Cheetham CofE Community School

Inspection report

Unique Reference Number	105499
Local Authority	Manchester
Inspection number	336503
Inspection dates	28–29 September 2009
Reporting inspector	Julie Price Grimshaw

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Mrs M Upton
Headteacher	Mr P Barnes
Date of previous school inspection	5 November 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' work, improvement planning, a range of policy documents, national published assessment data and the school's own data. Inspectors also analysed 148 parental questionnaires as well as a number of questionnaires completed by staff and pupils

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of recent changes to staffing on the quality of provision and outcomes for pupils
- the effectiveness of the school's work within the local community
- how well the school meets the needs of its ethnically diverse pupil population, including support for those pupils who speak a home language other than English.

Information about the school

This is a larger than average school situated within a few miles of Manchester city centre. The proportion of pupils entitled to free school meals is well above the national average. A very large majority of pupils are from minority ethnic backgrounds, including Pakistani, North African, Malay and Indonesian heritages. Approximately 98% of pupils speak a home language other than English, the main languages being Urdu, Punjabi, Arabic and Malay. There is provision for the Early Years Foundation Stage in the Nursery and Reception classes. The school holds a number of awards including Healthy Schools and the Eco Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?	**1**
The school's capacity for sustained improvement	**1**

Main findings

This outstanding school is held in very high esteem by the local community, which it serves exceptionally well. Pupils enjoy their learning tremendously and are keen to share their enthusiasm for their school with visitors. Pupils' behaviour is exemplary, both in the classroom and around the school, and they show much respect for adults and for each other. Their spiritual, moral, social and cultural development is excellent, as demonstrated, for example, by their extensive knowledge of faiths and cultures. Pupils from all backgrounds get on extremely well and enjoy collaborating, both in work and play. These outstanding elements of their personal development are due in part to the school's extensive involvement in a range of international projects that broaden pupils' knowledge, experience and understanding.

Pupils make good progress overall and reach broadly average standards. There is little difference in the achievement of different groups within the school. Pupils with special educational needs and/or disabilities make at least good progress, and some make outstanding progress, due to the high quality of support provided by all staff. Support for pupils who speak a home language other than English is a key strength of the school's work, and the linguistic skills of the staff ensure that the needs of all pupils are fully met in this respect. Excellent quality pastoral care means that pupils feel safe, secure and happy in the school, as shown in comments such as, 'all the adults want to help us and look after us, and they make sure we are happy'.

Good quality teaching and an outstanding curriculum help to ensure that pupils are fully engaged in their learning and progress well during their time at school. The rate of progress, however, is not always even, and, although pupils make rapid progress in the majority of year groups, there are a few instances at which their progress slows down. This is because the work set for pupils, particularly the most able, is not always challenging enough. The school has very good systems for assessing and tracking pupils' progress, but slight delays in acting upon this information when pupils move up through the school mean that the expectations of staff are not always sufficiently high.

The inspirational leadership of the headteacher is one of the main factors in the school's success. Together with other school leaders, he has worked with great success in communicating his vision of a remarkably cohesive school community to all staff. The school has experienced significant disruption to staffing over recent years, due partly to staff illness and teachers moving to promoted posts in other schools. This situation has been skilfully managed to ensure that any potential disruption to pupils' learning has been minimised. The school has made exceptional improvements since the previous inspection. These include improving its overall effectiveness from good to outstanding and similarly improving the quality of the Early Years Foundation Stage and the

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effectiveness of its commitment to equality of opportunity. In addition it has sustained outstanding performance in other key outcomes, such as behaviour, and has improved the quality of provision significantly in teaching, the curriculum and care, guidance and support. This track record, combined with a relentless drive for continuous development and accurate self-evaluation, means that the school has outstanding capacity for further improvement.

What does the school need to do to improve further?

- Accelerate pupils' progress by establishing a consistent approach to ensuring that all, particularly the most able, are always sufficiently challenged

Outcomes for individuals and groups of pupils 1

Visitors to the school are consistently impressed by the very warm welcome that they receive from happy, smiling pupils. Excellent manners and courtesy are a normal part of their everyday behaviour; for example, pupils hold doors open for each other and are rewarded with a 'thank you' and a smile. They have an outstanding knowledge of health-related issues, as demonstrated by a group of Year 2 pupils who explained very clearly the functions of the heart and the importance of taking measures to maintain a healthy heart. Pupils take pride in contributing to their school community and relish the opportunity to take on responsibilities. They feel that they are fully involved in making decisions about their school and know that any suggestions or ideas they may have will be considered by staff. Over time, they build confidence and self-esteem and are keen to share their views with adults. They are rightly proud of their efforts in raising funds for local, national and international charities.

Attainment is average, with evidence of improvement in mathematics , particularly notable in recent months. Science is a strength, and strategies to improve pupils' reading and writing are now showing signs of success; in literacy lessons observed during the inspection, pupils made consistently good progress. From pupils' starting points, this represents good achievement over time. Pupils are competent in the use of information and communication technology. Evidence of high quality teamwork can be seen in every classroom, as well as in the playground. Attendance is average overall. The majority of pupils respond well to the school's efforts to encourage high attendance. Nevertheless, a small minority of families take extended leave abroad and this can impact on the progress made by their children.

The school's outstanding promotion of cultural development, evident in the excellent displays all around the building, leads to pupils having an exceptional knowledge of many faiths and cultures. This knowledge is practical as well as theoretical, as shown in an outstanding session on West African drumming observed during the inspection. Pupils of different faiths work very happily alongside each other and demonstrate respect and consideration.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning Taking into account: Pupils' attainment[1]	**2** 3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	**1**
Pupils' behaviour	**1**
The extent to which pupils adopt healthy lifestyles	**1**
The extent to which pupils contribute to the school and wider community	**1**
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance[1]	**2** 3
The extent of pupils' spiritual, moral, social and cultural development	**1**

How effective is the provision?

The quality of teaching has improved since the last inspection and is now good. Excellent relationships are evident in all classrooms. Teachers have good subject knowledge and plan learning well. Lessons typically move along at a brisk pace and feature a range of interesting activities for pupils. The quality of assessment has also improved over the last few years and most teachers provide very good quality feedback that helps pupils to extend their learning. Occasionally, information on the progress and ability of individual pupils is not used as effectively as possible when setting work. As a result, in a few classes the work set is not always challenging enough to secure the most rapid progress, particularly for the most able.

Because the school values each individual pupil, all are cared for exceptionally well. Support staff work very effectively alongside teachers and visiting staff. Pupils know exactly where they can go to gain advice and guidance on any issue.

The curriculum provides many and varied opportunities for pupils' personal and academic development. The school is at the forefront of successful, innovative curriculum initiatives to promote pupils' awareness of the wider international dimension. It promotes curiosity and inquisitiveness, as well as being a key factor in pupils' outstanding cultural and social development. One group spoke with excitement when describing a classroom activity exploring discrimination, commenting that 'we know why racism is a really bad thing – it makes people unhappy, and that doesn't make any

[1] The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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sense'. Links between subjects are extremely effective in developing speech and language skills. Pupils enjoy their studies of Arabic and Mandarin. A wealth of activities outside the classroom makes an excellent contribution to pupils' learning; these include a wide range of sports, tai chi, karate, and musical ensembles, such as the steel pan band. Pupils gain a great deal from international visits, including trips to China, particularly in terms of their personal development.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	**2** 2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	**1**
The effectiveness of care, guidance and support	**1**

How effective are leadership and management?

Over recent years the school has taken on a relatively high proportion of new staff. They are welcomed onto the team and quickly become aware of the senior leaders' vision for the school. Newly qualified teachers speak with enthusiasm about the high quality of support they receive from leaders and managers at all levels, and particularly appreciate the fact that their views are valued. The school works extremely well to develop the skills of its staff, who are keen to take full advantage of the excellent opportunities provided for them, such as the chance to carry out international work. Teaching and learning are well managed, and monitoring ensures that senior staff are fully aware of aspects that require further development. Governors are committed and knowledgeable, carrying out their role with skill and sensitivity. All staff contribute to evaluating the school's work, which helps to ensure that there is a strong corporate approach to school improvement.

The promotion of community cohesion is outstanding and underpins all aspects of the school's work. Partnerships with parents are highly effective and the school carries out much valuable work within the local community, including hosting classes and workshops for parents. Procedures for safeguarding pupils are exemplary; the school goes well beyond its statutory responsibilities, for example, by working successfully to promote safeguarding and child protection amongst groups in the local community. The school carries out some excellent collaborative work with a very wide range of external agencies, including British and international schools, local authority support workers and health professionals, artists, musicians and representatives from faith communities. The promotion of equal opportunities is at the heart of the school's mission, and, consequently, it is a happy and vibrant multicultural learning community where all pupils thrive.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	**1**
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	**2**
The effectiveness of the school's engagement with parents and carers	**1**
The effectiveness of partnerships in promoting learning and well-being	**1**
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	**1**
The effectiveness of safeguarding procedures	**1**
The effectiveness with which the school promotes community cohesion	**1**
The effectiveness with which the school deploys resources to achieve value for money	**1**

Early Years Foundation Stage

The school's excellent relationships with the local community are a key factor in ensuring that children get off to the best possible start in this safe and supportive environment. The majority of children enter the Nursery with skills well below typical age-related expectations, particularly in their use of language. Staff gather information on new entrants to the Nursery prior to their arrival, including the home language spoken by the child's family. As a result, the school can allocate staff to home visits according to their expertise in particular languages. This is much appreciated by parents, who say that this friendly approach helps them to quickly establish effective partnerships with the school so that they can play an active part in supporting their children's learning. High quality support in language development continues to play an important part in building children's skills as they move through the Early Years Foundation Stage. Staff carry out regular observations of children's learning and use this information very effectively to tailor tasks and activities for individuals. Staff are very skilful in providing support, knowing when to allow children to take the lead in their own learning and when to intervene in order to accelerate progress.

The Early Years Foundation Stage is exceptionally well led, ensuring that all staff work extremely well together as a team. Improvement planning is of exemplary quality. Children's progress is very accurately assessed and staff meet together on a regular basis to review learning and plan personalised activities for the children. As a result, children make outstanding progress, with attainment for many being close to average by the time they enter Year 1. In the Early Years Foundation Stage, they learn the fundamental skills such as sharing, listening and caring for each other that form the basis for their outstanding personal development throughout the school.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage Taking into account:	**1**
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Over one third of parents and carers returned the questionnaires distributed prior to the inspection. Almost all of these were entirely positive, praising the work of the school and its role in the local community, and this accurately reflects the inspection findings. Most questionnaires did not include written comments, but those that did indicated a very high level of satisfaction with the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheetham CofE Community School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 148 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	69	43	29	1	1	0	0
The school keeps my child safe	100	68	48	32	0	0	0	0
The school informs me about my child's progress	81	55	63	43	4	3	0	0
My child is making enough progress at this school	70	47	67	45	8	5	2	1
The teaching is good at this school	78	53	64	43	6	4	0	0
The school helps me to support my child's learning	69	47	73	49	4	3	1	1
The school helps my child to have a healthy lifestyle	80	54	60	41	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	66	45	76	51	2	1	1	1
The school meets my child's particular needs	64	43	73	49	8	5	0	0
The school deals effectively with unacceptable behaviour	77	52	66	45	3	2	0	0
The school takes account of my suggestions and concerns	63	43	73	49	9	6	0	0
The school is led and managed effectively	77	52	66	45	4	3	0	0
Overall, I am happy with my child's experience at this school	87	59	55	37	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An oustanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	**Outstanding**	**Good**	**Satisfactory**	**Inadequate**
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

Inspection of Cheetham CofE Community School, Manchester, M8 9FR

As you know, I visited your school recently together with three other inspectors so that we could find out how well you are doing. I would like to thank you for making us feel so welcome and for sharing your views with us. I would also like to share our main findings with you.

You told us that you think your school is 'excellent' and we agree with you. Cheetham CE Community is an outstanding school. We were absolutely thrilled with your behaviour; you were so polite and courteous, not just to us but to each other too! As we were walking around, we were pleased that so many of you approached us to tell us what you liked best about your school. You said that everyone was kind and helpful, and that the staff always try to make learning fun for you. We could see that this was true as we went into your classrooms, and also as we watched you play. You work very well in lessons and make good progress during your time at school, but we think that sometimes the work you are given might be a little too easy for you. We have suggested that the staff keep a close watch on this, so that each one of you is always given work that helps you to make the best possible progress.

We will have so many happy memories of our visit to your school. I enjoyed watching you practise your tai chi in the morning and I thought that your African drumming was fantastic. You know so much about lots of different countries and religions – in fact, you know more about these things than many adults! All of this knowledge will be very useful to you as you get older and move on to your next school.

We know that your headteacher and all of the staff want you to do as well as possible. You have an important part to play here, so don't forget to let your teachers know if the work is too easy! We are delighted that you are proud to be pupils of Cheetham CE Community School and wish you well in the future.

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