



# Cherry Willingham Community School

## Inspection Report

**Unique Reference Number** 120654  
**LEA** LINCOLNSHIRE LEA  
**Inspection number** 280863  
**Inspection dates** 10 May 2006 to 11 May 2006  
**Reporting inspector** Mr. Martin Cragg LI

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

<b>Type of school</b>	Secondary	<b>School address</b>	Croft Lane
<b>School category</b>	Community		LN3 4JP
<b>Age range of pupils</b>	11 to 16		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01522824250
<b>Number on roll</b>	555	<b>Fax number</b>	01522824251
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Garth Jones
<b>Date of previous inspection</b>	20 March 2000	<b>Headteacher</b>	Mr. David Mills

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Cherry Willingham is a smaller than average mixed 11-16 community comprehensive school. It draws from a wide area including the outskirts of Lincoln. The proportions of pupils eligible for free school meals and with learning difficulties and/or disabilities are broadly average. There is a higher proportion of pupils with statements of special educational needs (SEN) than the average, some of whom are allocated to the designated units for either hearing and visual impairment (HI/VI) or general learning difficulties (GLD). There are relatively few pupils from minority ethnic backgrounds or whose first language is not English. Pupils enter Year 7 with attainment that is broadly average although there are fewer than average pupils with the higher level 5 at the end of their primary education. The school receives a relatively high number of pupils after the beginning of Year 7 and this adjusts the profile of prior attainment to below average overall. The school has had specialist sports status since 2003.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

The school provides good education in the major aspects of its work. Inspectors' judgements generally match the school's own evaluation of its performance. Pupils make good progress through to the end of Year 11 and almost all achieve 5 or more GCSE passes. However, pupils make only satisfactory progress between Year 7 and Year 9 and standards are below average: this is an area for development. A small minority of parents expressed concern about behaviour but inspectors did not identify any poor behaviour in the lessons seen or around the school. The large majority of pupils attend regularly, behave well and have good attitudes to their learning. They are increasingly involved in making decisions and taking responsibility. Overall, teaching is good. In the best lessons, teachers plan thoroughly, use a variety of approaches to learning and have good subject knowledge. However, some teaching can improve further through the greater consistency in the use of assessment and effective sharing of the best practice. The curriculum in Years 10 and 11 offers a good range of choices and is effectively complemented by a wide range of extra-curricular activities, especially in sport and support for learning. Specialist sports status has added effectively to the breadth of provision. Pupils with learning difficulties and disabilities are cared for very effectively by specialist support staff. All pupils receive good guidance and support with increasingly detailed tracking of their progress and identification of those who are underachieving. The governing body and senior team provide clear direction for the school, strongly focused on the raising of standards and achieving success for all pupils. The school development plan has appropriate key priorities and clear action points. However, detail of the vision for the school and criteria for evaluating progress need improvement. Systems for monitoring and evaluating performance are rigorous and well-established. Subject leaders and heads of house understand their roles and know the strengths and weaknesses of their areas of responsibility. The school has made at least satisfactory progress on the issues raised in its last inspection. It has good capacity to improve further. It provides good value for money.

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

- Further improve standards and pupils' progress at Key Stage 3. - Ensure greater consistency in the quality of teaching and teachers' use of assessment by regular sharing that of the best practice seen in the school. - Improve the school development plan by stating the overall vision for the school and making the criteria for evaluating success measurable.

## **Achievement and standards**

### **Grade: 2**

The achievement of pupils is good. By the end of Year 11, pupils achieve standards that are in line with the national average. However, the proportion of pupils achieving five or more GCSE passes is well above average and has been for the last five years. Very few pupils leave without any qualifications. Standards in English and mathematics

at GCSE are average. By the end of Year 9, pupils achieve standards that are broadly average in English and below average in mathematics and science. By the end of Year 11, pupils make good progress and the school is in the top 15% nationally for progress from Year 7. Pupils make satisfactory progress to the end of Year 9 and good progress in English. Pupils with learning difficulties and disabilities make good progress. The few pupils with English as an additional language make at least satisfactory progress. The school sets challenging targets, securely based on pupils' prior attainment, which are generally reached by the pupils.

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

### **Grade: 2**

Provision for pupils' personal development and well-being is good. Pupils attend regularly and have good attitudes to their learning. Most behave well, although occasionally a small minority display immature attitudes which hinder learning for other pupils. Bullying is rare and dealt with effectively. In the school's open, welcoming atmosphere pupils feel safe. Opportunities for moral development are good. As a result, pupils treat one another with respect and show concern for others by contributing to various charitable causes which include support for schools in India and Romania. Their understanding of the cultural diversity of society is further developed by topics studied in several subject areas. Pupils' social development is well supported by a wide range of trips and visits. Provision for pupils' spiritual development has improved since the previous inspection, but some opportunities for reflection are missed in tutor time, assemblies and in lessons. The recent 'Aspirations' initiative has been effective in promoting a strong sense of community within the school, encouraging pupils to take responsibility as prefects, house representatives, school council members or 'buddies' for younger pupils. The school council is effective, promoting a healthier lifestyle by encouraging changes to canteen meals and lobbying local councillors for a cycle path access to the school. Participation in sports activities is high. However, the numbers taking part in other school activities are low. Pupils develop satisfactory skills for their future working lives through work experience in Year 11 and elements of the personal and social education course.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. In most lessons, teachers plan well and set clear learning objectives. In the best lessons, teachers challenge pupils' thinking through good question and answer sessions and pupils are encouraged to be independent and mature learners. Teachers have high expectations for their pupils' learning and pupils are well motivated. This is particularly the case where teachers use classroom assessment effectively. In such lessons, pupils, including those with learning difficulties and disabilities, learn well and make good progress. Teaching assistants are well deployed. In the less effective lessons, objectives for learning are not precise.

The level of challenge and the pace of the lessons do not sufficiently stimulate or motivate pupils. Rigorous assessment procedures, including target setting as an aid to pupils' progress, are now a strong feature of teaching and learning in many subject areas. Teachers set targets to help pupils understand the standards they are expected to attain, and, through marking and discussion, ensure that pupils know what they need to do in order to improve. But this is not yet universally the case, and there is need for a more consistent implementation of the best practice across all subjects.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. In Years 7 to 9 it provides a broad and balanced range of activities that meets learners' needs. In Years 10 and 11 there is a broad range of choice and the curriculum meets most pupils' needs effectively. Provision is improving through the expansion of vocational courses both in school and at other centres. Such courses are successful in improving the motivation and standards of pupils. Links with other schools and businesses in the area enhance the range of activities, including courses in Chinese and business-based technology for girls. However, the school is aware that more needs to be done to widen even further the range of vocational courses and understanding of the world of work to meet the diverse career and personal aspirations of all pupils. The 'Aspirations' programme adds to learners' enjoyment, involvement and achievement. This is augmented by a good variety of enrichment activities which include residential visits, and a range of visitors into school, such as the 'Yellow belly' theatre group's presentations on the issues of drugs and relationships. Sports college status has enhanced the curriculum, particularly in the extension of sports provision and schemes such as 'Exercise Challenge' to promote safety and healthy living. The school is on course to meet the targets set down for its specialist college status.

## **Care, guidance and support**

### **Grade: 2**

The school's provision for pupils' care, guidance and support is good. An effective induction programme ensures that new pupils settle in quickly. Good advice from both school staff and Connexions enable pupils to make suitable choices both for their GCSE subjects and for their progression after the age of 16. Pupils' progress and effort are carefully monitored by subject teachers, form tutors and heads of house. Parents and carers receive regular, high quality reports. Teachers mark pupils' work regularly but do not always provide sufficient advice for further improvement. Pupils with learning difficulties are well supported by individual learning plans. However, these are not always used effectively by teachers to plan their lessons appropriately. Opportunities for enriching the education of gifted and talented pupils are developing but, as yet, are mainly confined to sport. Pupils feel safe in the school environment and acquire confidence and independence. All health and safety procedures are carefully observed. Members of staff are well informed about child protection procedures,

although there is currently only one member of staff designated for this area of responsibility.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The effective senior team, supported by a strong governing body, provide good direction for the school, with a clear focus on raising achievement and successfully meeting the needs of all pupils. The senior team have very clear roles and manage their areas of responsibility with rigour and commitment. The school's procedures for monitoring its performance and evaluating progress are good. The school's evaluation of its work is accurate and relevant key priorities are identified. This informs the school development plan, although it lacks a coherent overview of the vision for the school and some criteria for evaluating success are insufficiently measurable. There are good and developing arrangements for identifying the views of pupils and parents. Partnerships with local schools, colleges and other agencies are good and broaden the curriculum or provide good support for pupils with specific needs. The leadership and management of subjects and the pastoral system are good overall. Subject leaders and heads of house have a clear understanding of their role. They monitor performance in their areas of responsibility effectively and increasingly analyse progress and identify key areas for improvement. As yet, their approaches vary in quality but there is some very good practice which should be shared more regularly. The governing body is very well led, well-organised and provides good support to the headteacher and school. Governors keep the school's performance under regular review and have a good understanding of its strengths and areas for development. Finances are carefully and effectively managed and resources are well-allocated. Staff are suitably qualified and deployed well. There has been satisfactory improvement overall since the last inspection and good progress in the monitoring of teaching, standards in modern languages and increasing the breadth of the curriculum. The steady trend of improvement demonstrates the capacity to improve further. The school provides good value for money.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

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

As you know, your school was recently inspected and this letter is to tell you about the results of the inspection. First, I would like to thank you all, on behalf of the inspection team, for your cooperation during our visit. We greatly appreciated your comments and opinions. The inspection found that yours is a good school. You told us that it was an open and welcoming school where you felt safe. You are set challenging targets and most of you achieve them. Results in Year 11 are in line with the national average but most students make good progress and a high proportion gain at least 5 GCSE grades at A\* - G. Most of you attend regularly, behave well and have good attitudes to your learning. We were impressed with your friendliness and politeness as we went around the school. Generally you are taught well and encouraged to be successful. Teachers monitor your progress closely and there are good arrangements to help you if you fall behind. There is a good range of courses for you to choose from and many of you enjoy the opportunities for extra-curricular activities, particularly in sport. You told us that the move to the house system had been good and that you appreciated the extra responsibilities it provided. The school council and SALT group are making an increasing contribution to improving the school. There are some aspects of the school's work that need to improve further. Although you make good progress by the end of Year 11, the standards you achieve and the progress you make between Year 7 and Year 9 can be better. Most of the teaching which we saw was good but in some lessons you are not pushed hard enough and the pace of the lesson is too slow. We want to see all your teaching reach the quality of the best and have asked your teachers to share more what they do well. Finally, we want the school to describe its targets in a way that can be measured more easily so that staff and your parents can see whether the school is continuing to improve. We are confident that your school can get even better. We wish you well in the future.