



Cheadle Primary School

Inspection Report

Unique Reference Number 124076
LEA Staffordshire
Inspection number 281623
Inspection dates 8 March 2006 to 9 March 2006
Reporting inspector Marion Thompson AI

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

Type of school	Primary	School address	The Avenue
School category	Community		Stoke-on-Trent
Age range of pupils	3 to 11		Staffordshire ST10 1EN
Gender of pupils	Mixed	Telephone number	01538 483931
Number on roll	419	Fax number	01538 483936
Appropriate authority	The governing body	Chair of governors	Mrs Irene Bree
Date of previous inspection	26 June 2000	Headteacher	Mr Mike Prescott

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Introduction

The inspection was carried out by a team of three Additional Inspectors.

Description of the school

Cheadle Primary School is a large school for boys and girls aged 3 to 11. The proportion of pupils from minority ethnic backgrounds is low, as is the proportion of pupils at the early stages of learning English. These pupils are mainly of Indian origin. Children enter Nursery and Reception with standards that are well below average, especially in relation to language and social development. The proportion of pupils with learning difficulties and disabilities is low.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This school provides a good education for its pupils. The school evaluates itself as good and inspectors agree. It provides good value for money and is well placed to make further improvement. Good progress has been made since the previous inspection. Attendance has risen to above average. The care, support and guidance pupils receive are excellent. Careful tracking of pupils' progress ensures they fulfil their potential. The curriculum is outstanding. The high quality experiences provided in music, drama and sport build pupils' self esteem and motivation. The majority of pupils are confident in their learning and enjoy their work. Pupils make a good start in Nursery and Reception from their well below average starting points. By Year 2 they reach broadly average standards and by Year 6 standards are above average, representing good progress. This is because teaching is challenging and successfully meets the needs of individual pupils. Assessment is used well to help pupils to improve. There is room for further improvement in the writing of the most able pupils. The strategies the school has introduced are already having a marked impact on raising the standards of writing for all pupils, but especially of the most able. The headteacher provides outstanding leadership and direction for the school. He is supported well by an effective governing body and a committed staff.

What the school should do to improve further

- Build on the work already started to raise the attainment of the most able pupils in writing.

Achievement and standards

Grade: 2

Pupils make good progress overall, and by Year 6 standards are above average. Children build well from their well below average starting points in the Nursery. Good progress is maintained in Nursery and Reception, although because there is a lot of ground to be made up, standards are weaker in language and personal development by the time they reach Year 1. Throughout Years 1-6 pupils make good progress, and by Year 6 standards are above average, especially in mathematics. This is because of well planned teaching that meets individual needs. Pupils currently in Years 1- 2 make good progress in their language development and reach standards that are broadly average. In 2005 standards in writing fell sharply overall and too few pupils, particularly the oldest, reached the highest standards in writing. Close monitoring of pupils' progress shows that in the current year pupils are on track to meet their challenging targets in writing. This is because the very good strategies the school has put in place have already resulted in significant improvement. However, there is still room for further improvement. Pupils with learning difficulties and those at the early stages of learning English make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development, including spiritual, social, moral and cultural development, is good. Most pupils behave well and are respectful of each other and adults. They work well together in pairs and small groups, helping each other when difficulties arise. Pupils say that 'Teachers make the lessons fun'. They say they feel safe from problems such as bullying. Pupils show good attitudes to their work and are eager to learn. Their attendance is above average, which indicates that pupils enjoy coming to school. This contributes positively to the progress they make. Pupils are happy to accept growing responsibilities as they pass through the school. In so doing they make an excellent contribution to the school community. This is shown by the work of the effective school council. Pupils also make a positive contribution to the wider community through their activities in the arts, sport and by raising money for charities. Pupils are prepared well for later life because their basic skills are good and they have the opportunity to show initiative and team working in events such as the 'Young Enterprise' project. They are aware of how to lead a healthy lifestyle and how to keep themselves safe.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good through the school and this leads to pupils' good levels of achievement. In the Foundation Stage, teachers focus well on developing children's early language and mathematical skills and they are prepared effectively for more formal aspects of learning. There are fewer opportunities in Reception classes for children to learn through independent play than in most schools and therefore their personal development is slower than in other aspects. Teaching in Years 1-6 is consistently good. Lessons are planned thoroughly and activities are well structured to help pupils build knowledge and skills steadily. Consistent attention is being given to promoting pupils' speaking and listening skills and to the development of non-narrative writing. This is having a positive impact on pupils' literacy skills. Teachers ask questions that probe pupils' understanding and ensure that activities are well matched to pupils' capabilities. Tasks are challenging and build on pupil's previous learning well. Pupils with learning difficulties are given good levels of support, especially by the teaching assistants. Pupils successfully evaluate their own and other pupils' work. This gives them a good understanding of how their work can be improved.

Curriculum and other activities

Grade: 1

The school is right to be proud of its curriculum. Pupils are provided with a wide range of imaginative and interesting activities that meet their needs and aspirations. It has been successfully adapted so there are planned opportunities for pupils to develop

their skills in speaking and listening across subjects. Provision for writing, previously a weakness, is now increasingly effective and, as a result, standards of writing throughout the school are rising rapidly. There is a well planned programme for pupils' personal development. Provision in the Foundation Stage effectively promotes children's learning, particularly in mathematics and writing. There are outstanding enrichment opportunities in the arts and sport. All pupils have the opportunity to learn how to play a musical instrument, join the orchestra and choir and take part in a variety of musical and dramatic performances. There is a good take up of the excellent programme of extracurricular activities and clubs the school provides. Provision for pupils with learning difficulties and disabilities and those who are vulnerable is very strong.

Care, guidance and support

Grade: 1

The school provides outstanding care, guidance and support for its pupils. All are well known by staff, who work hard to ensure they are happy and achieve to the best of their ability. There is very strong concern for pupils' well-being, health and safety. Comprehensive child protection procedures and regular risk assessments are firmly in place. Parents welcome the care that is taken of their children while in school. The procedures for tracking pupils' academic development are very good. The information gathered is used well to show pupils how to improve their work, particularly in writing. This is a response to weaker progress in writing in the past, especially by the oldest, more able pupils. Pupils are effectively involved in evaluating their own and other pupils' work. Assessment information for pupils with learning difficulties and disabilities is used well to match work to their individual needs. The school works very well with parents and outside agencies to support these pupils. There is good guidance for pupils on how to live a healthy lifestyle.

Leadership and management

Grade: 2

Leadership and management are good. The leadership of the headteacher is outstanding. He has a strong educational philosophy that is successfully shared with all staff and underpins the good standards of pupils' personal development, and excellent care and guidance. He has provided the lead for the development of a rich and exciting curriculum that stimulates pupils' interest and enriches their learning. His clear focus supports teachers and develops their expertise. Monitoring procedures are well established and thorough. They provide a secure basis for the school's effective self-evaluation, which matches that of the inspection team. The headteacher is supported well by the deputy headteacher and other senior staff who together give a clear direction to the school. The School Improvement Group provides an excellent forum for the identification of strategies to address areas of concern. This energises teaching and stimulates pupils' good learning. Staff have high expectations for themselves and their pupils. Improvement since the previous inspection has been good, and together with focused leadership, this indicates there is a secure capacity to

improve further. The school is supported well by the effective and knowledgeable governing body. They are fully involved in strategic planning and they ask critical questions when necessary. The school has built a strong partnership with parents who are very appreciative of the excellent range of additional activities provided for the pupils and the hard work and commitment of all staff.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils We very much enjoyed our time at your school. You made us feel very welcome and many of you spoke to us in meetings, lessons and around the school. This helped us to get a firm impression of the school. The best things about your school are:

- You make good progress because you are taught well and you have positive attitudes to work
- You come to school regularly, work hard, and enjoy your lessons. You behave well and treat others with respect and consideration
- Most of you take part in the outstanding range of extra activities the school provides, especially in music, sport and drama. We really enjoyed the performances by the choir, the recorder group and the school orchestra
- The way the school takes care of you is excellent. You know what you need to do to improve your work and you are given a lot of help and support
- Your headteacher wants you to do your best and is constantly trying to improve the school for you. He is supported well by all the adults in school and the governors

There is one thing for improvement. You could all be helped more to improve your writing.

Best wishes Marion Thompson (Lead inspector)