

# Cheadle Primary School

## Inspection report

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<b>Unique Reference Number</b>	124076
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	380794
<b>Inspection dates</b>	12–13 September 2011
<b>Reporting inspector</b>	Doris Bell

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

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<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 of pupils on the school roll</b>	406
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Irene Bree
<b>Headteacher</b>	Michael Prescott
<b>Date of previous school inspection</b>	5 February 2009
<b>School address</b>	The Avenue Cheadle ST10 1EN
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<b>Email address</b>	headteacher@cheadle-primary.staffs.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. They visited 31 lessons and observed 19 teachers. They also met with parents and carers, groups of pupils, the Chair of the Governing Body and staff. They observed the school's work, and looked at a range of documentation including: teachers' planning of work, the school improvement plan, assessment information, monitoring and evaluation records of teaching and school performance, records of pupils with special educational needs and/or disabilities, and safeguarding policies and procedures. Inspectors also analysed the responses to the questionnaires for pupils and staff, and the 184 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively is the school tackling the issues it has identified in relation to the higher levels in writing in both key stages?
- Are pupils and their parents and carers as positive about the impact the school has on pupils' personal development as the school suggests?
- Is the use of assessment to promote progress and enable pupils to share responsibility for their own learning as successful as the school suggests?
- In the Early Years Foundation Stage, how effectively is the school helping lower-ability children and all the boys to catch up with their learning?

## Information about the school

This is a very large primary school. The proportion of pupils with special educational needs and/or disabilities is well below average, although the proportion with statements for those needs is average. The vast majority of pupils are White British. The proportion known to be eligible for free school meals is average. The governing body manages before- and after-school care, and a Sure Start children's centre shares the school site. The school has achieved a wide range of awards, including the National Healthy Schools award, the Artsmark Gold, the Activemark, an Eco-Schools Silver award and an International Schools award. It has also recently achieved the Anti-bullying Pledge.

**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 is an outstanding school. Excellent leadership and management at all levels have ensured that pupils' attainment has remained significantly above average for several years. Observations of pupils as they start Year 6 show they are well on the way to reaching the challenging targets set for this school year. The excellent support provided for pupils with special educational needs and/or disabilities enables the vast majority to make excellent progress with their learning by Year 6. Of particular note are the improvements in reading, which have contributed greatly to the school's overall outcomes. Literacy skills are fully integrated into the excellent curriculum, giving writing a purpose and raising pupils' enthusiasm for it, particularly boys. This was noted in one Year 6 lesson where drama was used as a stimulus for writing. Pupils were eager to set down on paper the ideas they had gathered through acting out and discussing how they might change the style in which a story was written. This effective preparation, along with the promotion of good writing in all subjects, is also enabling more pupils to reach the higher levels.

Pupils' achievement is high. It is driven by outstanding teaching and a whole-staff commitment to enabling all pupils to do as well as they possibly can. The issues raised at the previous inspection have been tackled robustly and the excellent curriculum is kept under constant review to ensure it meets pupils' changing needs. The school's self-evaluation is accurate, and the improvement plan arising from it sets a very clear strategic direction for its work. All of this demonstrates excellent capacity for sustained improvement.

In the Early Years Foundation Stage, well-focused planning of work is helping boys and lower-ability children to make good progress with their learning. Effective planning is also providing higher-ability children with opportunities to take their learning further. Children have regular access to outdoor learning but the outdoor area is much less stimulating for them than the indoor classroom.

Throughout the school, assessment information is used exceptionally well in planning work and to adapt learning in lessons to meet individual needs. This effective practice also applies where pupils are in groups of similar ability, as in English and mathematics, and is evident too in other subjects – for example, in geography. Very occasionally, pupils' attention drifts when they are kept together as a whole class for too long, and they are more than ready to begin working independently.

Pupils thoroughly enjoy school. They have an excellent understanding of how to keep

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themselves safe, fit and healthy. They say the school is 'very caring and supportive' and their parents and carers agree. Pupils' excellent behaviour makes a valuable contribution to learning in lessons and to playtimes and lunchtimes. Pupils have a strong voice in school and they know that their views are highly valued. They make an excellent contribution to the school and wider community. All of this is the outcome of the outstanding care, guidance and support that ensure they are treated as unique individuals. Pupils leave this school exceptionally well prepared for their future.

## What does the school need to do to improve further?

- Ensure that whole-class teaching does not go on so long as to prevent pupils from working independently when they are ready to do so.
- Improve provision in the outdoor area to make it more stimulating for the children.

## Outcomes for individuals and groups of pupils

**1**

Children start school with skills that are below those typical for their age. They leave with attainment that is significantly above average. As well as sustaining attainment in Year 6, there has been an upward trend in Year 2. Pupils throughout the school, including those with special educational needs and/or disabilities, respond exceedingly well to the different techniques used to improve their reading and writing skills. They readily participate in speaking, listening and drama activities that prepare them for writing, and pay good attention to what they are asked to do. Following a discussion on how to use their senses to help them select adjectives to write 'sensational' poetry, Year 6 pupils quickly got down to listing the five senses and words associated with them. Higher-ability pupils rose to the challenge of using a 'sixth sense' as they added feelings to their list. Pupils' work from last year shows a great deal of progress across all subjects. It reflects exceedingly well the steps the school has taken to improve writing for all pupils. Pupils use their writing skills to good effect in other subjects, for example, in science, history and geography.

Pupils find their work interesting and challenging, 'hard enough but not too hard', as they put it, and they know what they need to do to improve. Their very positive attitudes to learning help them to succeed. The key to their success in mathematics is that, in most lessons, they reflect on the use and application of mathematical skills in everyday life. Pupils are curious, they want to learn, and they thoroughly enjoy the vast range of learning opportunities available to them to solve problems and come to terms with the world in which they live. They speak proudly of their school and what it offers them, and particularly of the very many successes they enjoy in sports and the arts, especially music, in and outside the normal school day. This excellent provision has led to the school achieving the Activemark and the Artsmark Gold.

Pupils make an excellent contribution to the school and wider community. They are reflective and caring, show initiative and take responsibility well. School councillors

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are especially active in helping to improve the school and they take their roles very seriously. Pupils explain how they help to resolve conflict, ensuring excellent behaviour at all times. They are keen to honour the anti-bullying pledge and report confidently that staff will swiftly eliminate any untoward behaviour. Pupils talk very knowledgeably about the benefits of healthy living, and how this is achieved through a balanced diet and regular exercise. They prepare for adult life through undertaking business-related projects and learning the value of having good basic skills in order to succeed. They also develop a very clear understanding of the similarities and differences between their own and other cultures at home and abroad.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The quality of teaching is outstanding, overall. Lessons are calm, focused and positive but, as pupils say – 'fun'. Where teaching is less than outstanding, it is usually because teachers keep pupils together as a whole class for too long, when most are itching to get on with their tasks. Detailed and comprehensive planning, built on the outcomes of excellent assessment procedures, ensures that pupils' individual needs are met exceptionally well. Tasks are virtually always linked to pupils' individual targets, and learning is supported by high-quality marking that shows pupils how to improve. They respond exceptionally well to the very high expectations their teachers have of their behaviour and work rate and of their ability to assess and improve their own learning. Well trained and well briefed teaching assistants provide excellent support for different groups of pupils and contribute greatly to their outstanding progress.

<sup>1</sup> 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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The curriculum caters outstandingly for pupils’ learning and personal development. The wide range of topics and themes studied stimulate pupils’ interest and capture their imagination. Clear guidance on progress is given in all subjects, and the school is vigilant in ensuring it is followed. Literacy, numeracy and information and communication technology skills are promoted exceptionally well in all themes. Pupils and their parents and carers speak highly of the extensive range of visitors and exceptionally well-attended visits and extra-curricular activities that enhance pupils’ learning and personal development. The flexibility built into the curriculum ensures that gaps in learning are systematically reduced by Year 6.

Pupils are very well known as individuals, and the school is extremely vigilant regarding all factors that might affect their progress. It works very closely with parents, carers and pupils to ensure that learning gets back on track as quickly as possible should it falter for any reason. The school uses its Dyslexia Friendly status to ensure all staff know what to look for and what sort of support to give when needed. Excellent transition arrangements ensure that pupils’ learning is continuous at each stage of transfer, including into high school. The ‘fun club’, provides a high level of care for pupils before and after school. The school provides much help and support for parents and carers to assist them in helping their children to learn.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders and managers at all levels carry out their responsibilities exceptionally well. Taking their lead from the headteacher, they drive improvement by developing in all staff a very strong determination to ensure pupils’ achievement remains high. This works because everyone is involved in evaluating the school’s outcomes, and in school improvement planning. The quality of teaching is regularly checked in a variety of ways to ensure it supports pupils’ progress. The governing body is fully involved in this. It gains valuable information about the school’s work through, for example, discussions with staff and regular visits to classrooms. It uses its findings exceptionally well to support and challenge the school, and to help shape its direction. The school is justifiably proud of its successes. It continually seeks ways to improve further.

Excellent links with parents and carers and with a wide range of external agencies contribute greatly to pupils’ learning and personal development. This is a highly

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inclusive school where equality of opportunity means that every pupil is treated as a unique individual whose needs must, as far as possible, be met. This extends to ensuring that pupils understand and respect others, regardless of social, ethnic or cultural background. It manifests itself in the excellent promotion of community cohesion, which is exemplified in the comprehensive range of evidence that is supported by discussions with pupils and staff. Local studies help pupils understand the context in which they work, play and grow, while visits and exchanges of work with schools in this country give them the opportunity to mix with youngsters from different backgrounds and cultures. International days, where pupils study different countries around the world, and links with schools in Sri Lanka and Egypt, serve to broaden pupils’ global awareness. For this work, the school received the International Schools award.

Outstanding safeguarding procedures, including those for child protection, ensure that pupils work and play in a very safe and secure learning environment. The governing body has a high level of expertise in these areas, which it uses well to monitor effectiveness and to ensure that all policies and procedures are kept fully up to date. The school goes beyond requirements by ensuring that more than the minimum number of adults are fully trained in relevant areas, and by involving pupils in helping to keep their school, as well as themselves, safe.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Good induction procedures and effective links with parents and carers ensure that, even at this early stage in the year, children are settled and keen to learn. The good balance between adult-directed activities and those that children select for themselves helps in this, and contributes to the children’s good progress. Staff work



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together well as a team to support learning across all areas. However, children are sometimes kept together for too long before moving onto different activities, their attention then wanders, and they become restless. Effective teaching ensures that early reading, writing, numeracy and personal development skills are fostered well in all activities. Children’s progress is continuously assessed in a range of ways. The information is used effectively to plan the next steps in their learning, and this is beginning to help close the gaps in achievement between boys and girls. Themes are carefully selected to stimulate boys’ learning while providing enough choice to keep girls interested. Children’s health, safety and welfare are given due attention at all times. As a result, children feel safe, show good awareness of the safety of others, and work and play well together. They converse confidently with each other and with adults, including visitors. The bright, colourful indoor learning environment supports children’s good progress. The outdoor area is not as stimulating for them, although they do have regular access to it.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parents and carers speak very highly of the school. Those who felt they could not comment on some aspects because their children had only just started school nevertheless said they were very pleased with how well the school had helped their children to settle. Parents and carers commented on their children’s excellent progress, the vast range of activities available to them and the interest in learning that the school fosters in them. They see the school being ‘open and friendly’, and having ‘a strong social emphasis’, which makes their children ‘feel part of a community’, and that this ‘increases children’s sense of self-worth’. Inspection findings endorse 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 184 completed questionnaires by the end of the on-site inspection. In total, there are 406 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	106	58	71	39	2	1	0	0
The school keeps my child safe	127	70	55	30	0	0	0	0
The school informs me about my child’s progress	81	45	93	51	3	2	0	0
My child is making enough progress at this school	84	46	90	49	1	1	0	0
The teaching is good at this school	110	60	68	37	0	0	0	0
The school helps me to support my child’s learning	92	51	86	47	1	1	0	0
The school helps my child to have a healthy lifestyle	105	58	73	40	0	0	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)	90	49	81	45	1	1	0	0
The school meets my child’s particular needs	101	55	77	42	0	0	0	0
The school deals effectively with unacceptable behaviour	71	39	102	56	1	1	1	1
The school takes account of my suggestions and concerns	74	41	95	52	3	2	0	0
The school is led and managed effectively	122	67	57	31	0	0	0	0
Overall, I am happy with my child’s experience at this school	121	66	57	31	0	0	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



14 September 2011

Dear Pupils

### **Inspection of Cheadle Primary School, Cheadle ST10 1EN**

Thank you for the really warm welcome you gave us when we visited your school, which, because of the excellent progress you make and the above average standards you reach, we judge to be outstanding. We can see how proud you are of your school and how it builds in you a determination to succeed. You have an exceptionally well developed understanding of how to keep yourselves safe, fit and healthy in and out of school. The school's success in sports and the arts, especially music, is very impressive. All of this, together with your excellent behaviour stands you in good stead for the future.

You have a lot of interesting work to do and because of this you really enjoy school and want to succeed. Your writing skills are improving steadily because your teachers are very skilled at using many different techniques to help you prepare for your writing tasks, for example, through the use of drama. It also helps that your teachers always mark your writing, in whatever subject it is used, so that you can see how to improve it. The school values you highly as individuals and works very hard to ensure your learning needs are met. Those who lead and manage the school do a really good job of ensuring this is the case. You can help by continuing to work hard on improving your own work. We have asked the school to work on two aspects to help it sustain all the good things it is already doing.

- Ensure your teachers move you on to independent work as soon as possible in lessons.
- Make the outdoor area more attractive and stimulating for children in Nursery and Reception.

We hope that by this, your school will enable you to enjoy learning even more, and that you will do so in the future.

Yours sincerely

Doris Bell  
Lead inspector

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