

Cheadle Primary School

Ashfield Road, Cheadle, Cheshire, SK8 1BB

Inspection dates 18–19 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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' achievement is good because the vast majority of pupils make at least expected progress and the proportion of pupils making better than expected progress is now higher than the national average.
- Children in the Early Years Foundation Stage get off to a good start because reading, writing and mathematical skills are taught well.
- The quality of teaching is good and some is outstanding. Teachers prepare interesting opportunities to support pupils' engagement and learning.
- The school's curriculum is outstanding. Through lively and engaging themes pupils are able to apply their skills of reading, writing and mathematics in a variety of meaningful ways.
- The range of additional creative arts activities provided by the school ensures pupils have access to a broad range of experiences.
- Leaders, including governors, work together in their drive to realise the school's maxim, 'We aim to be outstanding in all we do'. This shared vision has maintained and is building upon the good quality of teaching and pupils' achievement identified at the last inspection.
- Pupils feel safe in school and have an extremely good knowledge of how to stay safe in different situations.
- Pupils' attitudes to learning, respect for others and their general behaviour in and around school are outstanding.
- Governors are very supportive of the school. They are well informed and knowledgeable.

It is not yet an outstanding school because

- In some classes the learning time is not always used effectively to challenge pupils to attain at the highest level.
- Although improving, pupils do not always know how to improve their work because teachers' marking in books does not give clear enough guidance on how this can be achieved.
- Middle leaders, who are relatively new to their role, have not yet developed the skills they need to challenge and contribute fully to school improvement.

Information about this inspection

- The inspectors observed 15 parts of lessons of which four were observed jointly with senior leaders. In addition, inspectors heard a sample of pupils read and scrutinised pupils' written work.
- Meetings were held with groups of pupils, members of the governing body and staff, including middle and senior leaders and an external educational consultant.
- Inspectors analysed the 48 responses that had been submitted to the online questionnaire for parents (Parent View). Inspectors held conversations with parents as they brought children to school in the morning. Inspectors took account of a survey of 76 parents carried out by the school in March 2014. The lead inspector received three letters from parents and spoke with two parents on the telephone.
- Inspectors took account of the 24 responses to the staff questionnaire.
- Inspectors scrutinised a number of documents including the school's self evaluation evidence, school improvement plans, minutes of governing body meetings, data records on current pupils' progress, behaviour, attendance and safeguarding.

Inspection team

Peter Marsh, Lead inspector	Additional Inspector
Andrew Clark	Additional Inspector
Maureen Hints	Additional Inspector

Full report

Information about this school

- The school is an above average-sized primary school.
- The proportion of pupils eligible for additional pupil premium funding is well below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The proportion of pupils who speak English as an additional language has increased over time and is now above average.
- The proportion of disabled pupils or those with special educational needs supported at school action and the proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- Pupil mobility at the school is well above average.
- The school meets the government's current floor standards that are the minimum expectations for pupils' attainment and progress.
- The school provides before- and after-school care for pupils.

What does the school need to do to improve further?

- Build on the already good teaching practice so that more is outstanding and pupils' progress accelerates further by:
 - ensuring that the time for learning is maximised and all pupils are required to apply their skills at the highest level
 - ensuring that all marking provides pupils with guidance on how they can improve their work and that time is given for pupils to act on this advice.
- Improve the effectiveness of leadership and management by:
 - Ensuring middle leaders develop the skills needed to enable them to support school improvement.

Inspection judgements

The achievement of pupils is good

- A significant proportion of children start school in the Early Years Foundation Stage with skills that are less well developed than those typical for their age. They make good progress and by the end of the Reception Year the proportion of pupils achieving a good level of development is broadly average. Well-resourced indoor and outdoor provision ensures children have frequent opportunity to engage in purposeful role play and this provides children with plenty of chances to develop their speaking, listening and social skills.
- Results in the Year 1 phonics (sounds which make letters) screening check are improving so that outcomes, previously below average, are similar to the national average.
- Standards at the end of Key Stage 1 are improving. Pupils' work shows that they are making rapid progress from their starting points, and attainment outcomes in reading, writing and mathematics are above average. In 2013, standards in reading, writing and mathematics improved significantly and current school data show this trend is set to continue.
- The school's thematic approach to curriculum planning aligned with focused basic skills teaching sessions enable pupils to apply their skills of reading, writing and mathematics purposefully and this ensures that standards of attainment are now at least in line with nationally expected levels. This represents good progress from pupils' starting points on entry to Key Stage 2.
- The most able pupils respond well to the challenging work given in ability set groupings and this enables an increasing number of them to reach above nationally expected standards in reading, writing and mathematics.
- At the end of Year 6 in 2013, standards in writing were lower than in reading and mathematics, school assessments and work seen in pupils' books during inspection show that there has been an improvement with a greater proportion of pupils reaching and exceeding nationally expected standards than previously seen.
- In Key Stage 2 the school faces the challenge of high pupil mobility. Inspection evidence shows that the majority of pupils new to the school make at least good progress. This is particularly evident for the growing numbers of pupils who join the school who speak English as an additional language. As the school helps to develop their acquisition of language skills, rates of progress in reading, writing and mathematics are rapid.
- Most of the small numbers of pupils supported by the pupil premium funding are now making similar progress to those not eligible for the funding. Although in some year groups attainment gaps in reading, writing or mathematics still exist between pupils eligible for free school meals and all other pupils, this is invariably due to additional barriers to learning. Additional pupil premium funding has been used effectively and leaders are mindful of the need to continue monitoring the progress of this group carefully.
- Although a small minority of special educational needs pupils are emotionally challenged by the school's mixed-age, ability setting arrangements the majority of disabled pupils and those with special educational needs generally make good progress and are well supported through intervention programmes.
- As one parent commented, 'My child has physical education every day.' This high level participation in physical education ensures pupils are developing healthy lifestyles as well as improving their skills in a wide range of sporting events.

The quality of teaching is good

- Teaching is good in all areas of the school.
- In the Early Years Foundation Stage teachers have created highly stimulating and well-resourced indoor and outdoor learning areas. The learning activities are engaging, for example swirling sand to promote early reading, writing and mathematical skills. An emphasis on developing social skills, letter and number concepts promotes excellent early attitudes to learning and

behaviour and as a result, children make good progress from their starting points.

- Teaching in Key Stage 1 and 2 is well organised and efficient. In the main, teachers have high expectations and use checks on pupils' achievement well to ensure lessons remain appropriately challenging. This together with pupils' excellent attitudes to learning combines to ensure pupils make good progress in reading, writing and mathematics.
- Pupils across the school enjoy learning and become ever increasingly confident in their ability. This is because staff plan interesting lessons which require a high degree of research, including the use of information and communication technology (ICT). This approach allows pupils to apply their skills, knowledge and understanding in a meaningful and engaging manner.
- Pupils are aware of the targets to improve their writing skills and enjoy writing about a wide range of topics. Opportunities to develop skills in writing now extend beyond formal literacy lessons and this has enabled pupils to make good progress in writing over time.
- Pupils are keen to read and enjoy a good range of books and poems.
- Pupils make good progress in mathematics because activities are practically based and enjoyable. For example, in Key Stage 2 pupils were challenged to find the mean, mode and range from data they had compiled from a timed physical activity session.
- On occasion the progress of a minority of pupils slows when teaching time is not used as effectively as it might be and pupils are not provided with work that is appropriately demanding.
- At every opportunity the outdoor environment is used to impact on learning, for example pupils in the mixed-age Year 1 and 2 class used the school's wooded area to develop their setting-the-scene writing about '*Goldilocks and the Three Bears*.'
- Some outstanding practice in marking of pupils' work was noted where pupils are given clear guidance of how to move learning forward and learn from their mistakes, in some year groups this is not consistently applied.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. The high levels of respect pupils have for adults and for each other are demonstrated through their well-mannered demeanour. Pupils' high level of enthusiasm to do well is clearly evidenced in lessons and also in their books where high levels of productivity and presentation validate the pride they take in their work.
- In lessons, on the playgrounds and in meetings held with the pupils their attitudes and behaviour were exemplary. It was a delight to see the confidence and pleasure the pupils were deriving from a well-equipped playground at lunchtime where a wide range of resources kept them thoroughly entertained. This included a group of pupils creating a synchronised dance in front of a 'boom box' where Pharrel Williams's version of 'Happy' was blasting forth.
- Overall parents spoken to by the inspection team and those who had responded to questionnaires are very positive about pupils' behaviour and safety. Parents make sure children attend well and are on time for school. Attendance levels are higher than the national average. A majority of parents would recommend this school to others.
- Pupils respond extremely well to the many opportunities provided to take responsibilities. These include, school ambassadors, school council members, play leaders and eco-warriors. In discussion with an inspector a school ambassador reported, 'this is a very fair school, everyone gets the chance to take responsibility but you have to earn it!' Further to this, a group of school ambassadors reported on how they had recently 'opened' a local supermarket.
- Through the curriculum and after-school clubs there are a wealth of opportunities for pupils to develop their spiritual, moral and cultural awareness. For example, one child in Year 6 reported her pride in playing the clarinet, singing in the school choir, playing in the steel drum band and taking part in inter-school sports events.
- The school's work to keep pupils safe and secure is outstanding. This is clearly demonstrated via a whole-school enquiry-based theme where six weeks of work is devoted to 'At home at work, at school at play. How do we keep safe in every way?' Through this work pupils develop an awareness of issues such as golden rules, e-safety, road safety and many other aspects of

staying safe.

The leadership and management are good

- Under the headline banner, 'We aim to be outstanding in all we do' leaders, including governors have high aspirations for the school. Senior leaders have an accurate picture of how well the school is performing and of what needs to be done to aspire to this central aim.
- The headteacher and her able deputy know every child by name and nature and this promotes a caring ethos where every child is treated as an individual.
- The school's timetable is at first glance complex to the outsider. Mixed-age ability setting and early (June) transition to new year groups require children to move from class to class and teacher to teacher on a daily basis. However, leaders have the system so well-tuned that little learning time is lost. In speaking with the pupils inspectors found they value the system and recognise that it allows them to mix with a wider range of pupils other than close friends. A key to the success of this system is the efficient and diligent monitoring of pupils' progress which keeps ability groupings flexible.
- The middle and senior leadership team is in the process of restructure and the full impact of these changes has still to be realised. Middle leaders do not yet have a strong enough understanding of the main strengths and weaknesses in their areas of responsibility.
- Systems used by senior leaders to check on the performance of teachers are in place and where applicable pay awards are closely linked to pupils' achievement.
- The curriculum, based on enquiry and research, is outstanding. Work set for pupils through imaginatively themed titles inspires pupils and allows them to apply their skills in reading, writing and increasingly so in mathematics to good effect. Visitors are used well to enhance pupils' enjoyment for learning.
- The school is well supported by an external consultant. The school also works in close partnership with four other local schools, moderating pupils' work and sharing good practices.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- Leaders place child protection and safeguarding matters as high priority and as such all statutory requirements are met.
- Additional funding for pupil premium is considered carefully and, in most year groups, the impact is seen in narrowing attainment gaps between this group and the majority of non-pupil premium funded pupils in school.
- Governors ensure that the primary school sports funding is used effectively. Staff confidence in teaching physical education and wider opportunities for pupils to participate in a range of sporting activity evidences the impact of grant spending.
- Leaders work hard to ensure that all pupils including those with special educational needs have an equality of opportunity. This is reflected in the good progress made by these groups over time.
- **The governance of the school:**
 - Governors make sure school finances are used to the maximum benefit of the pupils in school, for example when any spare monies are identified human and physical resources designed to impact on pupil learning are diligently considered. Governors carry out their statutory duties well and through informative reports from the headteacher and their presence in school they are able to support and challenge in equal measure. Governors are aware of the quality of teaching in the school and systems to check on the performance management of teachers and the subsequent links to salary increase are thorough. Governors are aware of their responsibilities regarding safeguarding and have made sure that the school's arrangements meet statutory requirements.

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

Unique reference number	106038
Local authority	Stockport
Inspection number	443877

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	302
Appropriate authority	The governing body
Chair	Clare Welch
Headteacher	Julie Hackney
Date of previous school inspection	21 September 2009
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