

# Cheadle Primary School

## Inspection report

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<b>Unique Reference Number</b>	124076
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	328044
<b>Inspection dates</b>	5–6 February 2009
<b>Reporting inspector</b>	Lois Furness

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 on roll</b>	
School (total)	405
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Irene Bree
<b>Headteacher</b>	M D Prescott
<b>Date of previous school inspection</b>	8 March 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	The Avenue Cheadle Stoke-on-Trent ST10 1EN
<b>Telephone number</b>	01538 483931
<b>Fax number</b>	01538 483736

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<b>Age group</b>	3–11
<b>Inspection dates</b>	5–6 February 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

In this very large primary school the majority of pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is well below average and there are no pupils at an early stage of learning English. The school's provision for the Early Years Foundation Stage comprises of a part-time Nursery and two Reception classes. The governing body manages before and after school care on the same site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Parents recognise this, and the vast majority are very satisfied with all it provides. Parental views were typified by the following comment: 'This is a fantastic school, where there is a very happy family atmosphere. I am very sad that my child has to leave this year.' Pupils are also very supportive, and they really appreciate how friendly and helpful the staff are, saying adults will always help them if they are worried or concerned. This sense of security is a result of the outstanding pastoral care, guidance and support that pupils receive.

Central to the school's success is the strong leadership of the headteacher, who has ensured that all staff and governors have a clear commitment to raising standards. Good leadership and management have led to rising standards at the end of Year 6, and underpin the school's good capacity to improve further. Governors carry out their statutory duties well and are clearly aware of the school's strengths and areas for development. Procedures designed to safeguard pupils are carried out rigorously.

Achievement is good, and standards are above average by the time pupils leave in Year 6. This is because teaching and learning are good, and staff are very successful in motivating and engaging pupils' interest. Staff are innovative in finding ways of engaging pupils in their learning through the use of information and communication technology (ICT) or strategies such as 'talk partners'. Pupils with learning difficulties and/or disabilities make good progress because of the effective support they receive. However, in Years 1 and 2, although teaching is good, the targets set for pupils have not always been high enough. This has meant that some pupils, especially the more able, have not consistently made the progress of which they are capable in reading, writing and mathematics.

Pupils greatly enjoy school. A key contributory factor is the rich curriculum, which is very effectively enhanced by an extensive range of visits and visitors. Although English and mathematics are given high priority, the arts are not forgotten. This results in pupils achieving well in these subjects, and especially in music. As a result, all pupils have very positive attitudes towards learning and their behaviour is outstanding. They have very good relationships with staff and with each other, and their personal development and well-being are outstanding. They know how to keep safe and are fully aware of the many benefits of eating fresh fruit and vegetables and taking regular exercise. They enthusiastically take part in the wide variety of sporting activities offered to them. They make many positive contributions to the school and local community, and are very proud to be members of the school council or eco-committee.

The school has outstanding links with outside agencies, including parents, carers and the local community. These very successfully contribute to the school's good work to foster community cohesion, with notable strengths in pupils' developing awareness of local and global communities.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The provision in the Early Years Foundation Stage is good. All adults provide a good level of care, ensuring children feel safe and secure. Teacher-led sessions are planned well and activities are carefully thought out to develop children's understanding. Too much of the day is, however, spent on activities planned and directed by adults, so children do not have enough opportunity to pursue their own interests and ideas. This reduces the opportunities for children to work together, make their own decisions and express their opinions, which in turn slows down their

personal, social and emotional development. Even so, children are attentive and stay interested in tasks for long periods of time. They enjoy school and speak eagerly about some of the activities they have undertaken. They behave well, obey class rules and quickly develop routines for washing and dressing. Teachers keep satisfactory records of progress, but these are not consistent between Nursery and Reception and do not give a clear picture of children's starting points. However, children enter the Nursery with skills which are below those expected for their age and make good progress to reach broadly average standards by the time they leave the Reception classes. Parents are kept well informed, and their views and concerns are listened to by staff. Although leadership and management are satisfactory, as yet the leader has not ensured that the requirements of the new curriculum for this key stage are securely in place.

### **What the school should do to improve further**

- Ensure the requirements regarding the balance of teacher-led and child-initiated activities in the Early Years Foundation Stage are fully implemented.
- Use assessment information rigorously to set challenging targets in reading, writing and mathematics for pupils in Years 1 and 2, especially the more able.

## **Achievement and standards**

### **Grade: 2**

Standards have fluctuated at the end of Years 2 and 6 over the last three years. At the end of Year 2, standards have ranged from below average to broadly average and in 2008, national test results were significantly below average overall. The more able pupils had not progressed as well as they should have done, and assessment information had not been used rigorously to ensure all pupils' progress was maximised. This is improving and staff are working hard to raise standards in this key stage. By the end of Year 6, standards have ranged from broadly average to well above average. Results in mathematics have been consistently above average. In 2008, standards rose in English, mathematics and science, and current assessment information shows that the above average standards in these three core subjects are being maintained. These standards reflect good progress and achievement from when children first start in the Nursery. Pupils with learning difficulties and/or disabilities make good progress, as a result of the good support they receive.

## **Personal development and well-being**

### **Grade: 1**

Pupils say they like school very much because they feel safe and secure, and they greatly enjoy being here. These very positive attitudes help them to progress well in their work. They say bullying is not an issue, and behaviour is excellent. Attendance is above the national average. Pupils' spiritual, moral, social and cultural development is good. Pupils very clearly know the difference between right and wrong and what is expected of them. The cultural development of pupils in terms of the arts is exceptional. Pupils' participation rates and the standards of performance are exemplary. They effectively support the wider community through a range of charity activities and cultural events. Although there are several initiatives that encourage inclusion and consideration of other cultures, this aspect of pupils' cultural development is not strong. Pupils very clearly understand the need for leading a healthy lifestyle and know how to keep safe. They are prepared very well for the next stage of their education and later life.

## Quality of provision

### Teaching and learning

#### Grade: 2

Within good overall teaching, there is some outstanding practice. Teachers make lessons interesting and fun and often this is achieved by the effective use of resources and imaginative activities. Good use is made of ICT to stimulate pupils' learning. A variety of strategies are used effectively to ensure all pupils have the opportunity to take part in class discussions and question and answer sessions. Planning is good, and learning objectives are shared with pupils, giving them a good understanding of what is expected of them. However, in a minority of lessons there is not enough challenge for pupils because teachers do not have high enough expectations of them. Teaching assistants provide effective support for those who need additional help.

### Curriculum and other activities

#### Grade: 1

The outstanding curriculum adds to pupils' great enjoyment of school. There is a strong focus on making learning more interesting and meaningful through linking subjects together, and a focus on improving key skills by developing literacy and numeracy across different subject areas. Clear programmes of work for each year group ensure progression in learning. Individual programmes of work are used well to provide support for pupils with learning difficulties and/or disabilities so that they can access the full curriculum and progress as well as their peers.

The school ensures pupils receive a rich education in modern foreign languages, sports and the arts, especially music. This is ensured during the school day and through the excellent range of extra-curricular classes and clubs. These are effectively extended by a varied programme of trips, theme days, and visitors to the school. ICT is used well by teachers to support learning across the curriculum, especially through the use of interactive whiteboards.

### Care, guidance and support

#### Grade: 2

The school has established strong links with external agencies, successfully ensuring that pupils are cared for and supported well. All procedures for ensuring pupils' safety are securely in place. Relationships are very good and this gives all pupils a feeling of being valued. Pupils consequently develop confidence and a positive self-image and this underpins their good progress. Pupils in need of support are identified quickly and effective plans are put in place to give them access to specialised help where it is needed. Before and after school care provides a good service for the local community.

Pupils' targets are prominent in class and shared with parents, who appreciate the additional work the staff do to make sure they are part of the picture. Older pupils know what level they have reached and what they must do next to move on, but information about what pupils already know is not used consistently well to set challenging targets, for the younger pupils. The marking of pupils' work is detailed and informative.

## Leadership and management

### Grade: 2

The headteacher provides the school with strong leadership and is highly respected by the school and local community. The 'School Improvement Group' is becoming increasingly effective in identifying areas of weakness and devising strategies to help underperforming pupils reach their potential. Target setting is challenging and of good quality in Years 3 to 6. However, in the past, this has not been as rigorous in Years 1 and 2. This means pupils in these year groups, especially the more able, have not consistently made the progress they should.

The school is inclusive and emphasises equality of opportunity for all pupils. Community cohesion has been developed well through outstanding links with the local community. The acquisition of the International School award recognises the imaginative work to strengthen pupils' awareness of the global community. There are good plans in place now to improve pupils' appreciation of the diverse nature of the United Kingdom community. The partnership with parents is very good and the school tries hard to involve parents fully in their children's education. Governors are well informed and give up their time willingly to provide good support and challenge to the school.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

9 February 2009

Dear Pupils

Inspection of Cheadle Primary School, Stoke-on-Trent, ST10 1EN

Thank you for the way you made us feel very welcome when we visited your school during the snowy weather. We thoroughly enjoyed talking with some of you, visiting your classrooms and looking at your work. We are pleased you like your school so very much. Cheadle is a good school and here are some of the highlights we found during our visit.

- You make good progress in your work and by the time you leave school in Year 6 you attain standards that are above those found in most schools.
- You are all so very well behaved and your parents should be very proud of the way you are so polite to visitors.
- We were particularly impressed by the way all the adults in school take very good care of you all, and especially of those of you who sometimes need a bit of extra help or support.
- You are well taught and your teachers make sure that you have lots and lots of very interesting things to do.
- You are very well informed about the importance of eating sensibly and taking regular exercise. You told us lots about all the sporting activities you do.
- We think it is excellent that your headteacher and staff make sure that not only do you learn English, mathematics and science, but you have lots of opportunities to do other things such as taking part in musical, drama and dance performances.

We think your headteacher, staff and governors are very determined to make your school even better, so we have suggested two things that we think will help.

- Those of you in the Nursery and Reception classes should have lots of opportunities to plan and invent your own activities.
- In Years 1 and 2, we think you need to be given targets that make you think harder so that you all progress as well as you can.

Thank you again for making us so welcome and it was lovely to see you all having so much fun taking part in the snowman competition. Keep on working hard and best wishes for the future.

Yours faithfully

Lois Furness Lead inspector