

# Cheetwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	105461
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	355779
<b>Inspection dates</b>	29–30 March 2011
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Bird
<b>Headteacher</b>	Mrs Barbara Oxton
<b>Date of previous school inspection</b>	8 May 2008
<b>School address</b>	Waterloo Road Cheetham, Manchester Lancashire M8 8EJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 17 lessons, observing nine teachers and eight classes. They also held meetings with members of the governing body, staff, groups of pupils, and parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, safeguarding arrangements, self-evaluation records, policies and performance data. They carried out an extensive scrutiny of pupils' work. Questionnaires from 91 parents and carers, 98 pupils and 29 staff were scrutinised.

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

- How challenging teaching is, especially for the more able.
- How well supported are pupils who join the school at times other than is usual.
- How well leaders and managers monitor the ongoing progress of groups of pupils.

## Information about the school

Most pupils in this average-sized primary school are of minority ethnic heritages, being either of Pakistani, Indian, Chinese, African or White European origin. The number speaking English as an additional language is well above average, as is the number believed to be new to speaking English. The proportion of pupils with special educational needs and/or disabilities is average and the number with a statement of special educational needs is below average. A very small minority of pupils are asylum seekers and a very few are in local authority care. A higher than average number of pupils joins the school at times other than is usual. The number of pupils known to be eligible for free school meals is well above average. The school has a number of awards, including Healthy Schools status, the Activemark and the Leading Parent Partnership award. The school operates its own breakfast club as part of its extended services provision.

**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 makes a considerable difference to the lives of the young people in its care. The very large majority of parents and carers who responded to the inspection questionnaire were highly supportive of all aspects of its work.

The good levels of personal development made by pupils have been sustained since the last inspection and attainment improved. Children make a good start in the Early Years Foundation Stage because of the good teaching, leadership, curriculum and care there. Pupils in Key Stages 1 and 2, including those with special educational needs and/or disabilities and other groups whose circumstances make them more vulnerable, also make good progress from their starting points. Considerable work has been undertaken to improve attainment in mathematics, with noticeable success. The overall trend in pupils' attainment when they leave Year 6 is broadly average and rising.

Teaching is good overall, with some that is outstanding but also some that is no more than satisfactory. In the satisfactory lessons there are weaknesses in the opportunities to develop pupils' speaking and listening skills, challenge for the more able and less well-developed marking and assessment guidance than elsewhere in the school. The curriculum is good, especially in its promotion of pupils' personal development, sporting and artistic activities, and in its promotion of pupils' understanding of the wider world. Care, guidance and support are good overall, but within that, pastoral care and support for attendance are often excellent. The very large majority of pupils enjoy school, say they feel safe and well looked after. Behaviour is good.

The senior leaders and managers provide clear direction and have a good understanding of the school's strengths and weaknesses. Self-evaluation is accurate, but the analysis of the ongoing progress of groups of pupils is insufficiently frequent and some development planning lacks a sharpness of focus. The governing body is well informed and supports and challenges the school well. Community cohesion is good. The school is a warm, harmonious and welcoming place that celebrates its cultural richness and diversity with great pride. The school's engagement with parents and carers is outstanding. Actions to overcome weaknesses in the school's provision have been concerted and effective and, as such, its capacity for sustained improvement is good.

## What does the school need to do to improve further?

- Further improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons, by:
  - developing pupils' speaking and listening skills, so that they are able to learn more effectively from adults and each other in lessons

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- providing sufficient challenge within all lessons, especially for the more-able pupils
- spreading the good practice in marking and the use of assessment guidelines seen in many lessons across all areas of the school, so that pupils have a clear idea of what they need to do to improve their work.
- Further improve the quality of leadership and management by:
  - sharpening some development planning to give a clearer picture of what needs to be done and enabling the evaluation of its impact to be more accurate
  - evaluating the ongoing progress of groups of pupils more frequently in order to support their learning and progress more effectively.

**Outcomes for individuals and groups of pupils****2**

Children enter the nursery with knowledge, understanding and skills that are, overall, well below those typical for their age, especially in the areas of language acquisition. Inspection evidence from lesson observations, work scrutiny and the school's assessment information show that a large majority of pupils make good progress. Learning is good in the majority of lessons because of the good teaching that captures pupils' interests and makes them keen to learn. As a result, most pupils acquire new knowledge, develop their understanding and learn new skills well. Past weaknesses in mathematics have been overcome. All groups, including pupils with special educational needs and/or disabilities, those who join the school part-way through a year, those in local authority care and those who speak English as an additional language, make good progress. There has been a rapid improvement over the last two years in pupils' attainment when they leave Year 6, from low to now broadly average. The vast majority of pupils are on track to meet the challenging targets the school has set. Given their starting points this represents good achievement.

The very large majority of pupils say they feel safe in school and have a good understanding of what it means to lead a healthy lifestyle, reflecting the school's awards in this area. Behaviour is good and often excellent in the best lessons. Attendance has improved considerably over the last three years and it is average overall. The progress pupils make in developing the key skills in literacy and numeracy is good, often from low starting points, and pupils' knowledge and use of information and communication technology (ICT) are especially strong. Pupils make a good contribution to the daily running of the school through the active school council, regular consultation meetings with staff and as trained mentors to support each other. Pupils are also well involved in the local community. The school makes considerable efforts to promote pupils' wider understanding of the world and celebrate its own diversity, and pupils' spiritual, moral, social and cultural development is good. As a result, pupils are prepared well for the next stage in their learning.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

The quality of teaching and use of assessment to support learning is good overall. There is some outstanding teaching but also some that is satisfactory rather than good or better. In the best lessons teachers demonstrate good subject knowledge and use this and a good variety of teaching approaches to make learning interesting and relevant. New assessment and tracking systems have been introduced that are giving teachers a clearer picture of the progress of pupils. This information is used well in many lessons to target support from teaching assistants and establish additional support groups to meet pupils' needs. Individual pupils' learning targets are effective in most cases in raising pupils' aspirations and focusing their learning. In the small number of satisfactory lessons these practices are not as well developed, however. In these lessons pupils' speaking and listening skills are not given enough attention, with the result that they do not learn as effectively as they could from each other or from adults. Some lessons also lack the necessary pace and challenge, especially for the more able. Similarly, the good practice seen elsewhere in marking and use of assessment guidelines to help pupils understand how to improve their work is inconsistent.

The good curriculum is planned carefully and is responsive to most pupils' needs. There is a clear focus upon the key areas of literacy and numeracy and the extensive use of specialist teachers to support pupils in the first stages of learning English. The school has carried out a major review of its provision for mathematics and ICT and this has had a

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good impact upon pupils' learning. Cross-curricular provision is good, and an excellent range of extra-curricular activities promote pupils' personal development and health well. Extensive use is also made of visits and visitors to widen pupils' experiences of the world. Good partnership-working provides pupils with opportunities within the arts and sport that the school could not otherwise provide. The school recognises that it still has work to do in ensuring that in its planning there is sufficient challenge for pupils as they move up the school.

The quality of care, guidance and support is good. Aspects of the school's pastoral care are outstanding and the success of this provision is seen in the good progress made by pupils and the warm and harmonious atmosphere within the school. Many pupils get a good start to their day in school in the breakfast club and many families benefit significantly from the opportunities made available through the school's full Extended School status. These include classes in ICT for parents and carers and support for their children's learning and have been very well targeted at those who previously have not engaged with the school. The school quickly identifies the starting points and needs of pupils who join the school part-way through a year and puts in place good support programmes if needed. The school has vigorously pursued attendance since the last inspection and this has been highly successful, especially in the reduction of persistent absenteeism from high to now low levels. The work of the learning mentors and designated teachers for pupils in local authority care and those learning English for the first time are especially effective. Support for pupils' learning is not as consistently strong as that for their personal development.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The experienced headteacher has a clear vision for the school and has driven improvement forward since the last inspection with skill and determination. She communicates this ambition well to staff, the governing body, and parents and carers. Attainment has risen, new ways of working have been introduced and the senior leadership team strengthened. Some aspects of development planning lack a sharpness of focus, however, which limits the school's ability to evaluate the impact of some of its improvement actions. Senior leaders also do not yet evaluate the ongoing progress of groups of pupils with sufficient regularity, so that their understanding of this is not as well-informed as it could be. The promotion of equal opportunities is good and discrimination extremely rare. When it is encountered it is dealt with very well, reflecting the levels of care and racial harmony within the school. The majority of safeguarding practices are good, but this area is satisfactory overall. Some procedures identified within the inspection

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that need tightening are being rapidly attended to by the school. Engagement with parents and carers is outstanding, reflecting the school's award for this aspect of its work, with the school leading city-wide training for other schools in this respect. The governing body has been strengthened by many recent appointments, especially from community and parent representatives, and it supports and challenges the school well. Community cohesion is good overall. There are strong relationships at the local level, a partnership with a school of a very different type across the city, and good international links.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children settle quickly and happily into the safe environment of the Early Years Foundation Stage, helped by the good induction arrangements, including home visits. There is a good focus upon developing children's language skills and their personal development. Their learning is well recorded and this information used to inform the next stages in children's learning. Parents and carers are kept well-informed about their children's progress and interests. Children make good progress because of the good teaching in an environment that caters well for their needs. By the time they leave children work and play together well. Some children make outstanding progress, especially in writing and personal development. Behaviour is good. Children with special educational needs and/or disabilities and those in the first stages of English acquisition also make good progress because of the additional support they receive. Teachers plan a good range of activities with a good balance between those they direct and others children choose for themselves. The outdoor learning area is utilised well. The school recognises that some of its resources need updating. Leadership and management are good. Staff training is up to date and welfare requirements are met. Safeguarding practices are good. Plans for future improvement are in place but some lack detail.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The very large majority of parents and carers who returned the inspection questionnaires are very happy with all aspects of the school. They consider it provides a safe and caring environment for their children and that it is led and managed well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheetwood 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 251 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	75	22	24	0	0	0	0
The school keeps my child safe	74	81	17	19	0	0	0	0
My school informs me about my child's progress	62	68	27	30	1	1	0	0
My child is making enough progress at this school	50	55	40	44	1	1	0	0
The teaching is good at this school	66	73	23	25	2	2	0	0
The school helps me to support my child's learning	61	67	29	32	0	0	0	0
The school helps my child to have a healthy lifestyle	57	63	31	34	3	3	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)	55	60	33	36	2	2	0	0
The school meets my child's particular needs	56	62	34	37	0	0	0	0
The school deals effectively with unacceptable behaviour	58	64	29	32	2	2	0	0
The school takes account of my suggestions and concerns	50	55	37	41	3	3	0	0
The school is led and managed effectively	58	64	32	35	0	0	0	0
Overall, I am happy with my child's experience at this school	65	71	25	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



31 March 2011

Dear Pupils

**Inspection of Cheetwood Primary School, Manchester M8 8EJ**

Thank you for the warm welcome you gave the inspectors when we visited your school recently. You were very friendly and polite, and enthusiastic about what you do.

Cheetwood Primary is a good school. You get a good start to your learning in the Nursery and Reception classes as a result of the good teaching and care you receive. This continues into the main school, where good teaching and the subjects that you cover in lessons mean that you leave at the end of Year 6 having made good progress. Those of you who find learning difficult also make good progress. This is because of the good care, guidance and support provided by the school. Your school communicates extremely well with your parents and carers. Your involvement in school life is good, as is your understanding of what it means to lead a healthy lifestyle. This is helped by the wide range of sporting and other activities provided by the school. Your behaviour is good. Well done! Your attendance is only average, but is improving rapidly. We have asked the school to consider the following points that will help make it improve:

- make sure that all your lessons are at least good
- ensure that senior staff check on your progress more frequently.

You can all help by telling your teachers how you learn best and if your work is too hard or too easy. Also, make sure that you come to school as often as possible. I wish you all the best for the future.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector

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