

Cheadle Heath Primary School

Edgeley Road, Cheadle Heath, Stockport, Cheshire SK3 0RJ

Inspection dates	19–20 July 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The dynamic headteacher, well supported by her deputy, is transforming learning at Cheadle Heath. The school is rapidly improving because leaders have tackled previous weaknesses effectively.
- Teaching and learning are consistently good or better. Pupils learn at a good pace and enjoy the interesting and creative strategies that teachers use to make learning enjoyable.
- Pupils make good progress from below-average starting points to reach at least average and sometimes above-average standards by the end of Year 6. Progress is especially good in mathematics.
- Pupils who have special educational needs and/or disabilities are very well supported so that they make good progress and achieve well. Similarly, disadvantaged pupils make good progress in reading, writing and mathematics and achieve at least national standards.
- Pupils behave well and their positive attitudes to learning contribute to their success. They feel safe and secure in school and trust the adults to look after them. Pupils respond positively to the nurturing environment that leaders have created.
- Children in the early years make a positive start to their learning because they like school and feel safe and secure at all times.
- The curriculum is outstanding. This is because it is aspirational and seeks to open the eyes of pupils to the world around them and make them aware of limitless possibilities. The positive ethos of the school celebrates diversity and gives pupils a wealth of opportunities to develop personally, socially and emotionally.
- Governors have high ambitions for the school and for every pupil. They have a detailed knowledge of the school's strengths and areas for development.

It is not yet an outstanding school because

- The most able pupils are not always given work that challenges them to reach their full potential.
- Basic skills in grammar, punctuation and spelling are well taught in English but pupils do not always apply these confidently in other subjects.
- The school has many strategies in place to promote attendance but some pupils and families are slow to respond to these.

Full report

What does the school need to do to improve further?

- Build on recent improvements to raise the achievement of all pupils, especially the most able, by:
 - ensuring that all teachers challenge pupils sufficiently to reach their full potential
 - building up pupils' confidence with basic skills in grammar, punctuation and spelling so that they can use and apply them more readily in other subjects
 - continuing to work with pupils and their families to improve attendance, especially for those who are persistently absent.

Inspection judgements

Effectiveness of leadership and management is good

- The inspiring and dedicated headteacher is ambitious for the school. She is well supported by her effective deputy and together they make an excellent team. They have promoted a school culture in which teachers are reflective about their practice and continually strive to improve their teaching. Teachers are held accountable for pupils' achievement. As a result, teaching continues to improve and pupils' progress in all subjects is improving.
- Middle leaders are well trained and effective. Together they ensure consistency of approaches across the school. They make effective use of their leadership and management time to improve teaching, learning and assessment in all key stages. Middle leaders have introduced well-considered strategies such as using drama to improve writing; they regularly evaluate their new approaches and share effective practices with colleagues in school. Middle leaders ensure that the behaviour management policy is applied consistently across the school; consequently, pupils' behaviour is good and all pupils know what is expected of them.
- Pastoral leaders are experienced and effective. They have a clear overview of behaviour and attendance. Patterns of poor attendance are analysed and parents are approached when it becomes a cause for concern.
- The special educational needs coordinator is a knowledgeable leader who ensures that pupils needing extra support are identified early, that their progress is rigorously checked and that strategies are changed if they do not seem to be working. The school has good links with outside agencies. Leaders consult with parents regularly so that they are able to support their children's learning.
- The progress and achievement of disadvantaged pupils is checked by all staff. In addition, disadvantaged pupils have staff and governor 'champions' whose role is to ensure that they achieve as well as possible. School tracking shows that disadvantaged pupils are making good progress, often better than others in school. They all reach at least expected levels in English and mathematics by the end of Year 6. Pupil premium funds are spent on providing smaller teaching groups, equal access to all extra-curricular activities, free music lessons and bespoke parent workshops to help parents support their children's learning. This spending is having a positive impact on pupils' participation and achievement.
- The use of the sports premium funding is exemplary. The school analyses the impact of its funding to make sure that it benefits all pupils. For example, the proportion of pupils representing their school in sporting events has risen so that 100% of Year 2 pupils and 89% of Year 6 pupils have done so this year. More pupils have joined community clubs. Targeted pupils have increased their levels of participation in sport. Levels of fitness as well as self-esteem have been enhanced. Every penny is made to count.
- Pupils' achievements are celebrated at every opportunity whether this means children in the early years succeeding in doing up buttons or counting to twenty, or Year 6 pupils performing extracts from Shakespeare's 'King Lear' at The Lowry theatre in Salford, for example. Leaders want pupils to aim high and seek to build up their resilience and ambition. An example is a display on 'changing your words, changing your mindset'. Pupils consider changing, 'I can't make this any better' to 'Is this really my best work?'
- The curriculum puts a very strong focus on the basic skills of reading, writing and mathematics so that standards are steadily rising. Subjects such as science, the humanities, sport, music and drama are not neglected so that pupils experience a wide range of opportunities to find out where their interests lie and where they excel. The curriculum is exceptionally well enhanced by visits to places such as to Jodrell Bank, the Manchester Museum of Science and Industry and Beeston Castle. Extra-curricular activities including cookery, art, drama, choir, numerous sports and the forest school activities further enhance pupils' range of experiences. All pupils are given an opportunity to succeed and no form of discrimination is tolerated.
- Pupils' spiritual, moral, social and cultural development is fostered through the school's emphasis on the importance of tolerance and respect for others. The school works hard to instil a sense of community, harmony, self-worth and the values which underpin British society. Pupils have opportunities to learn about their own culture and those of others.
- The great majority of parents are very appreciative of the school's work. Many praise the headteacher, regarded as 'a credit to her profession', and the commitment of the staff. Any negative comments were discussed with school leaders and are being addressed.
- The local authority has worked well with the school, providing support when necessary and verifying the quality of education provided.
- **The governance of the school**
 - The governing body has been reconstituted since the previous inspection. This has resulted in the appointment of highly competent governors who know the school well and are ambitious for further

improvement. Their key priorities are to constantly improve their confidence and expertise so that they can oversee future school improvements and provide support and challenge for school leaders.

- Governors understand how to interpret data so that they can judge how well the school is doing in comparison with others. They keep a rigorous check on the progress of different subject areas and the quality of leadership at all levels. Finances are managed well so that the school is able to regularly invest in better resources for the pupils. The chair of the governing body meets the parent forum every few weeks to keep in touch with parental views. Governors meet members of the school council and regularly attend school events. Governors see themselves as part of the learning community and provide sterling support to the school.
- The arrangements for safeguarding are effective. All aspects of safeguarding have a high priority in school. The headteacher has an excellent overview, documentation is exemplary, staff training is comprehensive and governors are involved in frequent reviews and checks.

Quality of teaching, learning and assessment is good

- Very good relationships in most classes are a feature of learning. The great majority of pupils enjoy much of their learning and have very positive attitudes. Teachers and teaching assistants set high expectations for good behaviour and most pupils respond well.
- Teachers use interesting and creative strategies to fire the imagination of their pupils. For example, pupils in Year 1 were finding inspiration for their writing from the teacher's suggestion of a 'Frogs' Olympics.' This provided the stimulus for pupils to consider other unusual events for alternative Olympic Games. In Year 2 science, pupils were using materials to construct a waterproof house for one of the three little pigs and finding out by trial and error what works and what doesn't. Year 5 pupils were comparing the life cycles of birds and butterflies and using expert specialised vocabulary while Year 6 were writing eulogies for the Shakespearean character, Cordelia. All of these activities enthused pupils and exemplified their teachers' high expectations and creativity.
- Staff circulate well in lessons, checking on the progress and understanding of all pupils and quickly picking up on any misconceptions.
- The quality of pupils' writing has been a key aspect of learning this year. Numerous opportunities are provided for pupils to develop their writing skills across many subjects. Some good writing is on display in every classroom and in communal corridors to inspire pupils and celebrate their success.
- The teaching of mathematics was identified as a weakness at the last inspection but this has been fully addressed. As a result, mathematics is taught well in all classes so that all pupils, including the most able, make good progress. Teachers often set real-life challenges and help pupils to develop problem-solving skills. Teachers are good at giving pupils confidence to try different strategies when solving problems.
- Teachers and teaching assistants provide strong support for pupils with special educational needs and/or disabilities so that they are fully integrated into lessons and learn well.
- Teachers have developed an impressive marking strategy in which pupils are taught to edit and correct their own errors as a matter of course under the direction of their teachers. Teachers' feedback is effective and helps pupils to deepen their learning.
- Homework is managed creatively and provides pupils with regular challenges. Teachers use homework to build resilience, embed prior learning and develop pupils' skills in investigation and research. Pupils can use information technology, photographs, drawings, writing or craftwork to display their work. Popular recent challenges have included creating a scarecrow from a different country, exploring 2D and 3D shapes around the home, creating a new character to fit into a well-known story and a project on the recent European Union referendum.
- Although pupils achieve well in tests for spelling, grammar and punctuation they do not always apply the skills they have learned in their writing across other subjects. Teachers are aware that this is one reason why outcomes are less good in writing than they are in mathematics.
- Most teachers provide a good level of challenge for the most able pupils. However, occasionally these pupils finish their work quickly and have no further work to extend their thinking, so their progress is sometimes limited.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The great majority of pupils enjoy school. Comments from pupils indicate that they like learning new topics and appreciate the effort their teachers make to plan interesting lessons. Older pupils develop resilience and maturity. They are not afraid of getting answers wrong and say 'You learn from your mistakes.' Pupils usually enjoy the homework learning challenges.
- Pupils confirm that they feel safe in school and that bullying is very rare. They say that if it occurs, it is dealt with quickly by adults. Unkind comments and name-calling are not tolerated. Pupils are proud of the work they did to create a school display 'Diversity Proud' which explores why it is wrong to insult people who are different. They say that 'everyone is different in some way'.
- Pupils learn how to keep themselves safe in a variety of situations by discussing issues such as road safety, fire hazards and the use and abuse of social media. Pupils are confident that they know how to react and keep themselves safe.
- School staff provide nurture and care to all pupils but particularly to those whose circumstances make them vulnerable. Much is done to encourage purposeful play at breaks and lunchtimes. The 'play pod' provides opportunities for creative play using a variety of junk materials which allow pupils to build dens or construct vehicles.
- Pupils willingly take on responsibilities such as becoming playground leaders, sports ambassadors, library monitors and serving on the school council. School council members are currently producing a booklet to welcome new pupils explaining about key activities such as clubs, assemblies, forest school lessons, the play pod and the online behaviour system.

Behaviour

- The behaviour of pupils is good.
- Movement around the school and at breaks and lunchtimes is very orderly. Many pupils display good manners in greeting visitors and making them feel welcome.
- Behaviour in lessons is generally good because the great majority of pupils have good attitudes to learning and enjoy their work. In a small minority of classes, attitudes are less positive because a few pupils are too easily satisfied by making the minimum effort. School leaders analyse behaviour patterns and devise strategies to address any issues arising from this analysis. Exclusions are reducing and are only ever used only as a last resort.
- Attendance is broadly average. The school has been successful in reducing the number of pupils who are persistently absent but this number is still too high. The school puts a strong emphasis on the importance of good attendance with the motto 'on time, all day, every day'. Good attendance is rewarded weekly, monthly and termly. Family support is provided by outside agencies where necessary. Nevertheless, some pupils do not attend regularly enough.

Outcomes for pupils are good

- The proportion of children achieving a good level of development by the time they enter Year 1 is steadily rising and is above the national average.
- The teaching of phonics (letters and the sounds they make) is a strength of the school. Pupils in Years 1 and 2 achieve at least the national average and often well above the national figure. This represents good progress from their below-average starting points.
- Attainment dipped in key stage 1 in 2015 but outcomes this year are good. Pupils have achieved at least average and sometimes above-average results in reading, writing and mathematics. The most able pupils have done well, achieving greater depth in their learning, particularly in reading and mathematics.
- By the end of Year 6, pupils achieve particularly well in mathematics and reading but less well in writing. Attainment in grammar, punctuation and spelling is well above average but pupils are not yet applying these skills in other writing. Standards are broadly average at the end of Year 6 but above average in mathematics.
- Pupils make good progress in the core subjects but also in science, history and geography through the topic work they do. This year they have looked at the ancestry of the royal family, key events in British history, ancient civilisations and enjoyed cross-curricular themed weeks such as a mathematics through stories

during which Year 5 focused on the Harry Potter stories.

- The gap in the achievement of disadvantaged pupils and others is narrowing each year. There is very little gap in achievement in school and the national gap is steadily reducing. Disadvantaged pupils in Year 6 made better progress this year than other pupils in school in reading and mathematics.
- Pupils who have special educational needs and/or disabilities achieve well. By the end of Year 6 they are making at least the expected progress from their starting points and generally good progress. This is because their needs are identified quickly and personalised support is provided.
- The most able pupils achieve well in mathematics but sometimes their achievement is limited by lack of extension work or other challenge in a minority of classes and lessons. Across all subjects there are many opportunities for the most able to shine, developing their creativity and research skills.
- Pupils enjoy the many opportunities to read at school and listen to teachers reading. Older pupils can discuss their favourite authors, review books and some enjoy reading poetry. Pupils read confidently, accurately and with understanding.
- The extensive school grounds and forest school areas give pupils the opportunity to appreciate and understand the natural environment. They develop woodcraft skills, learn about plants and animals and become aware of the delicate balance of nature.
- The pupils feel well prepared for high school because of their good attitudes to learning and their good progress and achievement, particularly in reading and mathematics.

Early years provision

is good

- Children usually start in the Nursery with skills which are below typical expectations for their age in all areas of learning. They make good progress because of the strong emphasis the school puts on phonics and early writing skills. Although they make good progress, some children are still working below expectations when they enter the Reception classes but good progress continues, so on entry to Year 1 most have reached a good level of development.
- An increasing number of children enter the Nursery and Reception classes with poor speech and language skills but the percentage reaching a good level of development by the end of the early years has improved over the last three years and is above average.
- The good progress children make is readily seen in their 'learning journey' books which are full of examples of work, photographs and drawings and which provide a clear record of their progress.
- Activities are fun and engaging and are often based on children's own suggestions or linked to wider activities at school. During the inspection, children were preparing for the end of term teddy bears' picnic. This provided opportunities for writing invitations, using mathematics to measure ingredients for cakes and actually baking the cakes.
- Teachers plan together as a team. They know their children well and are able to develop their special interests and enthusiasms. The outdoor provision is especially well equipped to develop children's physical and creative skills. Children are able to learn about the natural environment from the log areas for mini beasts, planters, vegetable patch, mud kitchen, trim trail, water play areas and camouflaged den areas.
- Children develop good social skills in the stimulating and nurturing atmosphere. They have good attitudes to learning and their behaviour is good. They are happy to share resources, take turns and answer the many questions that adults put to them.
- The stimulating activities are further enriched by many visits; for example, to a Chinese restaurant, and visitors, such as the local police officer. Their understanding of other cultures is fostered through celebrating events such as Diwali.
- Parents are kept fully informed about what is happening at school. Parents regularly attend 'stay and play' sessions as well as events such as 'dads and grand-dads' reading afternoons'. The school invites parents in to learn about modern teaching methods such as phonics so that they are able to support their children's learning at home.
- Leaders ensure that all safeguarding and welfare requirements are met. These include first aid training for staff and comprehensive risk assessments.
- Leaders have good plans to further improve provision in the early years, recognising that more can be done to promote numeracy for all children but especially the most able and that a greater emphasis on handwriting skills is needed.

School details

Unique reference number	133326
Local authority	Stockport
Inspection number	10012202

This inspection 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	285
Appropriate authority	The governing body
Chair	Louise Skelhorn
Headteacher	Christine Meekley
Telephone number	0161 428 2476
Website	cheadleheathprimary.co.uk
Email address	headteacher@cheadleheath-pri.stockport.sch.uk
Date of previous inspection	23–24 April 2014

Information about this school

- Cheadle Heath is slightly larger than the average-sized primary school.
- The large majority of pupils come from White British backgrounds with few pupils who speak English as an additional language.
- The proportion of disadvantaged pupils supported through the pupil premium is just above average. The pupil premium supports pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils who have special educational needs and/or disabilities is average.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's current floor standards which set minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors observed teaching and learning in all classes, one of which was observed jointly with the headteacher.
- Inspectors held meetings with a group of Year 6 pupils and spoke to many other pupils informally at break and lunchtimes. They attended an assembly and saw part of the Year 6 performance of an extract from 'King Lear' on the second day of the inspection.
- Inspectors sampled work in pupils' books in all classes and across a range of subjects including English, mathematics, science and topic work.
- The inspectors listened to pupils reading in Years 1 and 6.
- Meetings were held with representatives from the governing body, including the chair, senior and middle leaders and the school improvement adviser from the local authority.
- Inspectors looked at a range of school documents. These included information relating to safeguarding and child protection, attendance and behaviour, development planning, subject planning, tracking information on pupils' progress, performance management systems and procedures for checking on the quality of teaching and learning.
- The views of staff were gained from 22 responses to the Ofsted questionnaire and from conversations during the inspection.
- Inspectors gained the views of parents from 76 responses to Parent View, the Ofsted online questionnaire and from meeting parents bringing their children to the Nursery teddy bears' picnic during the inspection.

Inspection team

Judith Straw, lead inspector	Ofsted Inspector
Doreen Davenport	Ofsted Inspector
David Blackburne	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

