



Cheadle Catholic Junior School

Inspection Report

Unique Reference Number 106112
LEA Stockport
Inspection number 277490
Inspection dates 7 November 2005 to 8 November 2005
Reporting inspector Mrs Anna Dawson CfBT Lead Inspector

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

Type of school	Primary	School address	Conway Road
School category	Voluntary aided		Cheadle Hulme
Age range of pupils	7 to 11		Cheadle, Cheshire SK8 6DB
Gender of pupils	Mixed	Telephone number	0161 485 3754
Number on roll	342	Fax number	0161 482 8106
Appropriate authority	The governing body	Chair of governors	Mrs E Rice
Date of previous inspection	27 March 2000	Headteacher	Mrs C Robinson

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Introduction

The inspection was carried out by 3 additional inspectors.

Description of the school

This is a larger than average urban school. Most pupils come from relatively advantaged social backgrounds. Few pupils are from minority ethnic backgrounds. Some are learning English as an additional language. Nearly 16 per cent of pupils have learning difficulties and/or disabilities. There are a few pupils in the care of the local authority. The school is working towards The Healthy Schools Award. There has been a change of headship since the last inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. The school's self-evaluation mostly agrees with the inspectors' judgements. The inspectors give a greater weighting to pupils' personal development and well-being and the curriculum than the school's self-evaluation. Standards are significantly above average and pupils make good progress in English, mathematics and science. The pupils' personal development is outstanding. Behaviour is exemplary. Pupils are confident, relate very well to their teachers and each other and enjoy learning. The curriculum is outstanding and enriches the pupils' learning very well. Pupils are taught well, particularly in the basic skills of reading, writing and mathematics. In information and communication technology (ICT), although the pupils are attaining at the expected levels, higher attainment is limited by the available resources. The school cares equally well for all its pupils. Equality of opportunity in accessing all that the school provides for pupils is excellent. The provision for pupils with learning difficulties and/or disabilities is particularly good. Leadership and management are good overall. The headteacher and deputy head provide outstanding leadership and work well with staff and governors to move the school forward. The governors are very knowledgeable and provide good support for the school. The governors are aware that some classrooms are cramped but there are constraints on external funding. The school has improved well since the last inspection and has good capacity to improve further. The school provides good value for money.

What the school should do to improve further

- Improve the resources for ICT, so that pupils are able to use their skills more effectively in subjects.
- Work towards improving the accommodation.

Achievement and standards

Grade: 2

Pupils enter with above average standards and make good progress. Nearly all pupils attain at the expected levels. In the 2005 Year 6 national tests, pupils' did well, particularly in science. English standards were better than mathematics. A number of pupils were very close to attaining at the higher Level 5 in mathematics. The school has made a careful analysis of strengths and weaknesses in mathematics and effective strategies are in place across the school to improve pupils' performance. Targets are challenging and realistic and, for the most part, are met or exceeded. Over the last three years, the school shows a trend for improvement in English, mathematics and science, particularly in pupils attaining at the higher than expected Level 5. In English, the school's drive to improve writing skills has paid dividends. 52% of pupils attained Level 5 in 2005, which represents a 20% increase from 2004. Science is a strength; in 2005, two-thirds of pupils attained at Level 5. Limited ICT resources impact on further development of pupils' ICT capability. Because of the extremely good support for the pupils with learning difficulties and/or disabilities, these pupils make good, and some

make very good, progress towards their targets. Those pupils identified as gifted or talented make the progress they should because the school is increasingly meeting their needs well.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are exemplary in many regards. The school's outstanding provision for spiritual, moral, social and cultural development ensures that pupils develop into well rounded, thoughtful and considerate young citizens in keeping with the Catholic ethos of the school. Good attendance rates and excellent enthusiasm for learning make a very good contribution to progress. Pupils enjoy school life to the full and are keen to work hard and do their best. They enjoy all school activities, including lessons and extra-curricular clubs. Attitudes and behaviour are outstanding. Pupils take responsibility for their actions. The school has acted in consultation with the pupils and parents and introduced a system of rewards and 'golden rules'. These are well understood.

Pupils respond particularly well to school's encouragement to adopt healthy lifestyles. Pupils are well prepared for their future and economic well-being. Good opportunities in the curriculum help them to learn about the world of work. The school council is firmly established and enables pupils to develop a sense of community. There are many chances for pupils to take responsibility. For instance, Year 6 pupils act as receptionists, under supervision. Pupils demonstrate responsibility towards the wider community through their fundraising for charities. They recognise that we all belong to a global community. Discussions reveal their deep concern for people suffering the effects of worldwide events.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because teaching and learning are good. Strong relationships and high expectations set the scene and pupils develop skills and knowledge at a good rate. Effective lesson planning and good knowledge of the subjects taught underpin the teaching. Classrooms are attractive and interesting places in which pupils enjoy their learning. There is good provision for literacy and numeracy and satisfactory provision for ICT. Teachers are finding their interactive whiteboards an invaluable aid to assist pupils' learning. Teachers regularly assess how well pupils are doing and use the information to set challenging targets for individuals and groups. Planning is flexible so that a topic can be revisited if they consider that pupils need more help. Teachers encourage parents to work in partnership with the school to support their children's learning. Resources are generally well deployed. However, the accommodation in the mobile classrooms is too small for the numbers of pupils.

The quality of marking of pupils' work is good. It indicates how well pupils are doing and how to improve their work. The recent focus on improving writing has had a positive impact as seen in pupils' work and test results. In a literacy lesson for pupils in Year 3, their creative writing was interesting to read and very neatly presented. Teaching assistants are deployed well and provide a very good level of support for pupils with specific learning needs and/or disabilities.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It includes excellent opportunities for pupils to sing, play a musical instrument and learn French or German. A very good programme of personal, social and health education successfully develops pupils' knowledge of relationships and citizenship. Good efforts are made to link subjects for economic awareness. For example, pupils in Year 5 compared and contrasted the social conditions in Victorian times with their own experiences of life. Year 6 pupils enjoyed their involvement in a mock trial at the Magistrates' Court and, subsequently, improved their understanding of citizenship. The school provides a wide range of popular, well attended extra-curricular activities, including science and chess clubs. Many pupils confirmed their interest in learning Italian, participating in drama and a range of sporting activities. The curriculum is enriched successfully with visits out of school and visitors into school as seen during the inspection when pupils took part in a drama workshop led by a visiting specialist.

Care, guidance and support

Grade: 2

The school provides good care, advice and support for pupils. Learners feel valued and well cared for. A typical pupil comment to inspectors was 'Teachers are like your family, they protect you and make you feel safe'. Staff are highly committed to promoting the health and safety of pupils with careful risk assessments. There are good arrangements for child protection. Vulnerable pupils are identified early. Good arrangements ensure they are not disadvantaged in their learning. Staff are good role models for pupils and provide effective day-to-day support and guidance in learning. The school works closely with parents and other agencies to ensure that learners make good progress. New pupils to the school settle in quickly to the learning routines. Several 'buddies' from Year 6 befriend new pupils in Year 3 and this contributes to the family ethos and the school's promotion of very good relationships. Guidance about secondary school education and what to expect, is very good.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and deputy head provide outstanding leadership and clear direction for the school. There is high quality teamwork from the senior leadership to improve standards and provide a broad and stimulating

curriculum. Equality of opportunity is outstanding. Good use is made of resources to employ specialist staff for music, drama and physical education to enhance pupils' learning. The school's management systems work smoothly and self-evaluation is mostly accurate. Teachers carry out their management responsibilities well and benefit from professional development courses to improve their expertise. Teachers' performance management targets are linked effectively to the school priorities for development. For example, performance data is carefully analysed to check pupils' progress and identify where interventions are necessary so pupils reach their potential. The governors, pupils and parents are involved successfully in the life and work of the school. Parents are supportive of the school and of their children's work at home. The school is working towards addressing parents' concerns about communication. Governors undertake their responsibilities for different aspects of school work and subjects seriously. The governors regularly review the work of the school and provide very good support to ensure high standards are maintained. They monitor the school's progress towards its targets successfully. In this way, governors gain an accurate picture of the school's strengths and its priorities for development.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming us to your school, we enjoyed our visit and were pleased to talk to so many of you about your work and school. What we particularly liked about your school is that:

- the teachers work hard to make learning enjoyable and ensure that you do well by the time you reach the end of Year 6
- your behaviour is exemplary and you are extremely keen to learn and find out new things
- the curriculum is greatly enriched, as you told us, by the popular extra-curricular activities and extra events and trips to the locality
- staff care for you all equally well. Your parents' questionnaires and letters tell us that they agree with this view
- the leadership of the headteacher and deputy head is outstanding and everyone, including the governors, is committed to doing their best for you.

To make your school even better we have asked:

- for more computers in the school so you can learn and practise your skills at a faster rate
- the governors and the headteacher to work towards improving the school building.