

Cherrywood Community Primary School

Inspection report

Unique Reference Number	132802
Local Authority	Hampshire
Inspection number	341346
Inspection dates	8–9 December 2009
Reporting inspector	Graeme Bassett

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair	David Woolford
Headteacher	Barbara Goodchild
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional Inspectors. The inspectors visited 13 lessons, and held meetings with the headteacher, deputy headteacher, teachers, other staff, groups of pupils and some parents. They looked at pupils' books, teachers' planning and assessment files, school statutory policies, the school improvement plan, curricular planning documents, pupils' tracking and assessment records, evaluations of teaching carried out by the school and minutes of governors' meetings. Observations were made of pupils in assembly, on the playground and in the dining hall. The team also analysed questionnaires, including 24 returned from parents/carers, 45 from pupils and 32 from staff.

- the effectiveness of the monitoring and evaluation processes that enables the school to promote higher expectations to raise standards
- the attainment of the pupils in Key Stage 1 in writing to determine whether or not teachers plan sufficiently challenging work for all groups of pupils, especially the more able
- the procedures to ensure that all pupils throughout the school, and especially the more able, make good progress.

Information about the school

This primary school of average size serves the Mayfield area of the Farnborough. The proportion of pupils qualifying for free school meals is well above average. The proportion of pupils who speak English as an additional language is well above average. There are a rising number of minority ethnic families moving into the area, and the proportion of Nepali pupils is currently 17%. In all there are 58 pupils of minority ethnic backgrounds (33%) with 10 languages spoken. The proportion of pupils with special educational needs and/or disabilities is well above average and their range of needs includes specific and moderate learning needs, behavioural, emotional and social difficulties and visual impairment. A breakfast club is organised by the school.

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. The pupils work and play together very harmoniously. Those from other countries settle quickly and form lasting friendships because of the school's outstanding care, guidance and support. The school has improved significantly since the last inspection, especially in the quality of teaching and in the accurate way it maintains assessments. The headteacher, ably supported by the deputy headteacher and other senior staff, is the driving force behind these improvements. As a result the quality of leadership and management is now good at all levels. The school's self-evaluation is accurate and effective actions are taken to improve the quality of teaching and learning. Consequently, the capacity to sustain improvements is good. Staff and parents say this school has improved because of the dedication and clear vision of the leaders and managers.

Children make good progress in Reception, often from low starting points, and build effectively on this good start as they move through the school. Attainment in Year 6 is broadly average. This reflects the good progress that pupils have made this year and also over their time in school. Achievement in writing has improved because of the greater emphasis placed upon developing pupils' skills. Although this is a notably weak area when children first join the school, the improvements are having a good effect on pupils' attainment, particularly because of the structured approach to teaching phonics in the younger classes. The quality of teaching is good throughout the school and some aspects are outstanding. For example, a Year 5 lesson to help pupils understand the phases of the moon was inspiring and most imaginative. As a result, pupils were enthralled and made excellent progress in their learning. The strength in teaching is evident in the way teachers plan activities that meet pupils' different needs, especially those with special educational needs and/or disabilities. The support for pupils who are learning to speak English is exceptionally well planned. However, there are still some inconsistencies in the way assessment data are used when planning lessons. As a result, a few of the more able pupils are not always challenged sufficiently well, especially in writing and mathematics.

The curriculum is good and planned well to promote pupils' interests, especially when teachers devise tasks of a practical nature. As a result, pupils enjoy coming to school. Most take pride in their work, although some still have untidy handwriting. Pupils' spiritual, moral, social and cultural development is good and is enhanced effectively through visits and residential trips. Most pupils say they feel safe in the school and know who to talk to if they have problems. The pupils have a satisfactory understanding of what they should do to lead a healthy lifestyle but many do not find it easy to adopt. The school works well with pupils in need of extra support and the support given by the

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pastoral support team to newcomers, especially those from other countries and also to families having a difficult time, is exceptional. This model of outstanding support encourages pupils to care enthusiastically about each other and also to make good contributions to the school community. Pupils learn how to mix well across all age groups and this helps them to have a good understanding of the multicultural nature of our society.

What does the school need to do to improve further?

- Accelerate the rate of pupils' progress and further raise their attainment especially in writing and mathematics by:
 - improving the use of assessment information to provide activities that more accurately build upon what pupils already know, especially for the more able.

Outcomes for individuals and groups of pupils

2

Pupils in Key Stage 1 are making much better progress in their writing this year because of the improved structure to teaching phonics. From observations in the classrooms it is evident that attainment in writing and calculation in Years 1 and 2 is rising steadily and progress is at least satisfactory in these aspects. However, even though most pupils are showing real signs of improvement, some still have weaknesses in their literacy and numeracy skills. Currently the work in English, mathematics and science in the books of Year 6 shows that attainment is also improving during this year and is broadly average. For example, in science the pupils show good progress during the discussion and investigational work to separate different materials that have been dumped in a pond. This was followed successfully by sending a letter to the pond owner telling him of their solutions. Pupils with special educational needs and/or disabilities make good progress, as do Traveller children. Currently pupils who speak English as an additional language, especially those from Nepal, make excellent progress in acquiring spoken English and they rapidly improve their writing skills. However, a few of the more able pupils, throughout the school, do not do as well as they should, especially in writing and mathematics.

The vast majority of pupils are polite and courteous. Attendance is satisfactory but, nevertheless, a few pupils do not attend as regularly as they should despite the school's best efforts to help them improve. Pupils' contributions to the school and wider community are good, with many of them accepting responsibilities in the school. Pupils are prepared satisfactorily for their next school, having strengths in their social and moral development and in their positive attitudes towards their work. A small number of pupils express some concerns about the behaviour of a few pupils. However, the inspectors found that behaviour is good overall; most pupils behave exceptionally well. Pupils are very tolerant of the one or two who can be disruptive.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The teachers create a quiet and purposeful atmosphere within the classrooms and displays are colourful and stimulating. For example, role play, with the teacher dressed as Neil Armstrong, inspired pupils in Year 2 to combine different number bonds to 20 to account for those spacemen who were inside and outside the spaceship. The level of language development support for those pupils who join the school with little or no English is outstanding. In class, teachers and teaching assistants ask questions that help pupils to understand how well they are doing. Ongoing assessment identifies effectively the progress made by pupils. Teachers maintain excellent records to show what each pupil achieves. However, there are still a few inconsistencies in lesson planning because teachers do not always make thorough use of assessment data to ensure that more able pupils are challenged sufficiently well with new skills, knowledge and understanding.

The curriculum is adapted well to meet the needs of most pupils, especially those who have a range of special educational needs. The recent development of the curriculum, with its creative links through literacy, science, geography and history, has inspired greater interest and enthusiasm amongst the pupils. Well-planned use of information and communication technology enhances pupils' reading and writing skills. The wide range of out-of-lesson activities, as well as the opportunity for all pupils in Year 4 to play the ukulele, provides valuable opportunities to extend pupils' skills and interests.

The staff have excellent relationships with all pupils. There is a very strong commitment

¹ 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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to ensuring that pupils develop good personal skills. Staff take extremely good care to make sure that all pupils are involved in what the school does, enabling full participation in musical and sporting pursuits. This was evident in the younger pupils' enjoyable performance of the nativity play. Pupils respond well to the purposeful atmosphere in classrooms which fosters their determination to improve their work. The breakfast club is well organised and provides pupils with good opportunities to play and take part in creative activities safely.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school's leaders and managers monitor its work rigorously and with extremely good effectiveness. As a result, teachers are held to account for each pupil's progress and classroom practice is very well structured and consistent. Clear priorities are identified in the school improvement plan and initiatives to raise attainment in reading and mathematics are helping to accelerate pupils' progress. However, not all initiatives have had sufficient time to embed fully in order to show their full impact. Whole-school tracking of each pupil's achievements is exceptional. The teachers who have responsibility for literacy, mathematics and science have good action plans that are driving forward improvements in their subjects. These are having a marked impact upon improving pupils' work and bringing about a rise in achievement, especially in reading and writing.

The manager responsible for children with special educational needs and/or disabilities takes an active role in the school's management through robust monitoring and evaluation of their progress. Many parents report that staff liaise well with them and that home/school support and communication, including information about their child's achievements, are good. Community cohesion, especially for the wider national and global links, is good because of the multi-national make up of the school's population. Strong links have also been established with other schools and agencies in the local area.

The governors are dedicated and give clear direction to the work of the school. They are fully aware of the strengths and weaknesses in the school and effectively contribute to the management role in deciding priorities for the future. The school promotes equality of opportunities while tackling discrimination and governors ensure that the safeguarding procedures are good and that all statutory requirements, including child

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protection and risk assessment, are regularly reviewed and approved. However, they do not set out clear targets for the development of the management role of the governing body. The budget is monitored accurately and is used to good effect to improve learning.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children's skills on entry to the Reception class are below expected levels for their age in most areas of learning and are often well below expectations in communication, language and literacy and also in their use of calculation. The provision for children's welfare, especially those with special educational needs and/or disabilities is good. A very clear direction for the development of the Early Years Foundation Stage and good planning ensure that all children are suitably challenged. Teaching is good and assessment procedures are thorough, with records maintained effectively. As a result, children make good progress in all areas of learning and enter Year 1 with attainment broadly as expected in their personal, emotional and social development, creative and physical development and also in their knowledge and understanding of the world. Although they develop their language and numeracy skills effectively, many still have limitations in writing and calculation by the time they enter Year 1. The outdoor area provides an exciting and interesting environment that enables children to extend their learning through their own choice of activities. The children mix well together and are beginning to make friends. They work together in small groups, engage enthusiastically in creative activities such as painting and modelling, and are developing good skills in the use of computers.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Views of parents and carers

The very large majority of parents/carers who replied to the questionnaire and those who spoke to inspectors expressed full support for the school. Parents frequently commented about how impressed they are with the improvements that the staff and headteacher have made to the school and especially for the personal care given to all the pupils.

Very few questionnaires expressed any concerns but two mentioned some concern about poor behaviour. The inspection team found behaviour is good overall with most pupils behaving extremely well in and around the school. The one or two pupils who find it difficult to behave consistently well are managed effectively by the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cherrywood Community 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 13 statements about the school.

The inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	67	8	33	0	0	0	0
The school keeps my child safe	14	58	10	42	0	0	0	0
The school informs me about my child's progress	11	46	13	54	0	0	0	0
My child is making enough progress at this school	13	54	11	46	0	0	0	0
The teaching is good at this school	12	50	11	46	1	4	0	0
The school helps me to support my child's learning	16	67	8	33	0	0	0	0
The school helps my child to have a healthy lifestyle	12	50	12	50	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)	10	42	12	50	0	0	0	0
The school meets my child's particular needs	10	42	13	54	0	0	0	0
The school deals effectively with unacceptable behaviour	10	42	11	46	1	4	1	4
The school takes account of my suggestions and concerns	11	46	12	50	0	0	0	0
The school is led and managed effectively	14	58	10	42	0	0	0	0
Overall, I am happy with my child's experience at this school	13	54	11	46	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



10 December 2009

Dear Pupils

Inspection of Cherrywood Community Primary School, Farnborough GU14 8LH

Thank you for helping us when we recently visited your school. We enjoyed meeting you and finding out about your work. Your school is good and the way your staff care and support you is excellent. It is a very happy place and you get on well with each other. We enjoyed watching the Nativity play on Wednesday morning. You spoke clearly and sang beautifully ' well done!

These are the things that we judged to be good in your school.

- Your headteacher leads the school well and knows exactly what needs to be improved.
 - The teachers and other staff in your school work well as a team and support your headteacher well.
 - The teaching is good and your teachers plan exciting activities for you to do. They give you good encouragement to answer questions and, because of this, your work is steadily improving.
 - The adults provide outstanding care, guidance and support, especially to those of you who find work difficult at times.
 - You have a good understanding of how to remain healthy but you do not always follow your own advice.
 - You are very polite and your good behaviour helps to create a positive environment in school.
 - You make good friends and as a result you have good attitudes towards each other.
- There are still some ways in which your school could be better, and we have asked your headteacher and governors to do some specific things:
- To ensure that your teachers make even better use of information about how well you are learning to plan tasks that help you to make even faster progress, especially those of you who are capable of reaching the higher levels..

Once again, thank you for your help. You can help by asking your teachers how you can make your work better.

Yours sincerely

Graeme Bassett

Lead inspector

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