

Cheadle Primary School

The Avenue, Cheadle, Stoke-on-Trent, Staffordshire ST10 1EN

Inspection dates

18–19 September 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- Cheadle Primary School has been through a period of turbulence since the last inspection. The overall effectiveness of the school has declined.
- Many pupils in key stage 2 have gaps in their knowledge and skills as a result of poor teaching over time.
- Activities are not always pitched at the correct level to address pupils' needs. The most able pupils are not challenged sufficiently.
- Pupils do not have enough opportunities to apply their skills. They are allowed to be passive in lessons and are not encouraged enough to be resilient when work gets harder.
- The quality of teaching varies across the school. Teachers do not identify and address pupils' misconceptions consistently well.
- In key stage 1, not enough thought has been given to helping pupils move on from phonics work to producing longer pieces of writing

The school has the following strengths

- Leaders are ambitious for the school to be the best it can be. The headteacher sets high expectations and there is now a strong focus on improvement.
- Staff are receiving support to develop their teaching and leadership skills. This is starting to have a positive effect on teaching.
- There is a consistent approach to the teaching of mathematics, which is already having an impact on the progress that pupils make in mathematics.
- Most parents say that their children enjoy school and make good progress.
- Children in the early years make good progress as a result of motivating teaching, strong leadership and exciting activities.
- Pupils behave well around the school. They take on roles of responsibility such as school councillors and ambassadors.
- Governors have a good understanding of the strengths and areas for improvement. They support and challenge leaders well.
- Safeguarding is effective. Children are well cared for and protected from harm.
- The broad curriculum addresses their needs.

Full report

What does the school need to do to improve further?

- Improve outcomes for all groups of pupils by ensuring that:
 - gaps in pupils' knowledge and skills are addressed consistently so that pupils make more rapid progress across all year groups, but especially at key stage 2
 - pupils in key stage 1 are supported more effectively to apply the skills they have learned in phonics as they progress to producing longer pieces of writing
- Improve the quality of teaching and learning so that it is consistently good or better across the school by ensuring that:
 - teachers offer pupils more opportunities to practise and apply their skills
 - teachers consistently use assessment information effectively to design activities that are more closely matched to pupils' abilities, particularly for the most able
 - teachers check pupils' understanding before moving on so that misconceptions are picked up and addressed quickly and learning time is not lost
 - pupils are supported to become more resilient in their learning so they do not give up when work is challenging

Inspection judgements

Effectiveness of leadership and management

Good

- Standards of attainment and rates of progress at the school have not been maintained since the previous inspection. Since her appointment, the headteacher's inspirational leadership has ensured that the school has been put firmly back on the road to improvement.
- The headteacher's strategic vision and determination have brought about improvements in many areas of the school, for example in the early years and in pupils' personal development, behaviour and welfare.
- While there is more work to be done to ensure that the quality of teaching is consistently good and outcomes for all pupils improve, there are signs of improvement in these areas.
- Leadership at all levels has been strengthened. There is now a cohesive and effective leadership team that works well to bring about the necessary improvements. Leaders are thriving in their roles as a result of effective support and training. They share the headteacher's high expectations.
- Teachers and other staff have benefited from a range of professional development which is starting to have an impact on the quality of teaching in, for example, mathematics and the early years. Leaders have an accurate view of the quality of teaching and next steps.
- The curriculum is well designed to ensure that pupils enjoy a broad range of subjects. Pupils say they love science and music. Residential trips allow pupils to take risks in a safe environment. The curriculum reflects the heritage of the local area and pupils are proud of this.
- The physical education (PE) and sport grant is used effectively to promote active lifestyles. Lunchtime supervisors have been trained to lead activities at lunchtime. Playground equipment encourages activity at breaks and lunchtime. A member of staff coordinates and supervises pupils who compete in competitions with local schools. Links with local secondary schools are strengthened through sport too.
- Leaders have ensured that additional funding such as the pupil premium grant and special educational needs funding is used effectively. Pupils' needs are now swiftly identified and appropriate support is put in place. Leaders evaluate the impact of interventions and revise them if necessary. As a result, disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities are starting to make better progress.
- The school promotes a strong sense of fairness and responsibility in pupils. They are polite and caring of each other. They learn about different cultures and religions through their topic work in history and geography. They read widely, which allows them to learn about the lives of others.
- Displays around the school demonstrate the school's commitment to the British values of justice, fairness and equality. Pupils are encouraged to value the diversity of people

and families. For example, a display celebrates the range of different families in the school – all different, all equal. In recognition of this commitment, the school has achieved an award as a Rights Respecting School from the United Nations.

Governance of the school

- Governors share the headteachers' drive and ambition for the school to be the best it can be. Governors have an accurate view of the strengths of the school and the areas that still need to improve. They carefully monitor the progress the school is making against the school development plan.
- Governors understand the expectations of their role. They receive effective support and training to develop their skills.
- Governors make good use of their expertise in their responsibilities for personnel management and finance. As a result, the school now has a much healthier, balanced budget and funds are used effectively to support pupils' learning.
- The governing body is determined to ensure that the school improves for the benefit of the pupils.
- Governors provide strong support for the headteacher, which is highly valued.

Safeguarding

- The arrangements for safeguarding are effective.
- Checks on staff, including safe recruitment procedures, are conducted rigorously.
- Leaders are tenacious in following up any concerns about children. They do not tolerate a lack of action on the part of external agencies and escalate issues with senior representatives of the local authority or the police when necessary.
- Leaders have ensured that staff keep up to date with the most recent guidance and legislation, including the 'Prevent' duty. Staff know the community well and have a good understanding of the specific safeguarding concerns that relate to the school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching across the school is variable.
- Tasks in lessons are not always pitched at the correct level for pupils' needs. Some pupils complete their work quickly because it is too easy then they have to wait for the teacher to tell them what to do before moving on. As a result, learning time is lost and pupils do not make the progress they should. Pupils are not supported effectively to develop resilience in their learning to help themselves.
- In some cases, the planned activity is too complicated and teachers' explanations of the learning objectives are unclear. As a result, pupils do not understand what they are expected to do. Some teachers do not check pupils' understanding thoroughly enough during the lesson. They do not intervene quickly enough to address pupils' misconceptions. When this happens, pupils can become quietly disengaged and they fall further behind their peers

- Pupils behave well in lessons. Learning is rarely disrupted through poor behaviour. However, pupils are sometimes passive in lessons and are not given enough opportunities to practise and apply their learning or develop the resilience to keep trying when work gets hard.
- It is clear that teachers have benefited from professional development to improve teaching in specific areas. For example, in mathematics there is a consistent approach to teaching which supports pupils' learning effectively. Pupils' books demonstrate progress in mathematical reasoning and problem-solving. Teachers have consistently high expectations of presentation in mathematics. As a result, pupils' work is neatly presented.
- Leaders ensure that teachers have up-to-date assessment information to identify pupils who have gaps in their knowledge. Leaders meet regularly with teachers to discuss pupils' needs and effective strategies to support them. This is having some impact on the quality of teaching. However, not all teachers use assessment information effectively to adapt their teaching for all pupils.
- The school has adopted a consistent approach to the teaching of synthetic phonics. Pupils learn the letters and their sounds effectively and do well in the phonics screening check. However, pupils are not well supported to move on to producing longer pieces of independent writing. Some pupils need more support to consolidate their learning. Other pupils can forget the basic skills of punctuation and grammar when they write at length and teachers do not always remind them of this. As a result, few pupils are able to demonstrate writing at the higher standard at key stage 1.
- Support staff are generally well deployed in lessons. They have good subject knowledge and support pupils well with careful questioning. In intervention groups, pupils who have SEN and/or disabilities are well supported to catch up with their peers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are well cared for and nurtured so that they are confident to share any worries and focus on their learning. The Treehouse provides a private area where pupils can talk to an adult if they need to, away from the busy playground.
- Pupils say that they feel safe in school. They know how to keep themselves safe, particularly online. Parents are also engaged in learning about safety. In a recent road safety event, parents were invited to participate by acting as marshals and checkpoint supervisors. Parents therefore heard the same safety messages as the pupils and were able to reinforce them at home. Pupils benefit from bike safety workshops, which encourage them to cycle to school and give them more independence.
- Older pupils take on roles of responsibility, including prefects, playground friends and ambassadors. Every class elects a representative onto the school council. This helps pupils to learn about democracy.
- Pupils and children in the early years know how to make healthy food choices. For example, they say that 'sweets will rot your teeth'. The school lunch provides pupils

with a range of healthy options such as fruit and water.

- Pupils say that bullying rarely happens and, if it does, adults sort it out quickly. There is a 'friendship stop' in the playground where pupils can go to make friends.

Behaviour

- The behaviour of pupils is good.
- Pupils come into school cheerfully in the morning. Staff on duty greet pupils and their families with a friendly smile. Older pupils have lockers, which encourages them to take responsibility for their belongings and to be more independent.
- Pupils behave well around the school and in lessons. At breaks and lunchtime, pupils are well supervised. They follow well-established routines which ensure smooth transitions back into lessons.
- Many pupils enjoy attending the breakfast club. They have healthy snacks and enjoy socialising with their friends. This encourages pupils to come to school on time and be ready to learn.
- Pupils say that they love learning. In the early years, children respond enthusiastically when the teacher asks if they like learning, 'Yes we do!' Older pupils say that they like science and mathematics. Many pupils are keen readers. They take part in a summer reading challenge and compete for rewards to read as many books as possible. Teachers encourage pupils to read more challenging books.
- The school has worked hard to promote equality and respect for all. Displays around school celebrate differences in families and religions. Pupils enjoy learning about other religions and say that everyone is treated fairly and equally in school.
- Pupils' attendance is now only slightly below the national average. The proportion of pupils with low attendance has increased this year. However, the school monitors attendance closely and works with parents to make sure that they understand the impact of absence on children's education. Despite this, some families take their children on holiday in term time.

Outcomes for pupils

Requires improvement

- The proportions of pupils reaching the expected and higher standard in reading, writing and mathematics at the end of key stage 2 have been well below the national average for the last three years. In 2018, there was some improvement in end of key stage attainment in reading, writing and mathematics combined, particularly for disadvantaged pupils. However, attainment remained below national averages.
- In 2017, pupils' attainment at the end of key stage 2 was below the national averages in reading, writing and mathematics at both the expected and the higher standard. Attainment in writing was significantly below the national average. In 2018, attainment improved in all three areas, but attainment in writing still lagged behind reading and mathematics.
- Progress as measured at the end of key stage 2 was also below the national average for reading, writing and mathematics in 2017. Progress in writing was significantly

below the national average. Progress in reading and mathematics improved in 2018 to be more in line with the national figure. However, despite some improvement, pupils' progress in writing remained well below the national figure.

- The proportion of pupils achieving the higher standard in reading, writing and mathematics at the end of key stage 2 in 2017 was below national averages. This improved slightly in 2018. Leaders have introduced a strategy to strengthen pupils' learning. Teaching is now structured around five stages of difficulty. Pupils are encouraged to choose the most appropriate challenge for their own knowledge, confidence and understanding. This approach is starting to have an impact on the proportion of current pupils working successfully at the higher standard, particularly in mathematics. However, in some lessons the work is not sufficiently challenging for the most able pupils and they do not make enough progress.
- Outcomes in the early years, Year 1 phonics and key stage 1 are at least in line the national figures and are sometimes above that. These outcomes reflect leaders' ambitious drive for improvement and the successful strategies for support and training staff.
- As a result of previous poor teaching, gaps remain in pupils' knowledge and skills in key stage 2. However, leaders are now tracking pupils' progress more effectively to ensure that teachers know where pupils' knowledge is still insecure. Work in pupils' books and lesson observations during inspection demonstrate that more of the current pupils are working at standards appropriate for their age, particularly in reading and mathematics. In the past, teachers' assessments of pupils' work have not been accurate. This has made it hard for the school to establish accurate baselines against which to measure pupils' progress. However, teachers have received support and training to moderate their judgements with other schools. As a result, assessments are now more accurate.
- Attainment for disadvantaged pupils in reading, writing and mathematics by the end of key stage 1 and 2 has been below the national averages for at least two years. However, the school's own assessment information indicates that the achievement of disadvantaged pupils currently in school now more closely matches that of their peers. Work in pupils' books confirms the school's judgements.
- Outcomes in the phonics screening check at the end of Year 1 have improved over the last three years and the proportion reaching the expected standard has been above the national average for the last two years. However, some pupils in key stage 1 struggle to move on from phonics practice to producing more extended writing because they need more practice to develop their skills. As a result, some pupils' writing in key stage 1 is not as well developed as it should be.
- Pupils who have SEN and/or disabilities have not made as much progress as their peers in the past because their needs have not been identified accurately. However, the school has recently introduced more effective systems to identify pupils' learning needs more speedily. Support from teaching assistants and other interventions are starting to have a beneficial impact on current pupils who have SEN and/or disabilities. As a result, they are making better progress.

Early years provision

Good

- Leadership of the early years is very effective. The early years leader knows the children well and has ensured that the environment is stimulating and exciting. As a result, children come to school enthusiastically and they are keen to learn.
- There is a good balance between adult-led activities and children's free choice. Routines are established quickly so that no learning time is lost. As a result, children move between activities calmly and develop their independence well. At the time of the inspection, some children had been in school for only a few days and yet they followed the routines and focused well on learning activities.
- Children in the early years make good progress. Exciting activities engage even the youngest children in learning. Teachers design appropriate activities to address children's needs, taking account of their starting points. During the inspection, children enjoyed a wide range of interesting learning activities designed around the theme of superheroes, linked to the class reading book. Activities included dressing up as a superhero and freeing a superhero mini-figure from a block of ice. Children discussed the best way to do this and what equipment they needed. Once decided, they set about finding the correct tools and enthusiastically chipped away at the ice until the superhero was free. The activity supported children's development in a number of ways, in terms of speech and language as well as how to work together to get a job done.
- Teachers make accurate assessments of where each child needs further support to help them develop rapidly. Staff receive regular training and support to improve their practice. For example, training was provided to help teachers and other adults understand how to reduce the differences between boys' and girls' rates of development. As a result, the gap between boys and girls achieving the expected standard for their age is closing. The proportion of children achieving at the expected standard has increased year on year for the last three years.
- Safeguarding in the early years is effective. Adults are vigilant and report any concerns promptly to ensure that all children are safe. Parents say that they are confident their children are safe and that there is always a member of staff available to speak to if they have any concerns.
- Engagement with parents is very effective. Parents are informed regularly about their child's progress through an online portal. Parents also use the portal to share comments or photographs of homework activities. Staff set simple, fun homework tasks for children to complete with their parents, such as finding leaves while going for a walk.
- Children behave well in both Nursery and Reception. They show respect and care for each other. They understand why it is important to follow the rules.

School details

Unique reference number	124076
Local authority	Staffordshire
Inspection number	10053168

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	The governing body
Chair	Peter Siddley
Headteacher	Deborah Breeze
Telephone number	01538 714890
Website	www.chedle-primary.staffs.sch.uk
Email address	headteacher@chedle-primary.staffs.sch.uk
Date of previous inspection	12–13 September 2011

Information about this school

- Cheadle Primary School is larger than the average-sized primary school.
- The majority of pupils are of white British heritage. Very few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for free school meals is slightly below the national average.
- The proportion of pupils who have SEN and/or disabilities, although increasing, is slightly below the national average.

Information about this inspection

- Cheadle Primary School was judged to be outstanding at its last inspection in 2011 and was therefore exempt from inspection. However, following a risk assessment which raised concerns about the standard of education, HMCI decided to schedule an inspection under Section 8 of the Education Act, which gives Ofsted the power to inspect any school where there are concerns about safeguarding, leadership or the standard of education.
- A range of evidence, such as published data, was analysed prior to the inspection to inform inspection activities. Information on the school's website was also considered.
- During inspection, a range of evidence was gathered through meetings, lesson observations and looking at pupils' work. Lesson observations of all classes took place, many of them jointly carried out with senior leaders. Inspectors met with the headteacher and other senior leaders, governors, pupils and staff.
- Parents' views were gathered at the start of each day as they dropped off their children. Inspectors also took account of 11 responses to Ofsted's online questionnaire, Parent View.
- Inspectors looked at a range of documents during the inspection, including assessment and attendance records, minutes of governing body meetings, safeguarding documentation and leaders' monitoring records.

Inspection team

Jane Spilsbury, lead inspector	Her Majesty's Inspector
Patrick Amieli	Ofsted Inspector
Pamela Matty	Ofsted Inspector
Jo Knowles	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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