

Cheadle Heath Primary School

Inspection report

| | |
|--------------------------------|-----------------|
| Unique Reference Number | 133326 |
| Local Authority | Stockport |
| Inspection number | 360487 |
| Inspection dates | 9–10 March 2011 |
| Reporting inspector | Denise Shields |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 254 |
| Appropriate authority | The governing body |
| Chair | Mrs Janet Rothwell |
| Headteacher | Miss Christine Meekley |
| Date of previous school inspection | 28 November 2007 |
| School address | Edgeley Road Cheadle Heath, Stockport Cheshire SK3 0RJ |
| Telephone number | 0161 428 2476 |
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 14 lessons or part lessons and these included the observation of nine teachers. Meetings were held with staff, groups of pupils and members of the governing body. Inspectors observed the school's work and scrutinised a range of documentation, including pupils' past and present work, assessment and tracking information, monitoring and evaluation records, and additional evidence of the support for pupils whose circumstances make them vulnerable. Inspectors also looked at whether the school meets statutory requirements with regard to safeguarding. A representative sample of questionnaires returned by pupils and staff and the 88 questionnaires returned by parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- Whether pupils in Years 1 and 2 are making enough progress.
- The extent to which assessment information is used in all classes to meet the needs of pupils, especially the more able.
- Whether leaders and managers at all levels are effective and enable the school to secure improvement.

Information about the school

This is an average-sized primary school. Most pupils are of White British heritage. An above average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who are assessed as having special educational needs and/or disabilities is broadly average. The school holds Healthy Schools status and has gained several awards including the Basic Skills Quality Mark and Active Mark.

Since the previous inspection there have been many changes in teaching staff.

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. It is a happy school where pupils thrive, grow in self-esteem and confidence and develop good personal and life skills. Good care, guidance and support ensure that those pupils who are most vulnerable and those with special educational needs and/or disabilities receive good help and encouragement, as do their families. Pupils are confident they feel safe and that there is an adult to turn to if required. They have a good knowledge of how to live healthy lifestyles and state they really enjoy 'Fruity Fridays'. The rich curriculum has a positive impact on pupils' enjoyment of learning; this is reflected in their above average attendance.

Leaders and managers are effective; they share a common vision for the school's future. Self-evaluation is accurate, thorough and linked carefully to future development planning. Priorities for improvement are focused clearly and pursued carefully. This has a positive impact on pupils' achievement and personal development. Pupils' progress is tracked rigorously. This is a key factor that enables leaders to identify where effective targeted strategies, to improve pupils' basic literacy and numeracy skills, should be delivered. Most areas for improvement identified at the time of the previous inspection have been addressed successfully. As a result the school demonstrates a good capacity for sustained improvement.

Typically, children enter the nursery with skills expected for their age. In the Early Years Foundation Stage, the quality of teaching and the use of assessments are variable. Consequently, sometimes the range of available resources is not wide enough and there are not enough chances for children to choose activities for themselves; this holds back their independent learning. As a result, children make satisfactory progress. In Key Stages 1 and 2, teachers' good subject knowledge ensures key basic concepts are taught well. For the most part, teachers ensure that the needs and abilities of all groups of pupils are met. Just occasionally, work for pupils in English and mathematics is not sufficiently demanding, especially for the more able, and on these occasions pupils' progress slows. Nevertheless, good-quality teaching is helping pupils to overcome gaps in their prior learning. However, these improvements are not yet fully reflected in the assessments and national test results at the end of Years 2 and 6. By the end of Year 6, pupils' attainment in English and mathematics, although rising, is average, as is the proportion that attains higher levels. Taking account of pupils' needs, abilities, starting points at school and their now good progress, pupils' achievement is good in Key Stages 1 and 2. Marking often provides constructive comments so that pupils can understand how to improve their work, but this is not always the case. On occasion, pupils' learning targets are not matched closely enough to their individual learning needs.

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What does the school need to do to improve further?

- Increase the rate of pupils' progress in English and mathematics, especially that of the more able, to further raise their attainment, by ensuring that:
 - teachers consistently plan tasks that are tailored closely to pupils' needs and abilities
 - marking consistently matches the quality of the best practice
 - pupils' learning targets are individual to them, clearly inform them of the next steps to improve their learning and are reviewed regularly.
- Improve the quality of the provision in the Early Years Foundation Stage by ensuring that:
 - the quality of teaching is consistently good or better
 - assessments of children's achievements are used more effectively to adjust planning in order to ensure there is always a suitable balance between those activities children choose for themselves and those led by an adult
 - a wider range of stimulating resources is available inside and in the outdoor area, so that children can choose activities for themselves in all areas of learning.

Outcomes for individuals and groups of pupils

2

Almost all pupils say they like school and learn a lot in lessons. Most are well motivated, work hard and show good levels of concentration. Most work cooperatively with a partner or in groups to readily share ideas which helps them to become more confident learners. Relationships are caring and friendly and, unanimously, pupils state they are not afraid to ask for help if they need it. Pupils' behaviour is good. Nearly all pupils, even the very youngest, are keen to help and support each other. This has a positive impact on their achievement and enjoyment of learning.

Achievement is good. In Key Stages 1 and 2, attainment in English and mathematics is rising. This is because the effective teaching pupils receive ensures they are quickly making up lost ground in their prior knowledge and skills and their learning and progress are now good. The good range of support and intervention programmes is also helping to lift pupils' attainment. Almost all pupils who take part make rapid progress and, in some cases, make huge gains in their learning. However, on a few occasions, work in English and mathematics is not always matched closely enough to pupils' individual needs, especially for the more able and so, on these occasions, their rate of progress slows. Pupils with special educational needs and/or disabilities make good progress and enjoy lessons because of the sensitive guidance they receive from teachers and teaching assistants who help them with their learning.

The spiritual, moral, social and cultural development of pupils is good. Pupils are polite, friendly and helpful towards visitors. Almost all pupils get on well with each other and have a good awareness of the need for racial tolerance. A notable feature is the caring way older pupils look after and support the very youngest children. Pupils make a good contribution to the school community as play leaders, librarians and through membership of the school council. They state confidently that their views are listened to and acted upon and they can contribute to school improvement.

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The school successfully equips pupils with good life-skills, increases their self-confidence and develops their enjoyment of learning. These strong personal qualities, together with their above average attendance and improving attainment in English and mathematics, prepare them well for the next stage of their learning.

These are the grades for pupils' outcomes

| | |
|---|----------|
| 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 | 2 |
| 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 | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Nearly all lessons are lively and interesting. Teachers often make good links between subjects and this makes learning more purposeful. Good opportunities are provided for pupils to work in pairs and small groups; this successfully promotes speaking, listening and cooperation. In nearly all lessons, teachers capture pupils' attention through the use of very well chosen resources and practical tasks. Unanimously, pupils comment that these help them to learn more quickly. Nearly always, questioning is effective and enhances pupils' knowledge and understanding. Just occasionally, teachers talk for too long and pupils spend too long sitting on the carpet, and so pupils' enjoyment of learning slips. Generally, teachers' planning makes effective use of good-quality assessment information to ensure that the needs and abilities of all groups of pupils are met. On occasions, however, work in English and mathematics is not always sufficiently demanding, especially for the more-able pupils. Where practice is best, marking is helpful and provides constructive comments to help pupils improve but this is not consistently the case. Learning targets are not always detailed enough to meet individual pupils' needs nor

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reviewed regularly. Consequently, many pupils say that they are not certain how to improve their work.

The curriculum is organised carefully. Intervention and support programmes to boost pupils' basic skills make a positive contribution to their rising attainment. Opportunities for pupils to practise their writing, mathematical and information and communication technology skills in a range of contexts are good. There are good arrangements for pupils' personal, social, emotional and health education. The wide range of activities beyond lessons is greatly enjoyed by pupils, especially the opportunity to learn to play a musical instrument.

Good-quality care, guidance and support are provided throughout the school. Special emphasis is placed on pupils' pastoral care. All adults know pupils well, and this is appreciated by them. 'School is safe, the teachers are nice and kind, they'll listen if you need to talk to them,' is a typical view expressed by many pupils. There is good support for pupils with special educational needs and/or disabilities and vulnerable groups, which has led to noticeable improvements in their behaviour, self-esteem and confidence. The well-attended breakfast club provides nourishing food and a calm, friendly start to the day for those who attend. Arrangements to help pupils move from year group to year group and then on to secondary school are effective.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher provides strong leadership. She maintains a clear oversight of the school and constantly seeks to improve the quality of provision and raise pupils' aspirations. She is supported well in her efforts by the effective team of senior and middle leaders. Systems to monitor and evaluate the school's work and to track pupils' progress are robust. Information is shared widely and so everyone has a clear picture of the school's performance and what needs to be done to secure improvement. For instance, the school recognised that pupils' attainment in Years 1 and 2 was not high enough. Initiatives introduced to deal with this have been successful, including improvements in teaching and the introduction of effective programmes to boost pupils' basic literacy and numeracy skills. In all classes, attainment has risen and achievement has improved.

Many members of the supportive governing body are new and still developing their roles. Nonetheless, the governing body is increasing its capacity to hold the school to account. It is becoming more involved in assuring the quality of provision and checking on the progress pupils make. The school complies with statutory requirements for safeguarding, health and safety, and child protection: good reference guides are provided for all staff

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and so any concerns are acted on swiftly and well-targeted support and guidance put in place for individuals. A particular strength is the good-quality information provided for parents about how to safeguard their children.

Good arrangements promote equal opportunity and help the school to tackle any discrimination. The school is well aware of the need to increase pupils' attainment in English and mathematics further, including that of the more-able pupils. The school promotes community cohesion well. The headteacher and staff have built good relationships with members of the immediate community. Opportunities for pupils to develop their understanding of global issues are good and those to forge links with wider national communities are increasing. Relationships with the large majority of parents and carers are good. Many parents and carers are active partners in their children's learning and in the life of the school. Parents and carers speak highly of the extremely well attended mother and toddlers group, which is organised by the school. 'It's great! I get out and meet other mums, so you don't feel you're on your own and by coming here it helped my child move on to nursery,' is a comment that encapsulates the views of many.

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 | 3 |
| 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

Close liaison with the school's mother and toddler group and with most parents ensures children settle quickly to school routines. Children are safe and well cared for and all welfare procedures are in place. There is a strong emphasis on personal and social education. As a result, children have trusting relationships with adults, behave well, play happily together and enjoy learning. The quality of teaching is inconsistent, but satisfactory overall. As a result children make satisfactory progress and, by the time they enter Year 1, they are working at the expected levels for their age. Where teaching is most effective, expectations of what children can achieve are high and assessments of

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children's achievements are used well to plan purposeful activities, often based around children's interests. In these instances, children's learning and progress is good. Sometimes, however, the range of activities children can choose for themselves is too narrow, or tasks over-directed by the teacher, and so the pace of learning slows. When children choose to initiate their own learning and adults intervene effectively, purposeful learning occurs, but this is not consistent practice. The three inside learning areas and the outdoor area are not well enough resourced all of the time. Consequently, children are not always able to choose to develop their skills and knowledge across all areas of learning. Leaders generally have a clear view of how to develop the Early Years Foundation Stage further to improve the progress children make in all areas of learning.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Inspectors received an average response to the inspection questionnaire. Most of the parents and carers indicate a positive view about all aspects of the school's work. Inspection findings support these positive views. A small minority of parents and carers consider that the school does not deal effectively with unacceptable behaviour. During the inspection, inspectors found that the school has effective procedures for managing pupils' behaviour. A few parents and carers consider that the school does not inform them about their children's progress, help them support their children's learning or take their suggestions and concerns fully into account. Through an extensive review of the school's records and discussions with pupils and staff, inspectors found the school has efficient systems for seeking and acting on parents' and carers' views, to inform them of their children's progress and to help them support their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheadle Heath 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 254 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 52 | 59 | 34 | 39 | 1 | 1 | 1 | 1 |
| The school keeps my child safe | 55 | 63 | 33 | 38 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 30 | 34 | 46 | 52 | 9 | 10 | 1 | 1 |
| My child is making enough progress at this school | 34 | 39 | 49 | 56 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 31 | 35 | 56 | 64 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 32 | 36 | 46 | 52 | 8 | 9 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 37 | 42 | 49 | 56 | 2 | 2 | 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) | 29 | 33 | 51 | 58 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 38 | 43 | 43 | 49 | 3 | 3 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 22 | 25 | 41 | 47 | 17 | 19 | 4 | 5 |
| The school takes account of my suggestions and concerns | 22 | 25 | 50 | 57 | 7 | 8 | 3 | 3 |
| The school is led and managed effectively | 39 | 44 | 44 | 50 | 2 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 43 | 49 | 40 | 45 | 3 | 3 | 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 all 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



11 March 2011

Dear Pupils

Inspection of Cheadle Heath Primary School, Stockport, SK3 0RJ

I am writing to thank you for your very friendly welcome and the help you gave the inspection team when we came to inspect your school. Cheadle Heath is a good school. These are some of the things we found out.

- We agree with all of you who told us that adults take good care of you and help you to learn how to stay safe and live healthy lifestyles. Your behaviour is good and you all get along with each other.
- You told us you have lots of exciting activities after lessons and interesting visits and visitors and these help you learn many new things. We agree.
- Your headteacher and all the teachers work closely together and check the school's work carefully so that improvements can be made.
- Nearly all of you told us that staff teach you well and you enjoy learning. We agree. Some of you told us that sometimes your work is not always hard enough. We have asked your school to ensure that your work is just at the right level and more difficult work is given to those of you who learn more quickly.
- Many of you told us that you are not certain how to improve your work. We have asked your teachers to make sure that when they mark your work their comments tell you how you can improve. We have also asked your school to look at ways to make your learning targets clearer and more helpful.
- Children in the Nursery and Reception classes have a satisfactory start to their education. They make friends and enjoy learning. We have asked your school to improve teaching so that it is good or better to help children make quicker progress and to make sure there is lots of exciting equipment for children to use and for them to have more chances to choose their own activities.

Thank you once again for being so helpful and, do not forget, keep trying hard with your work.

Yours sincerely

Denise Shields

Lead inspector

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