' positive attitudes as do numerous visits and visitors to the school.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Pupils feel secure and well cared for in a safe environment. Every pupil is known and treated as an individual. The environment is clean, spacious and stimulating. Procedures for safeguarding pupils are robust and comprehensive. The specific needs of the more vulnerable children are well met and the school has good links with outside groups to support them. Recently, the systems for monitoring children's progress have been improved and are now satisfactory but there are still some weaknesses because pupils' progress in subjects other than English and mathematics is not closely tracked. Teachers give help to pupils when they find work difficult. As one pupil said approvingly, 'They do help you if you're stuck'. However, the marking of work is patchy and does not always help pupils to see what they have to do to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher is working effectively with colleagues, parents, pupils, and governors, to create a positive ethos where high expectations are beginning to prevail. Very effective action has been taken to ensure that pupils behave well and have their self esteem nurtured so that they grow in confidence as learners. The Foundation Stage is well led and managed.

The strengths and weaknesses of the school have been very well analysed, and appropriate priorities for further improvement have been clearly identified. The school's capacity to improve further is now good. A good start has been made on tracking the progress of pupils but this process is not complete which means that the school is not in the best position to know where it needs to intervene to ensure that all pupils fully achieve. Similarly, the school has started to identify targets to help motivate pupils but this process is not fully developed. Consequently pupils do not always have a clear idea as to what they need to strive for.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

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

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Many thanks for helping us with the inspection of your school. We thought you were polite, well behaved, and very eager to talk to us about why you enjoy coming to Cherrywood. You played an important part in helping us to come to our conclusions.

We are pleased to let you know that your school is giving you a satisfactory education and is rapidly improving. Although standards are below those of most schools, you are working hard and making satisfactory progress so the standard of your work is rising. Those of you learning to read and write English, in addition to the language that you already speak, are doing as well as other pupils. In the lessons we saw the teachers went out of the way to help you learn. We especially liked the teamwork between teachers and other adults in the classroom and felt that was helping everyone to achieve at a satisfactory level.

The leadership and management of your school are satisfactory.[0] It is a safe place where you are cared for. The curriculum gives you opportunities to learn different things, to take part in sports and special events and to enjoy the arts. Your school is better than when it was last inspected and this is largely the result of the hard work and vision of all of the staff. We believe a way in which you could help the school improve further is by working as hard as possible in English, mathematics and science. We also think the teachers can help you learn more quickly by marking your work carefully so that you always know when you have achieved your targets and what you have to do to meet new ones. We have asked the staff to keep a closer check on how well you are doing.

Thanks again and every good wish for the future.

Yours truly,

Richard Hancock

Lead inspector