

# Cheetwood Primary School

Waterloo Road, Cheetham, Manchester, Lancashire, M8 8EJ

**Inspection dates** 14–15 January 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Outstanding | 1        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' attitudes to learning, their behaviour in lessons and around the school and their enjoyment of what they do are outstanding.
- Pupils feel very safe all the time.
- Their highly positive attitudes lead to good progress and achievement from Nursery through to Year 6 in all subjects. They reached broadly average standards in English and mathematics in 2013.
- The quality of teaching and learning is never less than good and some teaching is outstanding.
- Leaders and managers, including governors, set out clear expectations that are sharply focused on improvement. They check the school's work thoroughly to make sure that those expectations are met.
- Senior leaders manage teachers' work very well and this has a good effect on pupils' learning and good achievement.
- Staff support for the school's leadership is exceptionally strong.
- Parents are very happy with the school.

### It is not yet an outstanding school because

- There is not yet enough outstanding teaching and learning because pupils do not have enough opportunities to learn on their own without always relying on teachers to tell them what to do.
- Achievement in reading and writing for pupils supported by the pupil premium is not as good as it is for others in the school.

## Information about this inspection

- Inspectors observed 17 lessons and part lessons, three of which were observed jointly with the headteacher.
- Meetings were held with staff members, pupils, and members of the governing body. There were also discussions with a representative from the local authority and with parents.
- The views of 29 parents who completed the on-line questionnaire (Parent View) were taken into account as well as questionnaires completed by staff members.
- Inspectors observed the school's work and examined a wide range of documentation that included: national assessment data and the school's own assessments; the school's view about its work; local authority reports; minutes from governing body meetings; safeguarding documentation and samples of pupils' work.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Christine Addison

Additional Inspector

## Full report

### Information about this school

- This is an average sized primary school in which the large majority of pupils are from minority ethnic backgrounds.
- Significant numbers of pupils are unable to speak English when they start school in the Nursery class or when they join year groups later, outside the usual times.
- The proportion of pupils supported by pupil premium funding is double the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- A below average proportion of pupils is supported by school action.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is twice the national average.
- The school meets the government's current floor standards which set the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- A breakfast club is provided by the school during term time.
- The school does not use any alternative provision.

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

- Make teaching more effective and raise the quality overall to outstanding by:
  - giving pupils more opportunities to decide how to tackle their work and to work on their own without relying always on the teacher to show them what to do.
- Raise overall achievement in English by helping pupils who are supported by the pupil premium to reach the same standards as others in reading and writing by the end of Year 6.

## Inspection judgements

### The achievement of pupils is good

- When children start in the Nursery class their abilities are generally well below those typically expected for their age. Many are at an early stage of speaking English or are unable to speak any English at all, so their communication skills are particularly weak.
- The activities provided in the Early Years Foundation Stage are well matched to children's development needs. The development of speaking and listening is given high priority, especially in the Nursery class, so they quickly gain the confidence to speak to each other, learn the sounds that letters make and make good progress in their overall development.
- This good start is built on well in the Reception Year where good progress continues. Children are confident and curious. They enjoy outdoor activities, such as tree-planting or making 'letter pies' in their 'field kitchen', as much as learning to read and write. A few write sentences without help and are becoming confident readers when they move into Year 1.
- Good progress continues in Years 1 and 2 because of the good, challenging teaching they receive. When tested for their knowledge of letters and sounds in Year 1, the results were above the national average. Some particularly good mathematics teaching in both classes showed how much teachers expected from all pupils. Standards in reading, writing and mathematics at the end of Year 2 are rising.
- Reading standards in Year 2 are broadly average. Pupils are very keen to read. They have favourite authors and stories and read regularly at home. Pupils use their knowledge of letters and sounds well to tackle new words and make sense of what they read.
- Pupils reach broadly average standards in reading, writing and mathematics by the end of Year 6. Given their starting points this shows good achievement. Standards in mathematics rose considerably in 2013 but reading and writing did not improve as much, so there is still some ground to make up especially with pupils supported by the pupil premium.
- Pupils show real enthusiasm for reading in Year 6. They are delighted with their new library. Most read accurately with good understanding. Less able readers are very determined to do well in the way they correct themselves as they read.
- Most able pupils are well provided for because teachers' expectations are high and work generally is pitched at a suitably hard level for them. Assessments and their current work show that they make good progress. In Year 4, for example, pupils are expected to write at length and in detail. Marking is strict and pupils have time to correct work. This sets pupils up well for the good quality and accurate writing across subjects seen in Year 5 topic work.
- Disabled pupils and those with special educational needs also achieve well. They are taught well because teachers are responsible for their learning plans and they get good support on top of their work in the classroom. Their progress improved considerably from 2012 to 2013 because of the more effective systems to help them that were introduced.
- Those supported by the pupil premium generally do as well as the national group but not as well as others in this school in reading and writing. There was no difference in mathematics in 2013 but there was about two terms difference in progress in reading and writing between those known to be eligible for free school meals, and others, which affected the overall achievement figure. School leaders are aware of this and measures to resolve it are being put into place.

### The quality of teaching is good

- Teaching has continued to improve since the previous inspection. No teaching is less than good but there is not enough outstanding teaching and learning to judge the quality to be outstanding overall. The main reason for this is that on occasion, teachers do not give pupils enough chances to learn by thinking for themselves and exploring their own ways of doing things without direction.
- There is a strong focus on literacy skills, including grammar, punctuation and spelling, as well as

on mathematics. All of these skills are taught effectively.

- Good teaching is evident in science, French, history, geography and dance, from observations and sampling of pupils' topic work. The quality of pupils' singing is above expectations and pupils are proud of their achievements in competitive sports.
- Pupils who speak English as an additional language are taught well. Teachers and teaching assistants are skilled at pin-pointing what is needed. Children in the Early Years Foundation Stage get teaching support in their own language at first, until they gain confidence. There is first class help from a specialist teacher for those who join the school later or who need extra help on the way and to provide equal opportunities for them to achieve well.
- Typical of the most successful teaching in the school was a mathematics lesson in Year 3. All pupils were involved fully in learning, at their own level of ability, about how to round numbers up or down to 10 or 100. Both teacher and teaching assistant were able to explain the rules of the mathematics clearly and both set very high expectations and challenges which the pupils really enjoyed. A variety of methods was used to suit different groups. Assessment and questioning throughout the lesson were excellent. Pupils' keenness to learn and their excellent behaviour were a driving force in their outstanding progress. There was a special focus on the mathematical language for those who speak English as an additional language.
- In lessons where teaching and learning is not judged outstanding, there may be missed opportunities to teach correct subject language, or learning may not be taken that extra step, for example, by raising the bar for the most able. These are not frequent, however, and are easily dealt with because of the professional way that teachers respond to feedback.
- Teachers use assessment well to plan pupils' work and make sure they make good progress. Pupils, at times, check their own work so they are clear about what they need to do. At other times, they help each other out with assessments. Marking is good and all subjects are marked with the same importance. This results in pupils always knowing how they can improve on what they do.

## **The behaviour and safety of pupils** are outstanding

- The behaviour of pupils in lessons and around the school is outstanding. They are invariably polite and friendly.
- They are orderly and well-mannered in the dining room and easily adjust their behaviour to the different situations in which they find themselves. In the playground, they enjoy one another's company and show great respect and tolerance of each other's cultural backgrounds and circumstances.
- All pupils give their behaviour a resounding, 'nine out of ten'.
- They are very eager to learn and find learning a pleasure because, as they say, 'If you find something difficult the teacher will explain until you understand'. They chat excitedly about their sporting activities and successes and the annual residential trip to Ghyll Head. They are very keen for the new library to increase its stock of books.
- Pupils respect their school and keep it clean and tidy.
- Pupils contribute a great deal to the everyday life of the school. There is a thriving school council and peer mediators help pupils to think about their behaviour and how it might affect others.
- Pupils' ownership of tasks such as organising playtime equipment or being a lunchtime helper instils a strong sense of responsibility and pride in what they do.
- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent awareness of potential risk and how to deal with it. Pupils say, 'we are always kept safe'. A group of pupils stated that, 'if someone is mean the teachers make it good'.
- All pupils understand the different ways that bullying can occur, including misuse on the internet and mobile phones. They state decisively that bullying and name-calling are rare and are confident that it will be dealt with quickly.
- Parents agree overwhelmingly that their children are safe in school. They also appreciate the

additional care provided through the breakfast club which offers a safe start to the school day.

- Attendance is above average and improving as a result of the school's hard work. During the Autumn term, on average, a third of the pupils in each class from Year 2 to Year 6 had full attendance. In Year 4, it was an impressive fifty percent with full attendance.

## **The leadership and management** are good

- The headteacher values the contribution made by all staff members to the school's work. As a result there is very strong teamwork in the school and a common drive to improve the school further. It is a flourishing school where pupils and parents are valued and a 'can do' ethos thrives.
- With strong support from governors, the school has continued to build on the outcomes of the previous report. There is no complacency. Teaching has continued to improve along with leadership and management at all levels. This has maintained, and is improving pupils' good achievement.
- Senior leaders have fully taken on board support from the local authority and external consultants. The local authority has no concerns about the school's capacity to manage its own further improvement.
- The management of teaching and learning is central to leaders' work. Teaching is checked frequently in the classrooms and the quality of pupils' work and their progress is discussed regularly to make sure that standards are kept up. Teachers are set standards by which their work is measured. Well-planned training to boost knowledge and professional skills helps those standards to be met.
- Middle managers (staff with responsibility for leading curriculum subjects) are skilled and knowledgeable about their own subjects. Their high expectations are reflected in pupils' enjoyment of lessons and their good achievement across the curriculum. Leaders are already planning changes in the light of the new curriculum for 2014, making sure that these continue to provide for pupils' particular needs. They make a valuable contribution to the school's understanding of how successful it is.
- The curriculum is good. It excites pupils and provides them with the skills they need to make their best progress. It is enriched by a good range of clubs and visits to encourage skills and interests and provides well for their love of learning and positive relationships.
- **The governance of the school:**
  - Governors are very involved in the school's work. They know how good it is and are determined to make it better. They are familiar with essential information such as national assessment data and Teachers Standards and are capable of measuring the school's academic performance and teaching against national expectations. They understand how teaching quality is linked to the salaries structure for the school. Governors carefully check the effectiveness of pupil premium spending and re-allocate funds as necessary. For example, they have identified the need to raise achievement in reading and writing for those pupils who are supported by the funding. As a result they have set up extra teaching groups to help pupils known to be eligible for free school meals reach the same standards as others. This reflects the school's commitment to ensuring every pupil is given an equal opportunity to succeed. There is a clear action plan for the promotion of sport and healthy lifestyles generally, as well as continued quality teaching of physical education. The governors and school leaders have responded positively to pupils' requests to include learning about healthy eating in their action plan. The school's finances are managed efficiently. Safeguarding procedures meet all requirements and continue to receive high priority.

## 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

|                                |            |
|--------------------------------|------------|
| <b>Unique reference number</b> | 105461     |
| <b>Local authority</b>         | Manchester |
| <b>Inspection number</b>       | 431984     |

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

|  |                                   |
|--|-----------------------------------|
| <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> | 244                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | Peter Bird                        |
| <b>Headteacher</b>                         | Barbara Oxton                     |
| <b>Date of previous school inspection</b>  | 29 March 2011                     |
| <b>Telephone number</b>                    | 0161 834 2104                     |
| <b>Fax number</b>                          | 0161 833 4063                     |
| <b>Email address</b>                       | admin@cheetwood.manchester.sch.uk |

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