

# Cheetwood Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105461
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	308860
<b>Inspection date</b>	8 May 2008
<b>Reporting inspector</b>	Arif Hussain

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>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev H Martin
<b>Headteacher</b>	Mrs B Oxton
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	Waterloo Road Cheetham Manchester Lancashire M8 8EJ
<b>Telephone number</b>	0161 8342104
<b>Fax number</b>	0161 8342104

---

<b>Age group</b>	3-11
<b>Inspection date</b>	8 May 2008
<b>Inspection number</b>	308860

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards; personal development; care, guidance and support; teaching and the quality of leadership and management at all levels. Evidence was gathered from the school's self-evaluation form (SEF), nationally published assessment data, the school's own assessment records, school policies and observations of the school at work, including visits to lessons and analysis of parents' questionnaires. Discussions were also held with staff, members of the governing body, pupils, and a local authority adviser. Other aspects of the school's work were not investigated in detail. Inspectors found no evidence to suggest that the school's own evaluations, as given in its self-evaluation form (SEF), were not justified and these have been included where appropriate in the report.

## Description of the school

This average sized school lies very close to Manchester city centre. Nearly all of the pupils are from minority ethnic groups and have English as an additional language. Around a third of the pupils are at the early stages of English language acquisition. Children's skills on entry to the Foundation Stage are very low. The percentage of pupils with learning difficulties and/or disabilities is above average. Nearly half of the pupils are entitled to free school meals. The school has the Artsmark Gold Award, the Activemark for physical education, the National Healthy Schools Award and the Manchester Local Authority Gold Award for Inclusion.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Cheetwood is a good school. Personal development is nurtured very well and this results in some outstanding outcomes. The school promotes good relationships very effectively and this is reflected in exceptional racial harmony between pupils. Representative views from parents include, 'There is always a good atmosphere at the school and I wouldn't want my children at any other school.' The school's success is underpinned by particularly effective relationships with the community. For instance, there are very effective links with the local authority regarding school development.

Pupils achieve well across the school because the quality of teaching and learning is good. Results at the end of Key Stage 1 have improved markedly during recent years and in 2007, were broadly average, representing good progress. Although the standards reached by Year 6 pupils dipped in 2007, especially in English, the achievement of those pupils in relation to their prior attainment was good. School records and work seen during the inspection suggest that pupils in the current Year 6 are on target to perform better in English. Overall, standards in Key Stage 2 are below average, with English and mathematics better than science. Again, this represents good achievement. Excellent support for pupils for whom English is an additional language and also for pupils with learning difficulties and/or disabilities ensures that these groups progress as well as others.

Teaching is good because staff spend much time considering how best to interest and motivate their pupils to ensure they learn effectively. Strong features of teaching include the emphasis on developing self-confidence, presentation that captures pupils' interest, and lessons that move along quickly. Teachers motivate pupils well and so they work hard. There are always sufficient opportunities for pupils to evaluate their own work. Consequently, pupils are engaged in learning and achieve well. Teaching and support assistants are always very active, making an excellent contribution to the success of lessons. All these typical characteristics of teaching were seen in an outstanding English lesson. Pupils took turns to sit in front of the class and answer questions about the character they chose to role play, and later write about, from Little Red Riding Hood. Assessment and marking of work are good. The information collected is well used to monitor progress and set challenging learning targets.

Care, guidance and support are good and this ensures that personal development is strong. Pupils mature quickly and are very polite and well mannered. Spiritual, moral, social and cultural development is outstanding. For example, in a discussion about poverty, representative views included, 'There are always people worse off than you, so we should think about people who need help or a bit of kindness.' Attitudes to learning and behaviour are exceptional. The school's good curriculum makes a significant contribution to pupils' personal development. Pupils adopt healthy lifestyles particularly well through the Healthy Schools initiative and there is a very high level of participation in activities such as cheerleading, football and judo. Pupils feel safe and free from bullying. Pupils' contribution to the community is outstanding. The school council is very impressive and has helped to bring about several school improvements. Monitors and playground buddies do splendid work for the school. Attendance is satisfactory. The school actively discourages holidays in term time and is doing everything possible to raise attendance.

Leadership and management are good. The new headteacher provides excellent leadership. Her determination and clear sense of direction have ensured that the school has stayed on track following a period where the turnover of senior leaders and managers has been extremely

high. To the school's credit, achievement has remained good during this very difficult time. However, more time is needed for the new leadership and management structures to embed, especially at middle management level before everyone is as effective as possible. The school knows its strengths and weaknesses and self-evaluation is broadly accurate. The school is increasingly evaluating standards more effectively, but acknowledges that it needs to do more to raise standards, particularly in science at the end of Key Stage 2.

Governors are supportive and hold the school to account well. They have taken positive actions to ensure that the rich diversity of minority ethnic groups in the community is represented amongst staff and the governing body. The school's capacity for further improvement is good. In view of the strong outcomes across the school in terms of achievement and personal development, value for money is good.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children enter the Foundation Stage with skills much lower than typical of children this age, especially in language development and in their readiness for learning. Many do not speak English as their first language. Many also have learning difficulties and/or disabilities. Despite these barriers, children make good progress by the time they leave Reception, especially in mathematics, in their attitudes towards learning and independence. Teachers and support staff work well together. Their encouraging approach ensures that the children feel safe, are unafraid to try things and develop their confidence in learning. Teaching is good and there are lots of practical activities on offer for children to enjoy through a stimulating curriculum. For example, a good lesson in the Reception class had many well planned opportunities to develop the children's communication and language skills as they learnt about how a pizza is made. All of the children thoroughly enjoyed looking at, touching and smelling ingredients such as mushrooms, tomatoes and peppers and could hardly wait for the next lesson where they will continue their story about The Red Hen making Pizza. The impact of strong leadership can be seen in the increasing progress in the children's language development.

## **What the school should do to improve further**

- Fully embed the new management structures to ensure that there is more opportunity for leadership, especially at middle management level.
- Raise standards in science at the end of Key Stage 2.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



---

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for making the inspectors so welcome at your school and for all your help during the inspection. We enjoyed talking with you and learning about your school. This letter is to tell you about what we found out about your school. Your parents say that Cheetwood is a good school with some fantastic things about it and we agree.

Your attitudes towards learning and behaviour are excellent. You have a really good understanding about how to lead a healthy life. You also know what you have to do in order to stay safe. What a great contribution you make to your community! We were impressed by the monitors, buddies and school council. You all play a part in making the school a happy place. Well done! The inspectors are amazed at how well you all get on together. I know that the school recently made some posters about respect and I was really pleased to watch your assembly about how well disabled people do in sport. I thought your questions about achieving things when everything seems to be against you were brilliant!

You are taught well and obviously enjoy learning. We are very pleased to see that you are getting on well with your work and you make good progress. The curriculum is good because there are lots of chances for you to learn about so many different things. The school looks after you really well and helps you to learn.

Your school is in good hands. The headteacher, staff and governors are working very hard to make sure you carry on doing well. I know that there have been a lot of staff changes recently. I have asked the school to make sure that those teachers who have responsibilities for particular subjects manage them even better. I have also asked the school to try and improve the standards you reach in science. You can help the school with these things by carrying on working hard and doing your best.

Once again, thank you for the welcome you gave us, it made our visit really enjoyable.