

Cadishead Primary School

Inspection report

Unique Reference Number	131008
Local Authority	Salford
Inspection number	341081
Inspection dates	19–20 July 2010
Reporting inspector	Suzi Clipson-Boyles

This inspection of the school 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	326
Appropriate authority	The governing body
Chair	Mr D Ollerenshaw
Headteacher	Mr M Gaskill
Date of previous school inspection	22 May 2007
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Introduction

This inspection was carried out by three additional inspectors. They saw 14 lessons and an assembly. Inspectors observed 12 teachers and 11 teaching assistants. Two shorter visits were also made to each classroom to look at pupils' work and behaviour.

Inspectors observed special end-of-term activities such as the leavers' assembly rehearsal and the Early Years Foundation Stage graduation picnic. They held discussions with parents and carers, groups of pupils, the Chair of the Governing Body and staff. They also looked at a range of documentation, including pupils' work and progress reports, assessment information, policies and plans for improvement. Inspectors read and analysed 94 questionnaires from pupils, 60 from parents and carers and 24 from staff.

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

- the levels of challenge for pupils of higher ability
- the teaching, learning and coordination of science
- the effectiveness of provision for pupils with special educational needs and/or disabilities
- the extent to which pupils evaluate and improve their own work.

Information about the school

The school is larger than the average primary school and has 12 classes. The vast majority of pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is higher than nationally. Since the last inspection, an exceptionally large number of teaching staff has been replaced, due mostly to promotion to leadership roles in other schools. The school has recently been awarded the Quality Mark for Basic Skills, the Activemark for physical education and the ICT Mark (for information and communication technology). There is a Sure Start children's centre on site that provides before- and after-school care. This is subject to a separate inspection by Ofsted.

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?

2

The school's capacity for sustained improvement

2

Main findings

Cadishead Primary is a good school where pupils enjoy learning and make good progress. Pupils say they feel safe in school and they have an excellent understanding of health and safety issues. Some areas of their development are outstanding, in particular their thorough understanding of healthy lifestyles and the excellent ways they contribute to the school and local communities. Pupils develop good skills needed for their future working lives, such as skills in ICT, team planning and problem solving. Attendance has improved steadily and is now above the national average.

Attainment in science has fallen since the last inspection from well above average to average, but in English and mathematics test results have been gradually rising. Attainment by the end of Year 6 is average overall. This reflects good learning and progress because many, though not all, children are below the levels expected for their age when they first start in Nursery. Such good achievement is due to consistently effective teaching and an interesting curriculum. Teachers ensure that lessons are fun and all pupils are learning well. Pupils with special educational needs and/or disabilities are identified quickly and support is provided to help them make good progress. Pupils who are capable of reaching higher levels are provided for well in lessons, particularly in English and mathematics. As a result, the percentage of Year 6 pupils attaining Level 5 in English and mathematics this year has risen considerably. However, in Key Stage 1 teachers do not always provide challenging tasks for pupils as soon as required to move learning on. The care, guidance and support provided by the staff is outstanding and is a significant strength of this inclusive school. Each pupil is known very well by the adults who are extremely responsive to all types of social and academic individual needs. The school's strategies to ensure that there is no discrimination are outstanding.

The school is well led and managed. The monitoring of teaching and learning is very rigorous and highly effective. Teachers are very well supported in developing new skills when required. Good teaching has been maintained, despite the considerable turnover of staff during the past three years. Partnerships between home and school are excellent and parents and carers feel valued and involved in school life. The senior leadership team evaluates the school's effectiveness continuously and accurately so that weaker aspects can be swiftly tackled. Other staff, governors, pupils, parents and carers are also involved in this process which means there is a good shared understanding of the school's development. Each year there is a focused plan to target priority areas. The much improved progress children make in Nursery and Reception is one example of better outcomes. These effective approaches mean that the school's capacity to improve is good.

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What does the school need to do to improve further?

- During the next academic year, raise attainment in science to previous high levels and sustain it by:
 - ensuring that all areas required by the National Curriculum are taught in sufficient depth in all year groups
 - planning learning at different levels so that all pupils are making maximum progress according to their ability
 - applying the same approaches to marking and assessment that are currently used successfully in English and mathematics.
- Ensure that in Key Stage 1 pupils' learning is always moved on as quickly as it should be by providing challenging enough tasks to pupils when required.

Outcomes for individuals and groups of pupils

2

All pupils throughout the school, including those with special educational needs and/or disabilities, enjoy their lessons and make good progress. They are keen to embrace new experiences and they have positive attitudes to learning. Their behaviour is welcoming and positive, although a very small minority of pupils were rather rowdy in corridors at lunchtimes during the inspection. Many pupils enjoy taking on roles and responsibilities around the school. It was particularly impressive to see Year 6 pupils taking care of some of the very young children at lunchtime. Inspectors saw many examples of good concentration and sustained independent learning in lessons. They also saw pupils working sensibly and cooperatively in groups and pairs. In Key Stage 2 pupils are particularly good at evaluating their own work so they can focus on what needs to improve next.

In Key Stage 1 all pupils make good progress, though at times in lessons a small number are capable of moving on faster in their learning. Many children start in Nursery at levels that are lower than those expected for their age. They make good progress so that by the end of Year 6 they have reached the national average levels. This picture of attainment is getting stronger each year in English and mathematics, and these subjects are starting to rise to slightly-above-average levels. Pupils apply their skills well across the curriculum and in other enterprising activities. While attainment in science was at the national average level this year, in the past it has been significantly higher. Attendance is now above average. Pupils' excellent understanding of healthy lifestyles is very evident across the school. They talk knowledgeably about healthy foods, the value of exercise and the dangers of smoking.

These are the grades for pupils' outcomes

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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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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	2
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is consistently good throughout the school and this leads to positive attitudes, good behaviour and good progress. Teachers are particularly good at explaining and questioning. They also provide different ways of learning according to ability. Marking of pupils' work in English and mathematics in particular is very supportive and constructive and pupils are also encouraged to evaluate their own learning so that they can better understand what to do next to improve their work. Marking is not yet as effective in science. Challenging targets are set and most pupils know and understand these in ways that help them develop. In Key Stage 1 learning is planned appropriately at different levels. However, as pupils in Key Stage 1 gain ground they are not always moved swiftly enough to higher levels of challenge. Teaching assistants support pupils well, particularly those with special educational needs and/or disabilities.

The curriculum is good and much has been done to develop ways in which pupils can apply different skills across different subjects. This is still under review, in particular the thematic approach to science, which has led to gaps in some aspects of pupils' learning as not all areas of the National Curriculum are taught in sufficient depth or planned well enough to enable pupils to make maximum progress. Many visits and visitors are provided to enrich learning and there is a very good range of after-school activities. Sport and ICT are particular strengths of the school, as indicated by the recent awards. The excellent care, guidance and support is reflected in the commitment of all staff to provide the very best for these pupils. Whether for work or behaviour, there is always someone there to help every child if and when the need arises. Teachers provide excellent support for individuals during lessons, checking understanding and adapting

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the activities when required. As a result, pupils feel very secure in their learning and in their personal well-being.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school's effectiveness is good because the leadership team, including the governing body, is rigorous in identifying weaker aspects of performance so that action can be taken to drive improvement. This is led by the determination that all pupils can do well and all pupils will do well. Unevenness between groups is minimal and the school is aware that it needs to raise expectations even higher at Key Stage 1. The headteacher is an inspiring role model for staff: caring, committed and highly ambitious for pupils. He and the deputy headteacher have a good knowledge of all pupils and they use assessment data effectively to direct work in the classrooms. Teaching is consistently good as a result. This has been sustained during an extensive turnover of staff because of the excellent attention paid to monitoring and improving practice in all classrooms. As a result, teamwork is strong and morale is good.

Pupils' progress is reviewed regularly to ensure that challenging targets are met and equal opportunities promoted. The school works tirelessly to eliminate discrimination and zero tolerance of racist behaviour is very apparent among staff and pupils alike. The school's well-developed systems for safeguarding are effective in ensuring that pupils are kept safe and secure. Training is up to date and of good quality, particularly in child protection. Pupils' excellent knowledge of health and safety issues reflects the way that the school integrates the teaching of these aspects into the curriculum. This was evident during the inspection as the headteacher safely cooked a stir-fry in assembly! The school fulfils its duty to promote community cohesion well and has a comprehensive action plan to continue developing this aspect of its work. Pupils have a range of opportunities to engage in multicultural events with pupils from other areas, although there are no links with international schools. Parents and carers echoed their appreciation of all the school does for their children in the inspection questionnaires. The excellent attendance at parents' evenings is also a clear indication of this strong partnership between home and school.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	1
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Parents and carers are full of praise for the way their children settle happily and learn well in Nursery and Reception. The strong partnership between home and school was clear during the inspection as parents and carers were seen enjoying the celebrations at the graduation picnic. Children are well cared-for in a safe and stimulating environment though some areas of the building and outdoor areas are cleaner and more imaginatively equipped than others. All groups of children make good progress in all areas of the curriculum. Carefully structured learning opportunities are planned indoors and outdoors, and the children learn well how to make independent choices. The targeted teaching of specific skills, for example letters and sounds, leads to successful and enthusiastic learning. Staff are particularly good at building on children's own interests and this leads to creative adaptations of daily plans to promote additional learning. For example, during the inspection several 'super-heroes' were building a gigantic tower that enabled them to learn about size and measurements. The Early Years Foundation Stage is well led and managed and the staff work very closely together as a team. A joint approach to planning, using careful observations of each child, ensures that all groups make good progress. Self-evaluation is rigorous and assessment information is used to identify weaker performance in curriculum areas so that actions for improvement can be put into place. All welfare requirements are fully met and robust steps are taken to ensure that children are safeguarded.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

In addition to the questionnaires returned by parents and carers, inspectors had the opportunity to hold discussions with some parents and carers during the inspection. Responses were overwhelmingly positive and reflected the good qualities seen by inspectors. One typical comment represented the views of several: 'This is a fantastic school. I am so pleased with the progress my children have made and the encouragement received. My youngest child is like a walking encyclopaedia!' The strong partnership between home and school was very evident during the inspection. Parents and carers feel confident that their children are secure, happy and making good progress. Inspectors endorse these views. Very few negative comments were received, two of which related to behaviour at lunchtime. A very small minority of pupils displayed boisterous behaviour at lunchtime but this was not found to be a cause for serious concern during the inspection. The school is currently reviewing the management of behaviour by lunchtime supervisors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cadishead Primary 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 326 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	62	22	37	1	2	0	0
The school keeps my child safe	48	80	12	20	0	0	0	0
The school informs me about my child's progress	38	63	19	32	3	5	0	0
My child is making enough progress at this school	41	68	17	28	1	2	1	2
The teaching is good at this school	45	75	13	22	2	3	0	0
The school helps me to support my child's learning	38	63	20	33	1	2	0	0
The school helps my child to have a healthy lifestyle	36	60	22	37	1	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)	38	63	19	32	1	2	0	0
The school meets my child's particular needs	39	65	19	32	2	3	0	0
The school deals effectively with unacceptable behaviour	30	50	22	37	4	7	2	3
The school takes account of my suggestions and concerns	30	50	28	47	1	2	0	0
The school is led and managed effectively	42	70	14	23	3	5	0	0
Overall, I am happy with my child's experience at this school	42	70	17	28	1	2	0	0

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 outstanding 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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:	<p>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.</p> <ul style="list-style-type: none"> ■ 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.



21 July 2010

Dear Pupils

Inspection of Cadishead Primary School, Manchester, M44 5JD

It was a pleasure to meet you when we inspected your school. Thank you for all your help with our questions. We were especially impressed with how much you know about healthy lifestyles. It was good to see you enjoying your lessons so much, and the Year 6 pupils' singing during the leavers' assembly rehearsal was wonderful.

We have judged that Cadishead Primary is a good school. You enjoy learning and make good progress. This is because the teachers plan lessons that are fun and help you learn lots of new things. Your work in mathematics and English is getting better and better each year. The ways that you help around the school and in the local community are excellent. In fact, the skills you are learning for the future are fantastic! For example, you are brilliant on the computers, you work really well together in teams and are extremely good at improving your own work. You told us that you feel very safe in school. We believe that this is because the adults provide excellent care, guidance and support. Your headteacher leads the school well. He and the other adults are constantly checking to see how well you are learning so that if you need extra help it is provided. The links between school and your parents and carers are excellent. Your behaviour is good, especially in lessons. We saw many examples where you were holding sensible discussions and sharing ideas.

We have asked the teachers to work on two things to help make the school even better. The first is standards in science, because they have not been as good recently as in previous years. The other is to make sure that the pupils in Years 1 or 2 always learn as quickly as they can in lessons. I am sure that you will all help the school to keep on improving by continuing to work hard and keeping up your good attendance.

Yours sincerely

Suzi Clipson-Boyles

Lead inspector

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