

# Cherry Garden Primary School

## Inspection report

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<b>Unique Reference Number</b>	109114
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	337218
<b>Inspection dates</b>	14–15 October 2009
<b>Reporting inspector</b>	Michael Merchant

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

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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 of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Stride
<b>Headteacher</b>	Jacqueline Le Couteur
<b>Date of previous school inspection</b>	7 January 2007
<b>School address</b>	Cherry Garden Lane Bitton Bristol BS30 6JH
<b>Telephone number</b>	01454 867260
<b>Fax number</b>	01454 867261
<b>Email address</b>	Cherrygardenprimary.school@southglos.gov.uk

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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, and held meetings with governors, staff, an officer from the local authority and groups of pupils. They also talked to some parents who were present at the start and finish of the school day. They observed the school's work, and looked at its improvement plan, data on pupils' progress, records of the monitoring of the quality of teaching, and a range of school policies. They also analysed questionnaires received from 61 parents and 91 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment, especially in Key Stage 1 and the progress they make as they move up through the school
- how well the teaching takes account of the needs of groups and individuals
- how well teachers check the progress of different groups of pupils and inform them about what they need to do to improve their work
- the effectiveness of leaders and managers at all levels in bringing about improvements in the outcomes for all pupils.

## Information about the school

Cherry Garden is smaller than an average primary school. Most pupils are of White British heritage and around 10% are from minority ethnic backgrounds, mainly Mixed ' White and Black Caribbean, Mixed ' White and Asian, and White ' any other background. There are very few pupils at the early stages of learning English. The proportion of pupils eligible for free school meals is above average. The proportion of pupils identified as having special educational needs, mainly moderate learning difficulties, is higher than is typically found, as is the number with statements of special educational needs. There is one Reception class in the Early Years Foundation Stage. The school provides extended services, including breakfast and after-school clubs.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

This is a good school that serves its community well. The very caring ethos and close attention paid to the welfare of pupils results in them feeling safe and confident to take full advantage of the good-quality learning experiences. The headteacher, with governors and other senior staff, is committed to moving the school forward, building on a number of strengths. The key ones are:

- the good start which children receive in the Reception class
- the positive relationships formed between staff and pupils
- pupils' good behaviour and their enjoyment of school, promoted by a shared set of values based on care and consideration throughout the school
- a good enrichment and extra-curricular programme which promotes creativity and good aspects of personal development
- excellent care and support, especially for pupils whose circumstances have made them vulnerable.

Good teaching enables pupils to enjoy learning successfully in a stimulating, productive environment. Teaching is consistently good at Key Stage 2, but more variable at Key Stage 1. In some lessons, teachers do not match work well enough to the needs of individual pupils, nor do they consistently use probing questions to make pupils think. A useful start has been made in teachers' use of assessment to inform their planning and they show good accuracy in levelling work. Staff recognise that there is still some way to go to make the fullest use of assessment data to ensure that the tasks they set in lessons provide maximum challenge for all pupils, particularly the high-flyers.

Pupils achieve well and by the time they reach Year 6, they have made good progress in relation to their starting points. However, the good progress made in the Reception class slows in Key Stage 1 and is satisfactory. Here, some pupils are hesitant when speaking and have too few opportunities to talk about what they are learning. Standards at the end of Year 6 are broadly average and have improved over the last two years. Pupils make good progress as they move through Key Stage 2. Pupils with special educational needs make the same good progress as their peers.

While over-generous in a few respects, the school's self-evaluation is giving leaders a generally accurate view of areas needing further improvement. The school has worked tirelessly and successfully to improve standards in mathematics since the last inspection. This, together with its maintenance of highly effective care and guidance, improvement in test results and full involvement of middle leaders in the monitoring of standards, means the school has a good capacity to further improve.

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## What does the school need to do to improve further?

- Increase the rate of progress that pupils make through Key Stage 1 from satisfactory to good by:
  - developing pupils' speaking skills more fully by providing more opportunities for them to talk about what they are learning
  - making sure that at the end of each lesson, pupils have a clear idea of what they have learnt, and what they need to do to improve further.
- Improve the quality of teaching and learning so that it is consistently good or better in all years groups by:
  - making sure that there is a sharper match of work to pupils' different abilities
  - using more probing questions to challenge pupils' understanding.

## Outcomes for individuals and groups of pupils

2

Pupils reach broadly average standards in English and mathematics by the end of Year 6. The work seen by inspectors in lessons confirms the overall picture of good progress, with pupils increasingly able to work at levels expected for their age as they move up the school. Progress in Reception and in Years 3 to 6 was seen to be good for all groups of pupils, especially in mathematics and science, because teachers have high expectations and have rightly focused on developing pupils' curiosity and problem-solving skills. Progress is slower in Years 1 to 2 because of the difficulty some pupils have in explaining their ideas when they have read a text, which in turn inhibits their ability to write well. However, the daily attention paid to enabling pupils to practise letter sounds and build new words is having a very positive impact on extending their language and literacy skills. This was well displayed in a good year 2 lesson where pupils were practising writing instructions. The school works very effectively to support pupils with special educational needs and those who enter the school with particularly low levels of attainment so that they make similar progress to that of their classmates.

Pupils enjoy their learning. They say it is 'fun and interesting' and that is why their attendance is so good. Pupils show very positive attitudes, good behaviour and a strong desire to give of their best. Relationships are happy and harmonious and support the calm and purposeful atmosphere observed by inspectors in all classes.

In discussions, pupils are very clear about how to stay safe and have an excellent understanding of the importance of a healthy lifestyle. They relish being active and show this through their eager participation in activities before school, at break times and in clubs. Pupils develop good social and interpersonal skills and relish working collaboratively. This, together with secure and improving standards in the key skills in English and mathematics, means that they are well prepared for the next stages of their lives.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching was good in nearly three quarters of all lessons seen and was never less than satisfactory. Teachers enjoy very warm relationships with pupils and manage behaviour very positively. Where teaching is good, the pace of learning is vigorous, work is well planned to meet the different needs within the class and teaching assistants are well deployed to support this. In a particularly effective Year 5 literacy lesson, where pupils were studying war poetry, all groups of pupils made good progress because of the teacher's very high expectations and her searching questions, which prompted all to think and empathise. Where teaching is less effective, learning and progress are held back because some teachers do not consistently use their good subject knowledge to direct questions at pupils to probe and challenge their understanding. They do not plan adequately for the range of abilities in the class or build on pupils' prior knowledge, with the result that a minority of pupils are either not challenged enough or they struggle to comprehend.

All teachers confidently carry out termly assessments of pupils' work, enabling them to track pupils' progress accurately. They are becoming effective in assessing how well pupils make progress in lessons and are using their assessments to set targets for each pupil which are becoming increasingly challenging. However, although pupils know their targets, a minority do not always know precisely how to achieve them or how to move up a level.

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The curriculum is successful in assisting pupils to build basic skills in English, mathematics and information and communication technology. Pupils experience a broad and balanced curriculum that is enhanced well through local partnerships. For example, links with a local secondary school broaden pupils' experiences by extending their modern foreign language skills. There is an excellent focus on using visits to widen pupils' life experiences. Curricular planning does not always make clear enough the activities that will give higher attainers the opportunities they need to meet their additional expectations.

The school's very strong emphasis on promoting pupils' emotional well-being results in them feeling very safe, secure and well looked after. Extremely close and watchful support for vulnerable pupils and highly effective partnerships with outside agencies ensure that the needs of these pupils are exceptionally well met. Attendance is above the national average due to the school's highly effective work to improve attendance and punctuality. Childcare sessions before and after school are very well planned, organised and supervised to ensure the children attending have fun, mix well and respond eagerly and enthusiastically.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### **How effective are leadership and management?**

The headteacher works tenaciously to improve pupils' educational opportunities and communicates her high expectations persuasively to staff. She engenders loyalty amongst staff, who work with clarity and enthusiasm in aiming to meet the school's high expectations for pupils' success. In this way, the school promotes equality for all pupils. Subject leaders have developed their roles well since the last inspection and assume full accountability for the standards reached in the subjects for which they are responsible. Together with the headteacher, they monitor pupils' work and observe lessons on a regular basis. The governing body fulfils all legal requirements and gives good attention to the welfare of pupils and staff with all safeguarding arrangements found to be effective at the time of the inspection. It holds the school to account well for its work. The school has well thought out plans to encourage pupils to become involved in the wider community and beyond. However, the school is at an early stage of evaluating how well it fosters an understanding of others from different ethnic groups and cultures and so community cohesion is no more than satisfactory.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Parents are secure in the knowledge that the attention given to their children's welfare is given a very high priority and that they are cared for outstandingly well. When they enter Reception, most children have skills and abilities that are well below those expected for their age. Well-planned induction and good links with pre-school settings and parents, including home visits, help children to settle well and make good progress. Skilful questioning and good modelling by adults encourage good listening skills and reflective responses. In spite of this, most children leave Reception working below the expected level, particularly in their communication skills. Effective leadership of the Early Years Foundation Stage has ensured children have an effective blend of adult-led and child-chosen activity. Provision centres on hands-on activities, which both boys and girls relish. Indoors, the intervention of teachers and teaching assistants to help children consolidate and extend their learning is good. Occasionally, staff intervene too readily rather than allowing children the opportunity to choose the activity for themselves.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

The school and its headteacher clearly enjoy the confidence and support of those parents who returned the questionnaire. Almost all respondents felt that their child enjoys school and that it helps them to maintain a healthy lifestyle. A number of individual comments reflected the excellent care, support and guidance given to pupils, particularly to those with special educational needs. The inspectors agree with these views. A very small minority of parents speak of concerns regarding how well the school keeps pupils safe. However, inspectors found the school's procedures for keeping safe, including site security, to be fully compliant with requirements and that external access to the school is well secured during the school day.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cherry Garden Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	80	12	20	0	0	0	0
The school keeps my child safe	38	62	17	28	3	5	2	3
The school informs me about my child's progress	36	62	21	34	2	3	0	0
My child is making enough progress at this school	41	67	19	31	1	2	0	0
The teaching is good at this school	44	72	17	28	0	0	0	0
The school helps me to support my child's learning	39	64	21	34	1	2	0	0
The school helps my child to have a healthy lifestyle	47	77	13	21	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	51	25	41	0	0	0	0
The school meets my child's particular needs	40	66	20	33	0	0	0	0
The school deals effectively with unacceptable behaviour	31	51	28	46	2	3	0	0
The school takes account of my suggestions and concerns	27	44	34	56	0	0	0	0
The school is led and managed effectively	39	61	20	33	1	2	0	0
Overall, I am happy with my child's experience at this school	43	70	18	30	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Dear Pupils

Inspection of Cherry Garden Primary School, Bristol BS30 6JH

Thank you for the warm welcome and help you gave us when we visited your school recently. We really enjoyed meeting you and talking to so many of you. We were really impressed with how polite and well-behaved you are and how much you told us you enjoy school. It is clear that you go to a good school. Here are some of the things we found out that we thought you might like to share.

- Teachers help you to learn successfully so you make good progress as you move through the school. By the time you reach Year 6, the standards of your work are similar to those found in most other schools.
- You are happy and keen to come to school. You behave well and are kind to each other and help out when anyone has a worry.
- Everybody cares about you very well and so you feel safe and well looked after.
- You really know how to keep healthy and safe. It's great that you enjoy sport and know how important a balanced diet is.
- The headteacher and her team are working hard to make the school even better and one where you all reach your personal best.

There are two things that I have asked them to work on to help with this.

- Make sure that everyone makes as much progress as they can, especially in Key Stage 1.
- Ensure that all of your lessons are as good as the best by making sure that it is not too easy nor too hard, but just right for you with more probing questions to challenge your understanding.

I am sure that you will help them by always working hard and aiming really high.

Yours faithfully

Michael Merchant

Lead inspector

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