

# Cheadle Catholic Junior School

Conway Road, Cheadle Hulme, Cheadle, Cheshire, SK8 6DB

**Inspection dates** 30 June 2015–1 July 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The inspirational headteacher provides a crystal clear sense of direction for the school. All staff share his vision for pupils to reach their full potential in their academic achievement and personal development.
- Pupils across the range of abilities make good progress across the school. Many are making rapid progress in response to more stable and consistent teaching and additional support.
- The standards that pupils attain by the end of Year 6 reflect their good achievement.
- Teaching is typically good across the school and some is outstanding. Teachers plan well for the different abilities of individual pupils.
- Pupils' behaviour is outstanding. Pupils mix and learn extremely well together. They show excellent attitudes to each other and their work. These qualities help to sustain pupils' good and improving learning.
- The school's work in keeping pupils safe and secure is exemplary. All pupils are treated equally and benefit from very high quality care.
- Pupils' spiritual, moral, social and cultural understanding is very well developed. Visitors and trips bring learning to life. Pupils engage in sports, music and dance enthusiastically.
- The senior leadership team has led several whole-school changes very effectively. In a relatively short space of time, there have been significant improvements. The staff's relationships with pupils, parents, grandparents and the local community are exceptionally positive.
- All staff and members of the governing body are dedicated to improving the lives of pupils and they work extremely well as a team. Their successful actions have a positive impact on improving the quality of teaching and pupils' achievements. The school continues to improve.

### It is not yet an outstanding school because

- New initiatives to improve writing are not fully established across all subjects.
- Some teachers do not always provide enough guidance on how pupils can edit and check their own work in order to improve.

## Information about this inspection

- The inspectors observed teaching and learning in lessons taught by teachers, one of which was observed jointly with the headteacher and another with the deputy headteacher. Sessions led by teaching assistants were observed and the inspectors listened to pupils read.
- Discussions were held with school staff, pupils, the headteacher, governors and a representative from the local authority.
- The inspectors observed the school’s work and looked at a wide range of documentation, including safeguarding documents, the school’s procedures for gaining an accurate view of its own performance, development plans, records of pupils’ standards and progress, documents relating to attendance and behaviour, and pupils’ work in their books.
- There were 113 parental responses to the online questionnaire (Parent View) which were taken into account, along with the school’s latest parent survey. The 20 responses to the staff questionnaire were also reviewed. In addition, the inspectors spoke informally to many parents at the start and end of the school days and during the Year 3 Sports Day. A letter from parents was also taken into account.

## Inspection team

Naomi Taylor, Lead inspector	Additional Inspector
Anthony Buckley	Additional Inspector
Saeeda Ishaq	Additional Inspector

## Full report

### Information about this school

- Cheadle is a larger-than-average school.
- The proportion of disadvantaged pupils, those supported by the pupil premium, is much lower than that found nationally. The pupil premium is additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is similar to the national average.
- Most pupils are White British.
- Since the previous inspection a new headteacher has been appointed. A new senior leadership team has been formed and several new teachers have joined the school.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

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

- Building on existing strengths in teaching, raise pupils' achievements further, by:
  - continuing to establish the new initiatives to improve writing in all year groups and across all subjects
  - developing pupils' skills in editing and checking their own work.

## Inspection judgements

### The leadership and management are outstanding

- The school is led exceptionally well by the headteacher. He and the deputy headteacher have created a very strong staff team. They all share their vision to bring out the very best in pupils' personal development and academic achievement through a wide range of experiences.
- Priorities are clearly stated in the school's improvement plan, and the school's systems to judge its performance are both realistic and rigorous. The headteacher has developed the role of middle leaders effectively so that they now track the progress of pupils across the school in their areas of responsibility. When additional support is required, this is put into place swiftly and monitored closely.
- Staff are given goals to ensure that pupils make good progress and this is directly linked to salary progression. The headteacher is highly effective in building a strong team of staff and middle leaders, while holding them to account for high standards in all that they do. He and the senior leadership team lead by example.
- Care is taken to promote good achievement for all, including pupils eligible for support through the pupil premium. The funding for these pupils is spent well to meet their needs. This confirms the school's commitment to making sure that there is no discrimination. All pupils have equal opportunities to succeed in this harmonious community where very good relations flourish.
- Pupils experience a creative curriculum in which topics promote their developing individual interests. Trips and visitors to the school bring learning to life. Each year, many Key Stage 2 pupils experience the thrill of performing as part of a schools' choir at the MEN Arena in Manchester.
- The school prepares pupils very well for life in modern British society. For example, pupils learn about democracy in Britain and practise their own democratic processes.
- The primary school sport funding is used well to broaden sporting opportunities for pupils, while developing the expertise of staff, using specialist coaches. This has, for example, led to increased opportunities in activities such as tag rugby, cross-country running and ballroom dancing. Records show that almost all pupils now engage in after-school sporting activities, ensuring a good understanding of how to lead a healthy lifestyle.
- Effective support from the local authority has helped the headteacher and staff to make whole-school improvements. Improving writing has been a whole-school priority. The local authority has secured the support from an external consultant to promote the development of writing. The week prior to the inspection, the local authority checked on teachers' assessment of writing in Year 6 and found it to be accurate. Inspectors endorsed this view.
- School leaders, including governors, make sure that staff and pupils are kept safe and statutory requirements, including safeguarding, are effective and fully met.
- **The governance of the school:**
  - Governors bring with them a wide range of skills. Those who spoke to the inspector have a good understanding of data showing pupils' achievement and how this compares with that of other schools. They are kept well informed by senior leaders. Governors have a very accurate overview of the quality of teaching and how it is directly linked to the salary structure of staff. They understand how any underperformance is tackled.
  - The governing body has ratified a new staffing structure, while ensuring financial stability. Plans to maintain the highest quality of teaching is a whole-school priority shared by leaders at all levels, including subject leaders.
  - Governors are conscientious in the way they undertake all their statutory duties. All required checks on adults are meticulously recorded and staff are extremely well trained in child protection.

### The behaviour and safety of pupils are outstanding

#### Behaviour

- The behaviour of pupils is outstanding.
- There is an extremely high level of mutual respect between all adults and pupils. Pupils have a remarkably positive attitude towards learning; they say that they really enjoy their school work because teachers make learning exciting.
- Pupils are polite and very considerate towards each other, both in class and around the school. Older pupils really appreciate the opportunities that they get to help younger friends.

- Year 3 pupils settle well into school because Year 5 pupils act as buddies while they are in Year 2 in preparation for starting school. In addition, Year 5 pupils are trained as play leaders to help to make lunchtimes fun for Year 3 pupils.
- All parents who responded to Parent View believe that their children are happy at school. The vast majority believe that pupils behave well. This came across strongly in conversations with parents and grandparents. Several referred to Cheadle being like 'a family' and staff similarly commented on 'belonging to a happy, caring family'.
- Pupils wear their uniforms with pride and show a great deal of respect for their school environment. Their responsible attitudes extend beyond school. For example, a recent visit by Year 5 pupils to Cheadle Hulme Fire Station led to a complimentary letter being sent to the school from the watch manager. He wrote about 'how well behaved the children were' and how they were 'a credit to the school, staff and parents'.

## **Safety**

- The school's work to keep pupils safe and secure is outstanding.
- Pupils say they feel extremely safe in school and almost all parents that responded to the online questionnaire agreed that their children are safe and very well cared for.
- Pupils have an excellent understanding of different types of bullying, including cyber and homophobic bullying. They are very clear that everyone is unique and deserves respect. Pupils who spoke with the inspectors claimed that there was no bullying at Cheadle and school records confirm this.
- The Special Projects and Messages squad, which was formed during the current academic year, meets each half term to discuss safety matters such as bullying, e-safety and a range of aspects linked to staying safe in school and at home. They lead activities in class and then, each half term, an assembly showcases the work of each class. This raises pupils' awareness of how to keep safe in a range of environments.
- Attendance is higher than national levels. This reflects how much the pupils enjoy being at school and the excellent way in which the school works together with parents.

## **The quality of teaching**

**is good**

- The headteacher has been relentless in driving improvements in teaching. Pupils make good progress because of the effective quality of teaching and assessment in a wide range of subjects. This is further confirmed by work in pupils' books and the school's records of pupils' progress.
- Staff respect that every pupil is unique and take care to make sure that individual learning and pastoral needs are met very well. Teachers and teaching assistants work very well together, which results in an excellent level of support, especially for the least-able pupils and those who experience social and emotional challenges.
- Teachers have high expectations of what they want pupils to achieve and are dedicated in ensuring that they develop skills for learning which will help them both now and in the future. Pupils have a genuine interest in collaborating with each other to improve their learning.
- The teaching of reading is good. Pupils are taught how to use their knowledge of phonics (matching letters to the sounds that they make) to work out unfamiliar words. They can retell what they have read, showing a high level of understanding. Older pupils told the inspectors who their favourite authors are and why. Parents are guided in how to support reading at home. All of this helps children to develop a love of books from a young age.
- There is a whole-school approach to teaching mathematics, which is good. In Year 6, for example, pupils shared their answers to a mathematical problem. They were then encouraged by the teacher to explain their own methodology for solving the problem. There were no inhibitions in learning the quickest route to the answer and no embarrassment in sharing how errors had been made. Every pupil made great strides in their understanding and progress.
- The focus on developing writing across the school has had a significant impact on improving pupils' progress in this area. Subject leaders and the whole staff team are extremely inventive in choosing topics which provide a lot of scope in developing pupils' interests. For example, Year 4 pupils were writing a leaflet to develop their persuasive language. Their recent visit to the nearby Bruntwood Park provided first-hand experiences which were reflected in the high quality of pupils' writing. However, some initiatives to develop pupils' writing are not yet as well established in Years 3, 4 and 5 as they are in Year 6, where outstanding progress can be seen.
- Teachers mark work regularly. They praise pupils for work which is done well and usually provide good advice on how it could be improved still further. They check that pupils do their corrections or follow advice when it is given, so that pupils can always learn from their mistakes. The 'green pen time' has been

adopted across the school to encourage pupils to respond to teachers' marking consistently. However, some teachers do not always provide enough detail for pupils on how they can edit and check their work so that they can learn from their mistakes.

- Effective teamwork by teachers and highly skilled teaching assistants ensures a high level of support for all groups of pupils.

## **The achievement of pupils**

**is good**

- Most pupils join the school with skills above the national average and make good progress during their time at Cheadle. They are well prepared for the next stage in their education.
- Standards are rising across the school as a direct result of improvements to the quality of teaching. In 2014, the proportion of pupils who reached at least the expected level in reading and mathematics was significantly higher than the national average. Those reaching the expected levels in writing were just above the national average. The proportion reaching the higher Level 5 was well above the national average in reading and mathematics, but in writing the proportion of pupils reaching the higher level was lower than the national average. There has been a whole-school drive to improve writing and tracking of pupils' attainment and progress shows a much improved picture for the current Year 6.
- In 2014, almost all pupils reached at least the expected level in reading and mathematics by the end of Year 6, but writing was less strong. The proportion making better than expected progress in mathematics was in line with the national average and slightly lower in reading. Published data show progress in writing to be significantly lower. However, the school assesses Year 3 pupils when they join the school. From their starting points most pupils make at least good progress in reading, writing and mathematics during their time at school.
- Most of the current Year 6 pupils have made outstanding progress during the academic year. Significant improvements have been seen in writing. However, progress is not as rapid in Years 3 to 5.
- Results in 2014 from the test in spelling, punctuation and grammar were higher than the national average. The proportion of pupils reaching Level 5 was much higher.
- Disabled pupils and those who have special educational needs make good progress. This is because their additional needs are identified early and are met fully through one-to-one and small-group sessions delivered by highly skilled teaching assistants. Strong links with external agencies also support both academic and personal needs of individual pupils.
- Pupil premium funding is used effectively and is directed towards supporting the very few disadvantaged pupils. This ensures that they make equally good progress as their classmates. The number of disadvantaged pupils in each year group is too small to compare the standards they reach with others nationally or in the school meaningfully.
- The most able pupils make good progress. For example, there have been pupils working at levels normally associated with Key Stage 3 in mathematics and writing. The staff have benefited from workshops held at a secondary school to support the teaching of the most able pupils.

## 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>	106112
<b>Local authority</b>	Stockport
<b>Inspection number</b>	461913

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>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	363
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brendan O'Shea
<b>Headteacher</b>	Kevin Platt
<b>Date of previous school inspection</b>	6 March 2012
<b>Telephone number</b>	0161 4853754
<b>Fax number</b>	0161 4828106
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