

Cherry Willingham Community School

Croft Lane, Cherry Willingham, Lincoln, LN3 4JP

Inspection dates

6–7 November 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although achievement is improving, students are not yet making consistently good progress and reaching the standards they should.
- The impact of past underperformance is still evident in some subjects.
- Students' progress has not increased as rapidly in mathematics as it has in English.
- Too few students are yet making rapid progress to reach the highest grades.
- Although all teaching is now good and better, it has not yet had time to raise standards in all subjects.
- Disabled students and those who have special educational needs are sometimes given more help than they need and this hinders their progress.

The school has the following strengths

- The headteacher and her leadership team are highly ambitious for all students in the school. They have successfully secured marked improvements in attendance, behaviour and teaching.
- Leaders, governors and staff have established a culture and ethos where expectations are high and students strive to 'be the best' they can be.
- Students enjoy coming to school to learn, they have positive attitudes, behave well and have a good awareness of how to stay safe.
- The progress made by disadvantaged students eligible for additional pupil premium funding is increasing. Gaps between them and their peers in school are closing.

Information about this inspection

- Inspectors observed students' learning in 22 lessons or parts of lessons, five jointly with the headteacher, deputies and assistant headteacher. They also observed additional support for students at risk of falling behind.
- An inspector checked on the provision for students using the hearing impairment resource base and observed the students in their lessons. The inspector, accompanied by a specialist interpreter, also spoke with the students.
- Inspectors observed the school's work and examined documents including, policies, performance data, records of the monitoring of teaching quality and the school's analysis of its strengths and areas for improvement. They checked the improvement plan, behaviour, attendance and safeguarding records and noted the content of governor and local authority meetings and visits.
- Close attention was paid to Ofsted's monitoring of the school since the last inspection and the progress made in addressing improvements since that time.
- Meetings were held with groups of students, and inspectors spoke informally with them throughout the inspection, to gain their views of recent changes and experiences of life in the school.
- Students' work was scrutinised to evaluate progress, the quality of marking and feedback provided by teachers, and the students' own comments.
- Meetings were held with a group of governors, subject leaders and senior staff responsible for checking safeguarding and co-ordinating special educational needs. The lead inspector had a telephone conversation with a local authority representative.
- An inspector observed a school assembly and a visit was paid to the school's breakfast club.
- The lead inspector analysed 16 staff questionnaires and the 28 responses to Parent View, the Ofsted online survey. The school's own surveys were also taken into account.

Inspection team

Aune Turkson-Jones, Lead inspector	Additional inspector
Jeffery Plumb	Additional inspector
Kevin Harrison	Additional inspector

Full report

Information about this school

- The school is much smaller than most secondary schools.
- More students than usual join the school part way through the year.
- The majority of students are White British. The proportion of students who speak English as an additional language is very low.
- The school has a specially resourced provision for students with hearing impairment. There are eight available places, with only a small number of students currently on roll. The provision is also used by a small number of other students in the school with disabilities and special educational needs. Students are generally taught in mainstream classes. Specialist teaching provided for English, mathematics and science five times a week by two, visiting, specialist teachers.
- The proportion of students with disabilities and special educational needs, at just over a quarter of the school population is well above average.
- Just under a quarter of the students are eligible for support through the pupil premium. This is additional government funding provided for students who are looked after by the local authority and those known to be eligible for free school meals. This is slightly below average.
- A small number of students are currently educated off site for part or all of the week. They attend placements in Pilgrim Hospital in Boston and Ash Villa Hospital School in Sleaford. The school also has outreach places through Acorn Free School, which provides behaviour support and courses for students at risk of exclusion.
- The school runs a daily breakfast club and after school club.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Sustain and extend improvements in teaching across the school, so that progress continues to accelerate and standards continue to rise, for all groups of students, by:
 - making sure that students have more opportunities to practice and develop their problem solving skills and deepen their subject knowledge in mathematics
 - consistently and rigorously checking that more students are making rapid progress and are on course to reach the highest grades
 - providing disabled students and those who have special educational needs with the right balance of support and challenge, so that they have more opportunities to work without help.

Inspection judgements

The leadership and management are good

- Leadership has improved since the school was last inspected. With the addition of a new assistant headteacher to the leadership team, leaders have successfully improved the quality of teaching so that it is at least good throughout the school. Leaders have implemented robust systems to monitor students' progress. They make fortnightly checks so that the whole school remains sharply focused on improvement.
- School leaders hold teachers to account, through the appraisal system. Every member of staff reports on the progress of the students in their classes. Achievement is tightly linked to teachers' pay. Leaders ensure that teachers receive the right training and support to continue to sharpen their practice.
- Morale is high, support for the headteacher is strong and the vision for the school shared by the whole staff team. Teachers make themselves available to help students, outside, as well as during, the school day. Parents and students agree that the school has changed considerably, and for the better.
- School leaders have an honest and accurate view of the school's strengths and have focused relentlessly on addressing the areas identified as weaknesses by the last inspection. They quickly produced a detailed action plan, which has steered the school's improvements. As a result, attendance, teaching and attitudes have improved markedly and standards are rising.
- Middle leaders, including the new leader in English and recently returned mathematics leader, play an increasingly effective role in monitoring their subject areas and have the full support of senior leaders, adding strength and capacity for further improvement.
- Aspirations for what students are capable of achieving are high across the school and shared with students, who now expect much more of themselves. The culture of the school has been transformed and targets are more demanding and increasingly challenging.
- Discrimination is not tolerated. Equality of opportunity is strong across the school and all groups have access to the support they need, and the opportunities which the school has to offer. Arrangements to keep pupils safe meet requirements. Pupil premium funds are being used to good effect to raise the standards achieved by disadvantaged students. Leaders rigorously check the attendance, behaviour and progress of those attending alternative provision.
- All students in the school, including those who are supported by the resource base, benefit from a varied and stimulating curriculum. There are many opportunities to develop and broaden their thinking and to reflect on what it means to live in modern Britain. Trips to London, visits to the Galleries of Justice, football tours to Valencia and sporting exchanges with a Tobago school, prepare them well to live in a diverse society. This makes a strong contribution to students' personal, spiritual, moral, social and cultural development.
- Students start thinking about their next steps in good time. They receive well considered careers advice from staff and external advisers. In Year 11, students complete a work experience placement. The numbers of students choosing to extend their studies into the sixth form college, and taking training placements, is rising.
- The local authority has provided good support for the English department and checks that the improvement plan addresses the areas highlighted by the previous inspection. This support will continue to be available and a whole school review is scheduled for the coming term.
- **The governance of the school:**
 - Governance is effective and has strengthened since the time of the last inspection. Governors have deepened their understanding of school data and use it to hold senior and subject leaders to account. They regularly ask questions about how well groups of students are performing and check on the running of the specialist resource base. Governors evaluate the impact of pupil premium funds on

achievement. They have seen that the breakfast and after school clubs have contributed to a rise in attendance and that additional tuition for mathematics and literacy is closing attainment gaps for disadvantaged students within the school.

- Governors have both supported and challenged school leaders, mindful of the key areas of focus identified for improvement. They regularly visit lessons and have helped to drive up the quality of teaching. Governors take action where teaching fails to reach the required standard. They are committed to setting high expectations for every student and transforming the learning environment so that it is both calm and stimulating. Governors check that students are safe within school, the resource base and in placements away from the school site. They check that safeguarding arrangements meet requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. Their positive attitudes to learning are the result of the high expectations that are now well established in the school. Students now expect a lot of themselves and show a determination to succeed. Those students who have additional responsibility, such as the head boy and head girl, together with student leaders set a good example for others to follow.
- The vast majority of students treat each other and staff with genuine care and respect. They are polite and well-mannered, holding open doors and thanking others for their help. They understand the consequences of poor behaviour and respond positively to praise when they behave well. Teachers are consistent in their use of the behaviour policy, and this has contributed to the good behaviour, which now pervades the school.
- The school buildings, classrooms, corridors and outside areas are kept tidy and clear of litter. Students keep their exercise books in good order. They present themselves smartly in school uniform and express a great deal of pride at being a part of Cherry Willingham. Students who join partway through the year, having previously attended other schools, say that they are made to feel welcome.
- Teachers manage the small number of students, who continue to present challenging behaviour, well. Students admitted part way through the year can occasionally be the source of low level disruption, until they have settled at the school. The work of the behaviour mentor has strengthened the message that poor behaviour is not tolerated and added to the calm and positive atmosphere in the school.
- Parents, carers and staff are positive about the improvements to behaviour. Students' enjoyment of being in the school has contributed to a rise in attendance.

Safety

- The school's work to keep students safe and secure is good. The school takes safety very seriously. Rigorous and careful checks are carried on all adults by the school. Staff training is updated appropriately, and rigorous checks are in place to minimise risk. Safety in the resource base is given equally high priority. Access to the building by visitors is strictly controlled and the signing in process is securely in place.
- Students understand how to keep themselves safe in school, when working in science laboratories, during sporting activities and on the internet. They know that derogatory language is not acceptable and readily report any concerns to adults. School assemblies, form time and the citizenship programme are used effectively to deliver safety messages. Students say that there is very little bullying and that behaviour has improved considerably.

The quality of teaching is good

- Teaching has improved since the last inspection and is now consistently good. This is the result of rigorous monitoring of the quality of teaching. Leaders check what is happening in every class, every day. This thorough system of checks has brought rapid improvement. However, although pupils' progress is accelerating and the attainment is rising, their overall achievement is not yet good.

- Teachers provide their students with many and varied tasks which challenge and stimulate their interest. They work willingly with partners, in groups or on their own and regularly reflect, check and mark their own and each other's work. Students speak with confidence about their work, and engage in many conversations with each other and their teachers about how they can improve their skills, knowledge and understanding because they want to succeed.
- Teachers question students and stimulate discussions that help them to assess the extent of their understanding. Students are not afraid to quiz their teachers, or to express their views. Showing the highest regard for their teachers, many students push the boundaries of their own knowledge, tackling some very challenging, high level work. For example, Year 9 students were asked to explain a complex biological process. They immersed themselves in researching protein synthesis, undaunted by their unfamiliarity with many of the biological terms.
- Good quality marking and comments on how to improve their work are readily acted upon by students. They are now in the habit of reflecting upon, and responding to their teachers' comments, showing their high levels of engagement in their studies. Homework is in place across the school and good use is made of online learning packages which are monitored by staff.
- The most able students in the school are identified through the school tracking systems. Teachers provide a range of extension activities, more difficult tasks and searching questions, as well as entering them for external events and competitions to boost their achievements.
- Teaching in the resource base is good and the specialist teaching is effective. The specialist teachers bring strong subject expertise. They encourage students to form links with others through an established network of local schools. This has a positive impact on students' confidence and achievement.
- The improvements in teaching literacy and reading are now reflected in increasingly high expectations across subjects. In mathematics, teachers are helping students to develop strategies to tackle more complex examination questions, an area identified as a weakness from recent results. They are also providing problem solving questions that are beginning to deepen students' understanding although progress in mathematics is not increasing as rapidly as it is in English.
- One to one teaching, and small group activities led by learning support assistants, helps students with disabilities and those who have special educational needs to make faster progress. However, sometimes the balance between support and challenging students to work things out for themselves is tilted too heavily towards support. As a result, students do not build the capacity to work without support as quickly as they could.

The achievement of pupils requires improvement

- There are still inconsistencies in students' progress and fluctuations in the standards they reach because the wave of improvement in teaching and in attitudes to learning, running through the school, have not yet fully overcome past under performance.
- Students join the school with skills and abilities which are broadly average. Students' progress and the standards they reach have been stronger in English than in mathematics. Overall attainment has not yet settled into a consistently upward trend. The proportions of students attaining five A* to C grades at GCSE has been broadly average for the last two years. The improvements in teaching are not yet reflected in these examination results. Early entry to examinations is not used.
- Detailed checks of students' progress in all years are ensuring that students receive the support they need to achieve their best. The school's data shows that students currently in the school are making increasingly good rates of progress in all year groups. This indicates that 2015 results are on track to be much better than in previous years and are likely to exceed national figures.
- Students with disabilities and special educational needs are making more rapid progress than in previous

years because their learning needs are assessed early and matched with effective support. The range of support and resources available accommodates their individual needs. However, in some instances these students receive too much help and this hinders their progress. The small number of pupils taught in the resource base achieves well and have places arranged for their studies when they leave the school.

- The most able students are performing increasingly well because their teachers are setting tasks that deepen and extend their knowledge, skills and understanding. However, not enough students have yet overcome past underperformance to make rapid progress to reach the highest standards.
- Less-able students in Year 7 receive daily support to boost their reading and literacy skills and benefit from the additional funding which provides this. They receive one to one help from trained assistants and several catch up quickly.
- Compared with the previous year, attainment gaps between disadvantaged students in Year 11 and other students in school are closing. Disadvantaged students were half a grade behind in English and two thirds of a grade in mathematics other students in the school, and others nationally. However, their progress is increasing because the school has invested in additional mathematics tuition, reduced class sizes, provided revision guides and provided podcasts to support their studies.
- The attendance and progress of the students who study courses at other sites is closely checked, to ensure that they make the progress expected of them and achieve their learning targets.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120654
Local authority	Lincolnshire
Inspection number	453836

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

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	346
Appropriate authority	The governing body
Chair	Anne Perkins
Headteacher	Elaine Stiles
Date of previous school inspection	30 April 2013
Telephone number	01522 751040
Fax number	01522 824251
Email address	e.stiles@cwcs.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

