

Cherry Willingham Community School

Croft Lane, Cherry Willingham, Lincoln, LN3 4JP

Inspection dates 23–24 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
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 special measures.

- Leaders, including governors, have not ensured that the school's safeguarding arrangements meet statutory requirements.
- Policies are not up to date with current legislation.
- Roles and responsibilities for leaders with safeguarding duties are not clearly defined. The support mechanism to help them carry out their duties is not strong enough.
- The school does not have clearly defined arrangements for the sharing of information with other professionals and reporting and recording arrangements are not sufficiently robust.
- Not all staff are clear about their responsibilities to keep students safe.
- Governors have not carried out their statutory duties to monitor the effectiveness of safeguarding arrangements effectively enough.
- Too many students say that they do not feel that bullying is dealt with effectively enough by staff.
- Some students say that they do not feel safe in the school.
- The school has not developed a culture of listening to students' concerns.
- A minority of students persistently disrupt lessons; some staff do not always address this issue effectively enough.

The school has the following strengths

- Achievement is improving well. Students make consistently good progress in English and modern foreign languages. Their achievement in other subjects shows that they are making improved progress across a range of subjects compared to 2014.
- Teaching is mostly good and improving rapidly; teachers plan well-structured lessons, have good subject knowledge and most understand the needs of students well. As a result, many students are making progress quickly.
- Leaders monitor the quality of teaching rigorously and use this information well to improve the quality of teaching.
- Systems to monitor and track students' achievement are robust and very effective.

Information about this inspection

- The school was selected for inspection under section 8(2) of the Education Act 2005 (the Act). The inspection began on 18 June 2015. In the course of the inspection the lead inspector decided, on the basis of the evidence gathered, to treat the inspection as if it were an inspection under section 5, using the discretionary power under section 9 of the Act. Therefore, the inspection team returned to the school on 23 June to conduct further inspection activity to meet the reporting requirements under section 5 of the Act.
- Inspectors observed students' learning in 25 lessons. A number of shorter visits to lessons was conducted to observe behaviour. Inspectors observed some form-tutor sessions and a small-group reading programme.
- Inspectors observed students' conduct and behaviour at break and lunchtimes, including in the canteen.
- Inspectors scrutinised a range of school documentation in relation to behaviour, teaching, and achievement. The lead inspector evaluated the school's self-evaluation report, governors' minutes, and policy documents published on the school's website.
- Students were interviewed formally by all inspectors and spoken with informally during break and lunch times and in lessons.
- Inspectors interviewed a range of school leaders and staff including the headteacher, deputy headteachers, the coordinator for special educational needs who is also the designated safeguarding lead, subject leaders, pastoral leaders, and a range of experienced and inexperienced teachers without positions of responsibility.
- A range of students' work was examined by the lead inspector and by inspectors during lesson observations.
- Inspectors also met with three members of the governing body, the school's careers adviser, the Director of Children's Services for Lincolnshire, and the local authority's school improvement adviser.
- Responses from 19 staff questionnaires and 32 responses from Parent View, the Ofsted online survey, and some of the school's own surveys were also taken into account.

Inspection team

Zarina Connolly, Lead inspector

Her Majesty's Inspector

Roary Pownall

Her Majesty's Inspector

Deirdre Duignan

Her Majesty's Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Cherry Willingham Community School is a small school. It is almost a third of the size of the average secondary school.
- The majority of students are of White British heritage. There are very few students who speak English as an additional language.
- The school has a specially resourced provision for students with hearing impairment. Currently, there is one student using this provision.
- Approximately a quarter of the students on roll is eligible for pupil premium funding. This is just below the national average.
- The proportion of disabled students and those with special educational needs is above the national average, at a quarter of the student roll.
- Currently there are no students attending alternative provision.
- The school does not meet the government's floor standards, which set the minimum expectations for students' attainment and progress.
- Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. Whilst Ofsted does not have the power to investigate incidents of this kind, actions taken by the the setting in response to this incident were considered alongside other evidence available at the time of the inspection to inform inspectors' judgements.

What does the school need to do to improve further?

- Ensure that all safeguarding arrangements meet statutory requirements by:
 - updating the school's safeguarding policy so that it is in line with current legislation, and provides adequate information to staff on how to identify and report their concerns
 - making clear the roles and responsibilities of all staff, including that of the designated safeguarding lead
 - providing appropriate support to enable staff with safeguarding duties to carry out their roles effectively
 - developing appropriate arrangements which set out clearly the processes and the principles for sharing information between the staff at the school, with other professionals, and with the local authority safeguarding children board
 - developing clear and robust recording and reporting arrangements, which are then followed rigorously by all staff.
- Implement more effective systems to enable students to share with the staff any concerns they may have about their safety and that of others.
- Ensure that the governing body carries out its duties effectively in relation to safeguarding.
- Ensure all staff have the skills and confidence to address the minor instances of disruption from a minority of students who interfere with learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved

Inspection judgements

The leadership and management are inadequate

- School leaders have not ensured that safeguarding arrangements meet statutory requirements.
- The school's safeguarding policies are neither up to date with current legislation, nor clear about the roles and responsibilities of key safeguarding leads and other members of staff.
- The school does not have in place arrangements that set out clearly the processes and the principles for sharing information between the staff, with other professionals and with the local safeguarding children board (LSCB). Consequently, safeguarding leaders do not apply good practice in sharing information and seek advice at an early stage. They do not record safeguarding incidents in sufficient detail. This practice leaves young people vulnerable.
- Leaders have provided unclear and insufficient advice to staff on how to manage allegations against other members of staff. As a result, not all staff are clear about how they would report such concerns.
- Students do not always report concerns when they should. The school has not established a culture of listening to students and taking their concerns seriously. Students feel that not all staff listen to them.
- Some students feel let down by the school. Leaders have not always acted with due regard to the care and well-being of students who have reported concerns.
- Leaders with responsibility for safeguarding have not received sufficient support and supervision to ensure that they are able to carry out their duties effectively.
- A small minority of students says that they do not feel safe in the school. The school's work to keep students safe from bullying is not effective. Too many students say that staff do not respond to incidents of bullying and do very little to help. However, the headteacher has shown a determination more recently to tackle bullying and to engage with anti-bullying organisations in order to improve practice.
- The school's curriculum has not provided sufficient guidance, frequently enough, for students to manage the different risks they may face or develop sound social and moral attitudes. For example, too few lessons are provided for students about homophobic bullying and e-safety, throughout their school life. Some older students say they can barely remember such lessons and what they were about.
- The school is at the early stages of developing a more coherent curriculum to develop students' spiritual and cultural understanding. The religious education department has developed an effective programme of study to help students challenge views that may undermine British values, but such teaching is not widespread throughout the school.
- Leaders' monitoring of behaviour and attendance is becoming increasingly rigorous. Attendance is in line with the national average, and improving.
- The school's work to improve behaviour, especially internal and fixed-term exclusions, is not effective. Leaders do not always analyse their data by student groups, such as those eligible for pupil premium funding or new arrivals to the school. These students are disproportionately represented in behaviour tracking logs, yet there is no clear strategy in place to improve or manage their behaviour.
- The work of the school's behaviour mentor has improved the behaviour of many students. Using tracking data from learning walks and their information system, leaders identify 'hot spots' of unsatisfactory behaviour. As a result, leaders have been able to place targeted support in those areas effectively. However, they are not always made aware of where minor, but persistent, disruption takes place as their systems do not allow such behaviour to be reported.
- The school's systems for tracking and monitoring the students' achievement are rigorous. Newly introduced methods of collecting achievement data about students are proving very effective. These systems have helped leaders to have a more accurate and reliable view of achievement, which has allowed them to target underachievement effectively. As a result, the students' achievement is better currently than it was in 2014.
- The school's work to improve teaching has had a direct impact; there is improved achievement in a range of subjects, including mathematics and science. Senior and subject leaders monitor and develop teaching systematically. There are regular training and development sessions.
- Disabled students and those with special educational needs are cared for well and make good progress. Leaders have improved the provision for those students.
- The achievement of the students who are eligible for the pupil premium is improving and increasingly becoming in line with their peers. The pupil premium funding is used effectively by the school to provide academic and pastoral support for eligible students.
- Students receive good advice in making their option choices. The careers adviser is skilled and

knowledgeable. A well-planned programme of activities at Key Stage 4 ensures that students are informed well about the next steps they wish to take. Most progress to college courses and high-quality apprenticeships.

- Performance management of teachers and teaching assistants is used effectively to improve teaching and drive improvement across the school. The headteacher and governing body use strict criteria before granting pay awards.
- The local authority carries out regular reviews of the school's work. Its recent review about behaviour and teaching was accurate and the school improvement adviser provides sound advice to school leaders about the quality of teaching and students' achievement. However, the local authority failed to identify weaknesses in the school's safeguarding arrangements. As a result, they missed opportunities to provide leaders with the support required to overcome these weaknesses.
- **The governance of the school:**
 - The governing body has not exercised its duties effectively to ensure that safeguarding arrangements are robust and secure. While governors' training in relation to safer recruitment is updated regularly and understood, their training and understanding in relation to other child-protection matters are less secure.
 - Governors have not ensured that safeguarding policies reflect the latest legislation and guidance. Consequently, governors have compromised the rigour and effectiveness of safeguarding practices in the school.
 - Governors maintain good oversight of the school's performance and are well informed about current progress data. They challenge school leaders to ensure that government funding is used effectively and is making a difference to students' outcomes.
 - Governors set rigorous targets for the headteacher and review them frequently. They ensure that teachers' pay increases are monitored carefully. They ensure that teachers are only granted pay awards when they have achieved their performance management targets.
 - The governing body keeps sound financial oversight of the school's budget.

The behaviour and safety of pupils are inadequate

Behaviour

- The behaviour of pupils requires improvement.
- In a few lessons, a minority of students persistently disrupts the learning of others with minor, but important, disturbances. Some teachers lack the skills and confidence to manage this type of behaviour well and, as a result, it sometimes goes unchallenged.
- The rates of fixed-term exclusions remain well above national levels and show little sign of improvement, despite the work by leaders to address the behaviour of some students. The proportion of students sent to the 'Keep' room for serious or persistent breaches of the school rules remains high. Leaders' work to improve behaviour is often hindered by the regular flow of students joining the school mid-year who present difficult behavioural needs. Leaders have not always managed to modify the behaviour of these students successfully.
- A minority of students does not always show pride in their work. Not all teachers set the same high expectations for students' presentation and quality of work.
- Students are not always punctual to lessons.
- Students conduct themselves well during break and lunch times.
- Students' attendance at the school is good, and improving. Pastoral leaders monitor and follow up attendance rigorously.

Safety

- The school's work to keep students safe is inadequate.
- The school does not deal with bullying, especially name calling, and other derogatory and homophobic language, well. Some students do not report such concerns, feeling instead that they have to put up with it.
- Too many students reported that they had little confidence that anyone in the school would effectively deal with their concerns, especially about bullying. Some suggested that teachers were more likely to advise them to 'keep away' from perpetrators than deal with the concerns. A few commented, 'Teachers don't listen to us.'
- A few students told inspectors categorically that they did not always feel safe in the school. Some boys

say they fear being 'jumped' by others.

- Staff do not always act with sufficient regard for the ongoing well-being and safety of students. Students who report concerns are not always checked on later by staff, once the initial incident has been dealt with, and, as a consequence, those students sometimes feel let down by the people to whom they have entrusted their worries.
- Students are taught how to keep safe online in Year 7, but some older students say this topic is not revisited in any detail during the rest of their school life, so they are not as clear as they should be about these matters.
- Students do not fully understand the risks associated with extremism, especially threats from local extremist groups. The religious education department has developed a programme of study to tackle these issues, but the programme is in the early stages of implementation.
- Students are taught about the importance of making good moral choices in religious and citizenship education and, through these sessions, gain a good understanding of how such choices can help to keep them safe.
- Leaders and staff give careful consideration to the needs of students who require additional support to stay safe in school. This includes students with specific physical needs in the special resource unit and those who join the school late and who present risky behaviours. Appropriate support is provided.
- The safety of the school site is managed well. The staff keep a close eye on students during break and lunchtimes. Students who spoke with inspectors were very confident about the effectiveness of these arrangements.

The quality of teaching

is good

- Most teachers have strong subject knowledge and use this to good effect to motivate students and explain ideas. The quality of teaching in English, modern foreign languages and some vocational subjects, like textiles, is consistently good. There is now much good teaching in science, mathematics and humanities. This has contributed directly to improved outcomes in these subjects this year.
- Teachers use information about students' assessment well to plan their lessons. Extension tasks, including 'thinking time', are used effectively to challenge learners, especially the most able.
- The students make rapid progress in lessons when the teachers use the school's Standard Operating Procedures, a set of school-wide expectations for lessons, fully. One positive consequence of this approach is that students of different abilities understand well what they should be learning and what they need to do to be successful.
- Teaching assistants contribute well to students' learning and progress. They ask questions and intervene only when necessary. Teaching assistants have contributed to the good progress made by disabled students and those who have special educational needs.
- Literacy is a strong feature in many lessons. Teachers encourage students to use subject-specific terms appropriately. They develop students' writing skills well across a range of subjects. Students' reading skills are developed well as a result of carefully chosen reading programmes and regular practice in class. For example, in an English lesson in Year 10, students read an extract from *Macbeth* with confidence, showing a good understanding of how to pronounce difficult words. This resulted in lively and engaging reading.
- Homework is used well and deepens the students' understanding of their work. It is set and checked regularly by teachers.
- Students' work is marked regularly, and to a good standard. Most teachers have adopted the system of using the 'feedback stamp'. This has promoted a quality dialogue between teacher and students about their work. Students also use these stamps well to help them assess their own work and that of others against set criteria.
- A few teachers do not always manage instances of minor disruption by a minority of students as well as they should. In some cases, teachers lack confidence and experience to be able to reinforce high standards of behaviour. As a result, some students do not always make the progress they should.

The achievement of pupils

requires improvement

- Students' achievements in most subjects, especially mathematics and science, were below national averages in 2014. However, English and modern foreign languages compared relatively well with national averages.

- Too few students are making expected and more than expected progress in mathematics compared to national averages, although current progress represents an improvement compared to last year. The standards students are achieving in mathematics are not as high as in English.
- Achievement in science, while improving, is not as high as it should be. Too few students are set to gain A* to C grades at GCSE in core and additional science. The leaders' decision to change the types of courses students follow this year has contributed to improving standards and progress, as the courses are now more suitable for the abilities and aspirations of the students.
- Students join the school with levels of skills and knowledge which are broadly average. The proportions of students reliably expected to achieve five A* to C grades at GCSE, including English and mathematics, are set to improve significantly compared to 2014 and exceed national averages.
- Many more students are making better progress than before. Better teaching and a much more effective tracking and monitoring system this year have contributed to improved progress and effective targeted intervention. The teachers are plugging the gaps in students' understanding and knowledge of examination techniques much more successfully.
- The school no longer enters students for examinations early.
- Students eligible for pupil premium funding are making good progress. The current gap between their attainment and that of other students at the school and nationally in English is narrow and equivalent to a third of a GCSE grade difference. The gap in mathematics is slightly larger, but decreasing; eligible students are approximately three quarters of a GCSE grade behind their peers in school and nationally.
- Disabled students and those who have special educational needs are making rapid progress. Most are now making expected progress or better. This is due to improved intervention strategies and the teaching of basic skills like reading and numeracy.
- The most-able students are making good progress as a result of increased challenge in the classroom and higher expectations in subjects. More than the national average are now on track to meet or exceed expected progress in English. In mathematics, many more high-ability students are set to achieve expected progress than in previous years. In science, more A* and A grades are predicted, indicating that there is much better provision for these students than previously given.
- Less-able students in Year 7 receive daily reading and literacy support. School data show this is making a significant difference to their achievement. Funding to help these students catch up is used effectively.

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	465331

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair	Ann Perkins
Headteacher	Elaine Stiles
Date of previous school inspection	6–7 November 2014
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