

# Cadishead Primary School

Allotment Road, Cadishead, Manchester, M44 5JD

**Inspection dates** 20–21 May 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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils progress well from starting points that are below those typical for their age. As a result, they reach average standards by the end of Year 6.
- The teaching of early reading and writing is improving rapidly. This is now leading to good achievement for pupils.
- The most able pupils attain high standards in mathematics.
- Teaching standards are good, typified by strong subject knowledge and a precise awareness of individual pupil needs.
- Pupils are happy and courteous and display very good social skills across a range of school activities.
- The school works very hard to ensure that pupils stay safe. Pupils, including those with special educational needs, are well cared for. They behave well.
- School leadership has been successful in improving teaching as a result of careful monitoring and support.
- The headteacher's committed leadership of the school is focused relentlessly on securing the best results for the pupils. As a result, standards are rising.
- Governors are well-informed and astute, providing a clear vision for the school's development.
- The school provides an excellent framework for the pupils' spiritual, social, moral and cultural development. This complements an exciting, relevant curriculum.

### It is not yet an outstanding school because

- The most able pupils do not reach standards, especially in writing, that are as high as those that they reach in mathematics.
- At times, the most able pupils are not given hard enough work in lessons to sufficiently challenge them or given enough opportunities to develop their writing skills.
- Pupils are not always aware of what they need to do to achieve the targets that have been set for them.
- The handwriting of pupils in Key Stage 2 is not neat or fluent enough.

## Information about this inspection

- Inspectors observed 20 lessons taught by 16 teachers.
- Inspectors looked at pupils' workbooks across a range of subjects and age groups.
- Inspectors listened to children read in Year 1 and Year 2.
- Meetings were held with: the headteacher and other school leaders; a group of pupils from Key Stage 1 and Key Stage 2; members of the governing body; a representative from the local authority.
- Inspectors looked at a range of documentation including: the school's review of its own performance and plans for improvement; the school's own evaluations of the quality of teaching and learning; school policies; information communicated to parents and the community; information relating to the safeguarding of pupils; the school's most recent data relating to the attendance and punctuality of pupils; information relating to the organisation and delivery of the school curriculum.
- Consideration was given to the 20 responses from parents to the online survey Parent View as well as the school's analysis of its own surveys. In addition, inspectors talked to several parents during the time on site.
- There is a separate extended school facility which was not included in this inspection.
- There is a Children's Centre adjoined to the school which was not inspected.

## Inspection team

Jeremy Barnes, Lead inspector

Additional Inspector

Clare Henderson

Additional Inspector

Jean Tarry

Additional Inspector

## Full report

### Information about this school

- Cadishead Primary school is a larger-than-average primary school.
- Pupils are taught in 16 different classes, namely two Nursery classes and two classes for each of the other year groups in the school.
- Most pupils come from a White British background. There are very few pupils from other heritages or who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported at school action is below the national average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is also below average.
- The proportion of children known to be eligible for support by the pupil premium funding is similar to that which is found nationally. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.)
- The school meets the government's current floor standards which are the minimum expectations for the attainment and progress of pupils in English and mathematics at the end of Year 6.

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

- Raise the quality of teaching further in order to improve the standard of writing for all pupils, and especially the most able pupils, by:
  - providing learning activities in lessons that challenge pupils to develop higher quality written work and giving them more opportunities to develop their writing skills
  - developing further the checks carried out on the teaching of writing so that any inconsistencies in practice are eradicated
  - ensuring pupils' handwriting and presentation is improved through higher expectations and a consistent approach
  - making sure pupils understand their targets and know what they need to do to reach them.

## Inspection judgements

### The achievement of pupils is good

- Standards in this school are rising. Though writing standards did not reach levels typical for their age in Key Stage 1 in 2013, they are now improving because of good teaching and targeted support. From low starting points at the beginning of Year 1, pupils have made good progress.
- In the Early Years Foundation Stage, leaders and staff have enabled children to make quick progress by adapting the range of activities and teaching in both Nursery and Reception. Thanks to a concerted effort from the school leaders and staff, pupils achieve well and children now leave with levels typical for their age.
- The school is successful in ensuring pupils meet the standards expected by the time they leave Key Stage 1 in the key subject areas of reading and mathematics. There are fewer pupils achieving the higher levels at this stage of their education in writing when compared to children nationally.
- Taking into account their starting points, pupils also do well in Key Stage 2 and leave with standards in reading and mathematics which are broadly average or in the case of mathematics a little above average. Pupils' standards in grammar, punctuation and spelling are also in line with expectations, and more pupils than nationally reach the higher levels. In writing, pupils achieve well to reach average standards but too few achieve standards higher than this.
- Pupils enjoy reading and the school provides them with a range of good books to choose from. Systems to help them to develop good reading skills are in place, and there are good links with parents so that children practise regularly at home.
- The school teaches early reading well and it has taken effective action to improve the number of children able to successfully use phonics (the sounds that letters make) as a strategy for reading. This figure is now similar to national averages.
- Standards in mathematics are good throughout the school. Challenging and confident teaching leads to high standards being reached in this subject for a significant number of children. The number of pupils who reach the highest Level 6 at the end of Year 6 is high.
- Most pupils eligible for free school meals and supported by the pupil premium funding make good progress because their progress is similar to other pupils in the school. The standards they reach in all subjects are below other pupils in the school, but due to several focused support programmes, the gap is gradually narrowing. In mathematics, their very good progress means they are doing as well as all children nationally.
- The most able pupils achieve particularly well in mathematics but do not do as well in writing because at times they are not given sufficiently challenging work or enough opportunities to develop their writing skills.
- Those pupils who have special educational needs make good progress because their needs are clearly identified and teachers, supported well by committed support staff, guide them effectively. This shows the school's good commitment to equality of opportunity.
- Pupils achieve well across the curriculum because staff accurately use other lessons to develop a range of skills and, in particular, very good social skills. As a result, pupils organise their learning well, support each other and regularly explain their work to others. They leave the school well-equipped for challenges ahead.

### The quality of teaching is good

- Teaching is consistently good, and some is outstanding. A careful analysis of pupils' work and scrutiny of the school's own monitoring records confirm that this quality is typical here.
- The positive attitudes of pupils, very good subject knowledge of staff and the accurate use of assessment information combine well to ensure pupils make good progress throughout the school.
- The teaching of early reading in Key Stage 1 is good. Pupils are excited by their phonics sessions

where staff have a very good knowledge of what pupils need to do next.

- In the Early Years Foundation Stage, the happy, confident children are taught well and staff have high expectations. Opportunities are taken to develop early language, for example, snack time is used to practise letters and sounds, rhymes and songs very effectively. The teaching of early writing in Nursery is leading to excellent achievement because of increased challenge.
- Pupils' work is marked carefully and pupils speak positively about the support they receive in trying to improve their work. They are not always clear about their targets and these sometimes go unchecked in their books.
- There are good links in lessons to topics which children have planned alongside class teachers. Pupils' enjoyment of these lessons is partly due to the enthusiasm of staff and their very good subject knowledge.
- Teaching in Year 5 and Year 6 is dynamic and is helping pupils to progress well over time. Exciting lessons, rooted in real life situations, skilfully develop pupils' knowledge and key study skills such as planning and evaluation. For example, Year 5 pupils were immersed in a mathematics activity which required them to cost out the production of biscuits for a forthcoming charity sale at the school.
- Staff, including well-trained and committed support staff, successfully target groups or individuals to shape and develop their learning. Sometimes, the most able pupils are not sufficiently challenged with hard enough work or are not given enough opportunities to extend their work.
- Skilled teaching of grammar and punctuation, together with a relentless attention to detail, leads to good standards being reached. This was especially evident in a Year 6 lesson where pupils had a very good knowledge of more advanced grammar and punctuation. A recent change to the handwriting policy has yet to impact fully on standards of presentation in Key Stage 2 where script by some pupils lacks fluency or care.

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

- The behaviour of pupils is good.
- This is due to the strong leadership at the school, clear expectations from staff and a focus on the individual needs of every pupil. Pupils are typically pleasant, courteous and respectful.
- Bullying is rare, and pupils report satisfaction in the management of any isolated incident. Staff teach pupils about the potential dangers of different forms of bullying, including cyber-bullying. Staff and pupils are proud of achieving the Bullying Intervention Group Award for a 'whole school approach to making their pupils feel safe and happy.'
- Learning in the classroom is rarely affected by poor behaviour and the good teaching at the school is a key reason why. On the few occasions where pupils are insufficiently challenged in lessons, they can become restless and affect the learning of others.
- Attendance continues to be in line with national averages and the school has good systems in place to keep attendance as a high priority, including a wide range of rewards which children treasure. They talk about these reward trips and extra opportunities with great excitement.
- The school's work in giving pupils responsibilities has a very positive impact. Whether as a peer mentor, a playground activity leader or as a member of the school's eco-committee, the pupils' work helps to develop good relationships and pride in their school.
- The school's work to keep the pupils safe and secure is good.
- Staff are vigilant in addressing the needs of every pupil. Pupils unanimously report feeling safe at school and parents share these views. Vulnerable pupils are given extra care and guidance by a wide variety of school staff and community partners.
- Senior staff check behaviour regularly both in and out of the classroom. However, the recording of incidents lacks detail and so any follow-up work, such as the identification of any recurring patterns, is hindered.

**The leadership and management are good**

- School leaders and governors have a clear vision for the school which is shared by the school community and leads to improvements in teaching and learning.
- There has been a rigorous review of the school's performance. As a result of this, the headteacher has taken effective action to improve standards. He has a very good knowledge of how pupils are progressing and questions are asked if pupils do not do as well as they should. This approach has led to success in raising standards in the Early Years Foundation Stage over the past year.
- Robust systems are in place to improve teaching. Targets for teachers are linked to National Teachers' Standards and individual pupil progress. The headteacher is very accurate in his checks and judgement of the quality of teaching. His good advice to teachers is acted upon. There are not yet enough opportunities for other senior leaders to be involved in these checks, particularly in English lessons.
- Leaders are committed to procuring the best resources for the pupils and this is evident through well-equipped classrooms and outdoor spaces which are valued by pupils and staff. The 'Pirate Ship' area, for example, is a favourite space and assists learning for all children.
- A deliberate focus on pupils' spiritual, moral, social and cultural development, coupled with an exciting curriculum, has a positive impact on standards and behaviour. The Cadishead Carta, and the school's emerging 'Learning Promises' are examples of this commitment to pupils' personal growth and social skills. This means that the school is successful in its vision to enable each pupil to be well-prepared for the next stage in their education.
- Leaders are successful at placing the school at the heart of its community with pupils' learning enriched by a wide variety of links with partners. Such experiences, whether performing with the Halle Orchestra, or constructing tapestries with local residents, are greatly valued by pupils and parents.
- The school sports funding is used wisely and leads to competitive opportunities for pupils as well as quality professional development for staff. Leaders also invest other funds skilfully, ensuring that pupils' sporting development is given high priority. This is communicated to parents fully and is typical of leaders' openness and honesty.
- Motivated and talented middle leaders use their expert subject knowledge to inspire pupils and develop a culture of high expectations, especially in mathematics. Whilst this has had a significant effect on progress in mathematics, it has yet to improve the performance of the most able pupils in English.
- The management of behaviour and safety is good because leaders give it a high priority and are vigilant in monitoring the needs of individual pupils, including those pupils with disability and special educational needs.
- **The governance of the school:**
  - Governance is a strength of the school. Governors are well-informed and challenge senior staff within a supportive culture. They have been very active in making successful changes which have led to good progress for pupils, for example, in the Early Years Foundation Stage. This is providing children with a very good start to their education.
  - Governors have a very good understanding of how teachers' performance is being managed and are fully involved in decisions relating to pay. Under the guidance of the headteacher, they ensure that school improvement priorities are linked to the targets set for individual members of staff. They ensure that safeguarding responsibilities are carried out and monitored.

## 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>	131008
<b>Local authority</b>	Salford
<b>Inspection number</b>	444106

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>	394
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr P White
<b>Headteacher</b>	Mr N Hargreaves
<b>Date of previous school inspection</b>	19 July 2010
<b>Telephone number</b>	0161 921 1430
<b>Fax number</b>	0161 924 1424
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