

# Cherry Willingham Primary School

## Inspection report

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<b>Unique Reference Number</b>	120505
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	327297
<b>Inspection dates</b>	11–12 May 2009
<b>Reporting inspector</b>	Kevin Corrigan

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	274
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tony Saville
<b>Headteacher</b>	Mrs Carol Scoffield
<b>Date of previous school inspection</b>	15 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Lime Grove Cherry Willingham Lincolnshire LN3 4BD
<b>Telephone number</b>	01522 751148
<b>Fax number</b>	01522 751166

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Cherry Willingham Primary School is a larger-than-average village primary school. The school has an on-site nursery for pre-school children but this is not under the supervision of the governing body. Just over half the pupils come from the village itself. The vast majority of pupils are from White British backgrounds with just a few pupils whose first language is not English. Pupils enter the school with broadly average levels of attainment. More pupils join or leave the school other than at the beginning or end of the year compared to most schools of similar size. The percentage of pupils with learning difficulties and/or disabilities has risen slightly in recent years but is still below the national average, although the proportion with statements of special educational needs matches the national percentage.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Cherry Willingham Primary School provides a satisfactory education for its pupils. The well-respected and effective headteacher has introduced a level of consistency to the work of the school, particularly in monitoring individual pupils' progress and standards. This was evident in the improved performance in 2008 in the national tests for reading and writing, where pupils achieved above average levels. Current Year 6 pupils are reaching average standards in reading and writing. The headteacher knows the school well and has worked effectively with the local authority and others to tackle pupils' past underachievement, particularly in mathematics and science. Pupils are now attaining average standards in these subjects by the end of Year 6. Standards at the end of Key Stage 1 are average in reading, writing and mathematics. While the leadership of the headteacher is clear and effective, leadership and management of the school is satisfactory overall. Subject leaders are increasingly accountable for the performance of their subjects but there is still work to do in enhancing their monitoring and evaluation roles. A robust approach to the evaluation of teaching performance by the headteacher and an increasing awareness by teachers of pupil data ensure that any underachieving pupils are identified and appropriate support strategies put in place.

Teaching and learning are satisfactory. There are many examples of good practice in the school, although this is not yet consistent across all lessons. Pupils have good attitudes to their studies and behave well in lessons and around the school. Occasionally, where teaching does not engage all pupils' interests, some lose focus and need firm management to bring them back to the lesson activities. The school's good curriculum, including its good range of clubs and activities, contributes well to pupils' good personal and social development. Pupils are cared for and supported well and the school provides a safe, secure and positive learning environment for all.

Pupils enjoy their work and coming to school. They are proud of their school and their achievements. They readily accept responsibilities as pupil leaders, helping to maintain the school environment and the caring ethos. The school encourages healthy lifestyles and has recently been awarded Healthy School status. Pupils are prepared well for their future economic well-being particularly in the development of their information and communication technology (ICT) skills.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children enter the two Early Years Foundation Stage classes with skills and experiences broadly similar to those expected for their age. Overall, they make satisfactory progress. However, there are some inconsistencies in the experiences children receive and consequently, progress is quicker in one class, although all children reach at least satisfactory levels of attainment at the end of the stage. Teaching is satisfactory overall, with some examples of exemplary practice. One characteristic of the high quality lessons is the very creative use of the interactive whiteboard to assist with children's learning of key points. Learning is really fun and very hands on, with a shared enthusiasm and children knowing exactly what they are learning about. This was seen when they were finding words to describe the fox in the story of the Gingerbread Man. In such lessons, assessments of what the children already know are used well to plan activities to meet their varying needs. In less successful lessons, more capable children do not receive enough variety or challenge. There is some variability in the range of opportunities

provided and encouragement given for children to show independence and pursue their own ideas. Children behave well and are eager to please. Leadership and management of the Early Years Foundation Stage are satisfactory.

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

- Raise standards and achievement further for all pupils, particularly in mathematics and science, by improving the quality of teaching and learning to ensure consistency across all classes.
- Ensure subject leaders are effective in their monitoring and evaluation roles.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils enter the school with broadly average levels of attainment and they make satisfactory progress across both key stages. There are no significant differences in the achievement of pupils from different backgrounds or those with learning difficulties and/or disabilities. In Key Stage 2, pupils' results in the 2008 national tests in reading and writing were above the national average, a significant improvement on 2007. This was mainly as a result of a focused, whole-school approach to developing literacy skills and the adoption of more relevant resources. In mathematics and science, pupils achieved average results in 2008. In Key Stage 1 there was some underperformance in mathematics, particularly for boys, and in their acquisition of basic writing skills. The school was aware of these areas for development and put in place a range of intervention strategies to tackle them successfully. In addition, the school introduced a robust system for monitoring pupils' progress and identifying underachievement. This has been linked to more challenging targets to stretch pupils of all abilities, but particularly the more able. As a consequence, Year 2 pupils are now making good progress in reading, writing and mathematics. They are reaching average standards and previous underachievement has been reversed.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Most pupils behave well and have good attitudes to learning. A few are not fully engaged and become restless when teaching is not interesting enough to captivate them. Older pupils take responsibility for helping to ensure good behaviour during lunch time. Pupils feel safe and secure and they confirm that bullying is taken seriously and any issues are dealt with promptly. Pupils have a good understanding of right and wrong and can clearly articulate their views, for example saying, 'A good friend is a true friend.' They enjoy school and in recent years attendance has been consistently above average. Pupils have a good understanding of what is needed for a healthy and safe life, and are playing an increasingly active role in influencing school practice. For example, they have recently decided what should be sold in the school tuck shop. They enjoy plenty of energetic physical activities during school and in after-school clubs. Pupils are very much active members of the school community and several hold positions of responsibility. They are playing an increasingly active role in village life, for example, through links with the Parish Council. Pupils' good literacy and computer skills, their improving numeracy skills, and

positive and enthusiastic attitudes to their studies mean they are well prepared for secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers have developed good relationships with pupils and the majority of lessons engage their interest. Lesson activities are explained clearly and confidently but it is not always made clear to pupils exactly what they are meant to have learned by the end of the lesson and how teachers will assess this learning. In addition, some lesson activities are not sufficiently adapted to match the range of abilities of pupils, particularly in stretching and challenging the more able. Support for learning in the classroom is good, particularly when pupils are engaged in individual tasks or groupwork. This was particularly effective in a Year 5 and 6 lesson where pupils were investigating the effectiveness of website designs. Some teachers make good use of 'talking partners' in lessons to share learning experiences among pupils. While there are examples of good teaching practice in the school, for example in the sharing of subject level descriptors as targets for pupils, this is not yet consistent across all lessons.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is structured effectively throughout the school to support pupils' personal, academic and physical learning and development. The curriculum meets statutory requirements and has the development of pupils' basic skills in literacy and numeracy at the heart of its structures. This has had a positive impact on standards, particularly in improving pupils' attainment in reading and writing in the 2008 national tests, and has led to pupils' improved performance in science and mathematics. The curriculum is moulded to the needs of the pupils to ensure that they remain interested and have opportunities to participate and assess their own learning. It is imaginative and increasingly links learning across subjects, especially literacy, ICT and numeracy. The school's comprehensive programme of personal, social and health education ensures pupils have a good understanding of how to stay healthy and safe and what it means to be a good citizen. Pupils' social skills are well developed through a range of sporting, musical and other extra-curricular activities. For example, the popular residential visit for the older pupils is an annual event that is eagerly anticipated and contributes strongly to their independence, confidence, initiative and team-working skills.

### **Care, guidance and support**

#### **Grade: 2**

Pupils receive good levels of care and guidance within a friendly, supportive environment. Procedures for child protection are robust and monitored effectively by the headteacher, and the required safeguarding procedures are in place. There are an increasing number of opportunities for pupils to develop as well-rounded young people. They receive a good level of personal guidance which ensures they are able to take full advantage of all the opportunities for learning. Relationships between teachers and pupils are good and pupils speak highly of the access to teachers should they need an adult to talk to. Whole-class and individual pupil targets are agreed after each formal assessment period and the school's comprehensive tracking system is used well to identify pupils who find learning more difficult. These pupils are well

supported and there are good links with a range of external agencies. The academic support and guidance pupils receive has improved significantly with additional booster or intervention classes and one-to-one support for those who need it. In most cases, pupils are clear about how they need to improve because of teachers' encouragement and marking being more helpful, particularly in English where standards have improved most significantly. Pupils are becoming increasingly more involved in assessing their own work to identify how they can improve.

## **Leadership and management**

### **Grade: 3**

The headteacher is well respected among staff and pupils, and parents believe she is leading the school well. After a period of falling academic standards, she has introduced a rigour and consistency to the work of the school which has begun to show some significant improvements in the performance of pupils and classroom learning. Pupils in both key stages now make satisfactory progress and achieve standards at least in line with national averages. She has evaluated the school's strengths and areas for development well, including the need to track pupils' progress in a more robust and systematic way. In order to secure the necessary improvements in the school's work, subject leaders are being made more accountable for the monitoring and evaluation of their subject and ensuring pupils achieve the standards they are capable of, though there is still more to do in this respect. This devolved leadership includes providing time for subject leaders to observe lessons, check pupils' work and review the curriculum. Pupils are managed well throughout the school. Targets for individual pupils are now more challenging and are more in line with their potential. Pupils are developing an awareness of their role in the school and local community, for example through links with the Parish Council and other local organisations. Pupils are particularly proud of their work with the village gardening club. School assemblies, themed weeks and initiatives such as the School Aid Club are making pupils more aware of their role in the global community, leading to satisfactory provision for community cohesion. The learning environment throughout the school is positive and classrooms and corridors are full of stimulating displays and examples of pupils' work and their activities. The work of the governing body is satisfactory. It now has a better grasp of the performance of the school and its areas for improvement, particularly in improving academic performance in mathematics and science.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</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>	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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/or disabilities make progress	3

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<sup>1</sup>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.

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

13 May 2009

Dear Pupils

Inspection of Cherry Willingham Primary School, Lincoln, LN3 4BD

Thank you for being so welcoming when we visited your school. We were impressed with your behaviour in lessons and around the school and the way you work so well with each other. You have made good progress and reached above average standards with your reading and writing. Your work in science and mathematics has improved over the last year so that the majority of you now reach satisfactory levels in these subjects. This is the result of the many positive changes your headteacher has made to the way your school works to support you in your studies and personal development. For example, the new system for monitoring your progress identifies whether you are on target with your school work.

Your school gives you a satisfactory quality of education. To make it better we have asked the headteacher and the staff to make sure that all lessons are of good quality so your standards rise. We have also asked them to make sure that teachers in charge of subjects get even better at checking how well their subjects are doing so that you achieve the best possible results in your work.

I wish you every success and trust you will continue to enjoy your time at Cherry Willingham Primary School.

Yours sincerely

Kevin Corrigan

Lead inspector