

Cheadle Primary School

Inspection report

Unique Reference Number	106038
Local Authority	Stockport
Inspection number	336604
Inspection dates	21–22 September 2009
Reporting inspector	Stephen Wall

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	299
Appropriate authority	The governing body
Chair	Dr Clare Welch
Headteacher	Mrs Julie Hackney
Date of previous school inspection	5 April 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school's self-evaluation, policies, pupils' books, assessment information, questionnaires from pupils and staff and 65 questionnaires from parents and carers.

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

- pupils' attainment, progress and achievement
- the quality of outcomes for pupils' personal development
- the quality and effectiveness of leadership and management.

Information about the school

This is a larger than average school. The proportion of pupils entitled to free school meals is below the national average. About a quarter of the pupils are from minority ethnic groups, mainly from Asian backgrounds. The proportion of pupils who speak English as an additional language is above average. There are below average numbers of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs. The onsite provision for childcare, the 'Cheadle Stay and Play Club' was inspected separately and will receive a separate inspection report.

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

This is a good school giving good value for money. Relationships between pupils and the adults working with them are very strong. As a result, pupils' behaviour is outstanding and they feel exceptionally safe in the school's nurturing environment. Pupils enjoy school. 'I love coming to school,' was repeated on many occasions by many pupils. A very large majority of parents and carers value the education the school provides, especially how well it cares for their children and how happy their children are in school. By the time they leave, pupils are confident, articulate and respectful young people prepared well by the school for the next stages of their education.

Pupils' attainment has improved significantly over the last two years because leaders and managers have tackled weaker teaching effectively and developed the curriculum to make learning more engaging and exciting. Overall, the quality of teaching is good. Teaching is never less than satisfactory and some, especially in the later stages of Key Stage 2, is outstanding. As a result, pupils make good progress and achieve well to attain above average standards by the end of Key Stage 2, especially in mathematics and science. Standards in English, although improving, are held back by pupils' weaker writing skills to levels which are broadly average. Teachers plan their lessons well and are especially adept at matching tasks to the abilities and needs of groups of pupils in their classes. Teaching assistants make a very valuable contribution by teaching discrete target groups of pupils so that all groups of pupils, including those with special educational needs and/or disabilities, make good progress. Pupils have limited opportunities to use information and communication technology (ICT) to develop their skills as independent learners, however, because there are too few computers in classrooms and around school.

Leaders and managers are focused strongly on improvement. Self-evaluation procedures are thorough. Consequently, leaders and managers have an accurate view of the school's strengths and areas which could improve further. This is transferred into effective planning and action. Leaders and managers promote community cohesion within the school community and in the local community soundly. However, opportunities for pupils to develop appreciation of global issues and understanding of other countries, civilisations and religions are not sufficiently developed. Since the previous inspection standards have risen, the quality of teaching and learning has improved and the physical environment for learning in this old building has been transformed. These improvements together with the leadership's strong focus on driving the school forward mean that there is good capacity for the school's continued improvement.

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What does the school need to do to improve further?

- Ensure that standards in English by the end of Key Stage 2 match those in mathematics and science by improving pupils' writing skills.
- Extend learning opportunities and promote pupils' independent learning skills by improving the provision and use of ICT.
- Promote community cohesion more actively, especially by providing more opportunities for pupils to learn about other countries, civilisations and religions.

Outcomes for individuals and groups of pupils

2

Children join the Early Years Foundation Stage with skills generally in line with those expected. As they move up through the school they make good progress to attain above average standards overall by the end of Key Stage 2. Pupils enjoy their lessons and are keen to learn. In nearly all lessons an atmosphere of calm application and a desire to succeed are apparent. This extends to the smaller classes for target groups taken by teaching assistants outside main classrooms. As a result, all groups of pupils, including those with special educational needs and/or disabilities and those who speak English is an additional language, achieve well. For the last two years the school has met its demanding targets and, in mathematics and science, has exceeded them.

Pupils enjoy learning and being at school. Their attendance is at the national average and improving because the school is giving its importance a greater profile. Pupils work and play in a harmonious environment based on respect for others. They are unfailingly polite and are welcoming to visitors. They feel exceptionally safe in school and say that bullying is rare. They show good understanding of the importance of healthy lifestyles and even the youngest of them can explain what foods are good for them and why. Pupils enjoy opportunities to take on responsibilities such as by becoming play leaders. They value the school council and it has been instrumental in bringing about improvements to the play areas by helping to plan the school garden, for example. Pupils enjoy raising money for a variety of charities both local and national. Pupils' social, moral, spiritual and cultural development is good overall. They know the difference between right and wrong. They are encouraged to reflect spiritually in assemblies. Lessons in personal, social and health education are successful in promoting pupils' awareness of the importance of staying safe and the dangers of substance abuse. However, pupils' understanding of other countries, civilisations and religions is not sufficiently developed. Pupils' good levels of basic skills, allied to their high levels of self-confidence and maturity, mean that the school prepares them well for their future lives.

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	2
The extent to which pupils contribute to the school and wider community	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good teaching enables pupils to learn effectively and achieve well. Teaching is conducted at a good pace and with a clear sense of purpose. Teachers plan their lessons meticulously to include a variety of activities suited to the abilities and needs of the pupils in their classes. In this they are assisted by the school's well-developed systems to assess individual pupils' needs and monitor their progress as they move up through the school. Pupils respond with good levels of interest and apply themselves with concentration to the tasks at hand. The foundation for successful teaching and learning lies in the solid relationships that exist between adults and pupils. This results in behaviour which is rarely less than outstanding. The recent improvements to the curriculum following the introduction of a more topic-based approach is proving popular with pupils and helping to drive up standards. Pupils say how much more interesting this approach is. Providing more opportunities for pupils to develop their writing skills over a range of topics has resulted in early signs of improvement in standards in writing.

Good levels of care, guidance and support ensure that pupils feel very safe in school. They make a good contribution to pupils' sense of well-being and enjoyment of school. Pupils know that adults will help them if they have problems or need extra help with their work. Induction arrangements into the Early Years Foundation Stage are good and ensure that children settle quickly into school life. Effective links with high schools also ensure that older pupils feel confident about their move to secondary education. Arrangements for communicating with parents and carers are thorough and designed to keep them well informed about their children's progress and the curriculum they are following.

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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	2

How effective are leadership and management?

The headteacher, ably supported by other senior leaders and managers, has a clear and ambitious vision for the school. This is well embedded and promotes good levels of teamwork in pursuit of its realisation. Leaders and managers at all levels, including governors, are strongly committed to promoting equality of opportunity and including all pupils regardless of background or ability. This is seen in the school's effective planning and provision for the needs of individual pupils and the targeted support every pupil with an identified need receives. This commitment results in all groups of pupils making good progress and feeling valued and happy in school. Attention to safeguarding is good. All policies and procedures are in place. Statutory requirements are met. Adults receive regular training in child protection procedures and policies. The school has good procedures to ensure that parents and carers are kept informed about the progress their children make and the content of courses they are following. Parents and carers are invited into school regularly and are kept up to date by newsletters, including a governors' newsletter following each meeting of the full governing body. The effectiveness of leaders and managers in promoting community cohesion is satisfactory overall. While the promotion of a harmonious school community and work in the local community are good, the promotion of global issues concerning cohesion is too limited and does not give pupils enough opportunities to broaden their horizons and understanding on a much wider scale.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

From starting points broadly in line with those expected, children make good progress and achieve well to gain skills, knowledge and understanding that are generally above age-related expectations by the time they enter Key Stage 1. Children work and play in an interesting and well-equipped environment. They make good progress because teaching is good. It provides them with a range of appropriate learning opportunities with a good balance between teacher-initiated and child-chosen activities. Good leadership and management ensure that safeguarding children has a high priority and that necessary procedures are in place. The Early Years Foundation Stage leadership communicates high expectations. Procedures for tracking children's progress are effective in facilitating the identification of and planning for their individual needs. Links with outside agencies are firmly established so that support for children's special educational needs and or/disabilities such as speech therapy or English language tuition are quickly arranged.

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

A very large majority of parents and carers are fully supportive of all aspects of the school's work. A small minority of parents and carers are not happy with the quality of information about their children's progress, the advice the school provides to help them support their children's learning and the extent to which the school takes account of their suggestions and concerns. Inspectors investigated these aspects but found no evidence to confirm these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cheadle 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 299 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	58	61	41	2	1	0	0
The school keeps my child safe	77	52	66	44	0	0	4	3
The school informs me about my child's progress	52	35	66	45	28	19	0	0
My child is making enough progress at this school	44	31	78	54	16	11	5	3
The teaching is good at this school	61	42	67	46	13	9	2	1
The school helps me to support my child's learning	47	32	73	50	24	16	1	1
The school helps my child to have a healthy lifestyle	59	40	67	46	21	14	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)	52	38	78	57	6	4	0	0
The school meets my child's particular needs	47	32	82	56	13	9	4	3
The school deals effectively with unacceptable behaviour	45	31	81	57	12	8	4	3
The school takes account of my suggestions and concerns	38	27	72	51	22	16	8	6
The school is led and managed effectively	52	37	57	40	18	13	11	8
Overall, I am happy with my child's experience at this school	62	43	61	42	17	12	2	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	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:	<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.



Thank you for your warm welcome when we came to inspect your school recently. It was a pleasure to meet you. We enjoyed talking to some of you and what you told us helped us greatly in reaching our judgements.

You will be pleased to know that you go to a good school where good teaching helps you make good progress and achieve well. We were very impressed by your excellent behaviour and were really pleased to hear that you feel very safe in school and very well cared for. It was good to see how respectful and courteous you are to each other and to the adults who work with you. We were also pleased to see how hard you work in lessons and how hard so many of you try to do your best – well done! Your headteacher and all the other adults working with you lead and manage the school well to make sure it keeps on improving and helping you learn.

In order for your school to be even more successful, we are asking for three things to happen.

- Your writing skills need to be improved so that you achieve as well in English as in mathematics and science.
- You need have better access to and make more use of ICT to help you become more independent learners.
- You need more opportunities to learn about foreign countries, civilisations and religions to widen your understanding of global issues.

I am confident that you will continue to work hard to make sure your school goes from strength to strength in the coming years.

I wish you the very best for the future.

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