

Cheetwood Primary School

Waterloo Road, Cheetham, Manchester M8 8EJ

Inspection dates

6–7 March 2018

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is a good school

- The headteacher and deputy headteacher have successfully addressed pupils' low achievement at the end of key stage 2 in 2017.
- Leaders' actions have improved pupils' achievement throughout key stage 2. In particular, the progress of pupils who have special educational needs (SEN) and/or disabilities and disadvantaged pupils is strong.
- Leaders' actions have improved the teaching of reading across key stage 1 and key stage 2. Pupils' attitudes to reading are positive and they make good progress.
- Children make strong progress in the early years, particularly in their language development. This gives them a firm foundation for learning, which supports their strong transition into key stage 1.
- Leaders have sustained improved standards at the end of Reception, in phonics and at the end of key stage 1.
- This is a highly inclusive school, where everyone feels safe, respected and valued. Pupils enjoy school and are very keen to learn.
- Work to promote pupils' spiritual, moral, social and cultural development is highly effective. Pupils' understanding of fundamental British values is exceptional.
- The school's curriculum strongly supports pupils' language development. This helps pupils, particularly those who speak English as an additional language, to make good progress in their learning.
- The governing body both challenges and supports leaders effectively. Governors use their knowledge of pupils' needs well to inform their work. Leaders spend additional funding well, including additional government funding for disadvantaged pupils and special educational needs funding.
- Leaders, including subject leaders, have improved how they monitor pupils' progress in learning. This helps teachers to raise their expectations of what pupils are capable of achieving. However, there are some variations in teachers' expectations in a minority of classes and subjects.
- In some lessons, teachers do not match work well enough to what pupils know and can do. This means that, when this happens, tasks are too easy for the most able pupils and lower-ability pupils struggle.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment to continue to raise levels of achievement in reading, writing and mathematics, by:
 - ensuring that teachers closely match tasks to pupils' abilities more consistently
 - challenging the most able pupils to achieve the highest standards across the curriculum
 - making sure that teaching supports the least able pupils in achieving their best.
- Strengthen the quality of leadership and management further, by:
 - raising expectations of what all pupils are capable of achieving, especially in the presentation of writing
 - ensuring that the quality of teaching is consistently high in all classes.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and deputy headteacher provide determined leadership of the school. Together, they have taken decisive and successful action to improve pupils' achievement across key stage 2 and the teaching of reading throughout the school. Staff morale is high and pupils' outcomes are improving.
- Under the leadership of the deputy headteacher, the use of assessment by leaders and teachers has improved. Leaders are now skilled at using what they know about pupils' learning to improve teaching. As a result, there is improved provision for disadvantaged pupils and for pupils who have SEN and/or disabilities.
- Effective training helps additional adults support pupils well in lessons. Leaders frequently check the difference that additional support and teaching makes to pupils' progress in learning. Staff work closely with a range of external agencies to meet pupils' needs. As a result, pupils who have SEN and/or disabilities make good progress.
- Leaders use targeted funding for disadvantaged pupils well. It has a positive impact on their achievement. In lessons, teachers mostly set pupils more challenging work. The school's assessment information indicates that differences between the achievement of disadvantaged pupils and that of other pupils nationally are diminishing.
- The local authority provides the school with effective support and guidance. Recent work, including consultancy support, has helped leaders to moderate assessment judgements and to improve the effectiveness of their monitoring activities. As a result, increased proportions of pupils are working at the standards expected for their age in reading, writing and mathematics.
- This is a highly inclusive school. Work to promote pupils' spiritual, moral, social and cultural development is a clear strength. Pupils, staff and governors show high levels of respect. Adults fully support the school's vision to prepare pupils well for life in school, in the community and in the wider world. Pupils' understanding of fundamental British values is exceptional. Older pupils launched the 2017 Manchester Hate Crime Awareness Week. The pastoral leader and the curriculum leader make significant contributions to this aspect of the school's work.
- Leaders ensure that the school's curriculum provides a breadth and balance of learning opportunities and builds on pupils' experiences and interests. Pupils say they enjoy learning and the many clubs and visits which are open to them. They especially enjoy the variety of visits, which include to parks, museums, local businesses and an outdoor education centre.
- Leaders use the primary physical education and sport funding effectively. Training for staff increases pupils' participation in sporting activities and competitions. Year 6 pupils with responsibility as members of the sport crew explained the importance of their work organising active playtimes for younger pupils.
- Parents and carers are positive about the work of the school. One parent commented that the headteacher is 'an inspiration'. This view is shared by other parents, who also say that behaviour is good and that children are safe. They also say that the school does a very good job in helping pupils who speak English as an additional language.

Governance of the school

- There have been changes to the governing body since the previous inspection. The chair and the vice-chair of the governing body are relatively new to their roles but both are experienced governors. Governors have a range of appropriate expertise and clear systems which enable them to support and challenge school leaders effectively.
- Governors know the school's main priorities for improvement and its strengths. They use their committee structure well to focus on key issues. They know how well current pupils are achieving, including specific pupil groups.
- Governors visit the school regularly and use these visits to find out about improvements and the quality of teaching and learning. They know the school well. Governors also engage in celebratory events, including those in the community.
- A minority of governors are less confident than others in their use of national performance information to question and challenge senior leaders. They recognise that they need training to develop these skills.

Safeguarding

- The arrangements for safeguarding are effective.
- The culture of safeguarding in the school is evident in the way that pupils feel safe and in the rigour with which adults pursue concerns.
- Pupils who talked to inspectors explained how teaching helps them to stay safe, for example from bullying. They explained bullying in its different forms and showed a good understanding of the harm it causes.
- Checks on the suitability of staff are comprehensive and help to ensure all who work at the school, or visit regularly, are suitably vetted to work with children.
- Senior leaders and staff work with a wide range of agencies, including health and social services professionals, helping the school to have a comprehensive understanding of pupils' needs.

Quality of teaching, learning and assessment

Good

- Teaching helps pupils to build strong foundations in their spoken language skills. This contributes to the good progress pupils make in their learning.
- Caring relationships between pupils and staff mean that pupils are confident learners. Pupils appreciate the support that staff give them. They feel encouraged by their teachers and participate well in lessons.
- Training and changes to the organisation of lessons have improved the teaching of reading for all groups. Pupils enjoy reading and appreciate the changes leaders have introduced. Older pupils describe how teachers encourage them to read for pleasure, both at school and at home. They are keen to recommend books and give good reasons for their choices. They talk about a wide range of texts they have studied, including Shakespeare and Malorie Blackman. Pupils are confident in sharing their preferences and in making comparisons.

- The teaching of phonics is good. Teachers match activities to what pupils know and can do. This means that pupils successfully acquire the necessary skills to become fluent readers.
- Teachers give pupils frequent opportunities to discuss and develop their ideas. An example of this was in a Year 6 English lesson. Before writing, pupils worked with a partner to rehearse the structure of their sentences and to finalise their choice of descriptive language. This ensured that pupils supported each other in improving their initial ideas and in writing with confidence.
- In mathematics, teaching is developing pupils' skills of mathematical reasoning and their use of mathematical vocabulary. This was evident in a Year 4 lesson, where teaching revisited the specific vocabulary of fractions. Adults supported those pupils who struggled to use the correct language. Pupils' books show that teachers provide regular tasks to develop pupils' skills of mathematical reasoning. Most teachers use questioning well to check pupils' understanding during lessons. Pupils say this helps them because they know what they are doing well and where they need to improve. Pupils respond well to feedback, which encourages them to persevere with more challenging tasks. It also means they check the accuracy of their work.
- Teaching assistants make a positive contribution to the progress pupils make. Training ensures that teaching assistants are effective in supporting the pupils who need the most help.
- Leaders work hard to make sure that teachers match tasks to what pupils know and can do. Most teachers do this well. However, at times, teachers give pupils work that is too hard or too easy for them. Consequently, they do not make the progress they are capable of.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and caring towards adults and each other. They feel valued and respected. They say that school is a safe place. Pupils know how to keep themselves safe from harm and benefit from visitors who talk to them about dangers and risks. Pupils know about the dangers of bullying in all its different forms. They are certain there is no bullying in the school. If they have a problem they are confident that staff will resolve it.
- Work to promote pupils' spiritual, moral, social and cultural development is highly effective. Pupils' understanding of fundamental British values is exceptionally strong. An example is the work of Year 6 pupils on mutual respect and tolerance. Pupils have a strong understanding of racism, know this is wrong and say that it is not an issue in this school.
- Leaders value highly the 'richness of beliefs, cultures and experiences' of pupils and staff. Teaching and the design of the curriculum develop pupils' knowledge of the local and wider community. Extra-curricular activities, such as sport and charity work, enhance pupils' learning. In their roles, for example as sport crew and house captains,

pupils show they take their responsibilities seriously. In discussion, younger pupils demonstrated a balanced understanding of personal rights and responsibilities. Pupils equate the rule of law with the importance of following the rules and expectations of the school.

- Pupils' books show that most of the time pupils work hard and achieve well. However, a small minority of pupils' books show that work is of a lower standard than that which pupils are capable of. This is particularly so in writing, where the quality of handwriting and the presentation of work are not as strong as they could be.

Behaviour

- The behaviour of pupils is good. In classrooms and around the school, pupils are sensible and take responsibility for their own behaviour and that of others. Older pupils take their responsibility towards younger pupils very seriously, supporting them at lunchtimes in the dining hall and outside in the playground.
- Pupils say incidents of negative behaviour are rare. This is partly because pupils are encouraged to reflect on their actions and the impact these have on others.
- Pupils value the rewards they receive. They want to do well, in their behaviour and their learning. In classrooms, they listen carefully to their teachers and follow instructions.
- Pupils enjoy coming to school and this shows in their good levels of attendance. Attendance over time has been high compared to the national average. Current attendance figures are broadly in line with national figures.
- There are occasions when the rate of progress of a few pupils slows. They struggle to complete the tasks given to them because the work set is too difficult. Even in these circumstances, pupils try their best.

Outcomes for pupils

Good

- In 2017, achievement at the end of key stage 2 dipped. The progress of disadvantaged pupils and those who have SEN and/or disabilities was behind that of other pupils, particularly in reading. Leaders' actions to improve outcomes for pupils have had a positive impact. The school's information shows that current pupils are making good and improved progress, from their different starting points. Work in pupils' books confirms that the progress of current pupils is typically good. This includes pupils who speak English as an additional language.
- Disadvantaged pupils make good progress throughout the school. The school's information shows that the differences in attainment between disadvantaged pupils and other pupils nationally are diminishing. Current pupils are making the strongest gains in reading and mathematics.
- Leaders check more frequently and more precisely on the progress of pupils who have SEN and/or disabilities. Training is helping teachers to adapt tasks and resources to the specific needs of pupils. As a result, these pupils make good progress in their academic learning and their personal development.

- At the end of key stage 1 and key stage 2, pupils' attainment in reading was below average in 2017. Leaders took decisive actions to address this. Teachers now follow a consistent approach to teaching reading and daily lessons focus on the skills and knowledge pupils need. Teachers and teaching assistants provide support for those pupils who need it most. As a result, most pupils make good progress and many are achieving the standard expected for their age. More complex texts and more challenging teaching are enabling the most able pupils to read at a high standard.
- The proportion of pupils who pass the phonics check in Year 1 is in line with national figures. This contributes to pupils' improved standards in writing, which were in line with the national average at the end of key stage 1 in the last two years.
- Pupils write for different audiences and for a range of purposes in English and across other curriculum subjects. Good progress is evident in most books, particularly in the way pupils structure their writing and in their use of language. In a minority of books, the quality of work indicates that teachers' expectations are sometimes too low. This is the case, for example, in the quality of pupils' handwriting and the presentation of their work. Leaders, including subject leaders, are aware of the need to help teachers share equally high expectations of what pupils are capable of achieving.
- In mathematics, the number of pupils who achieved the expected standard at the end of key stage 1 in 2017 improved to above the national average. Pupils' progress in mathematics is improving throughout the school. This is especially where teachers challenge pupils with harder work and give lower-ability pupils tasks they are able to complete without relying on adult support. Pupils' books show strong progress in calculation skills.
- Pupils make good progress across a range of subjects. However, in some lessons, when teachers do not match work to pupils' ability, progress slows. In French, pupils describe inconsistencies in expectations across year groups. Pupils' books and leaders' monitoring records show that the work given to some most-able pupils in subjects other than English and mathematics is not challenging enough.

Early years provision

Good

- Leadership and management of the early years are good. The leader and her team know the strengths and areas for development. All adults ensure that teaching gives a high priority to developing children's understanding and their use of language. The curriculum is effective in broadening and developing children's experiences in school.
- Leaders and teachers successfully meet the challenge of helping children to make rapid progress from low starting points in their learning. When children start in the Nursery class, most demonstrate skills and knowledge below what is typical for their age, particularly in communication and language. There is strong improvement in the proportion of children reaching a good level of development at the end of Reception. Attainment at the end of the Reception class shows that the difference between the school's figures and national figures is diminishing.
- Teaching is good. Teachers use what they know about children's interests and learning to plan exciting activities and a broad range of learning opportunities. For example, children engaged enthusiastically with well-organised tasks planned around the story

'Handa's surprise'. Learning shows progression for children in both the Nursery and Reception classes.

- Teachers have successfully focused on the development of children's physical development skills. Children make good progress and apply skills to their writing. During the inspection, they showed a keen interest in writing for a range of purposes using chalk, paint, pencils and pens.
- Children who qualify for additional funding, including those who have SEN and/or disabilities and disadvantaged children, make at least the same progress as their peers. Most children speak English as an additional language and teaching supports them in making rapid gains in their language development.
- Children show that they understand safe play and the safe use of resources. For example, children work sensibly on activities involving using tools for cutting. They form strong bonds with adults and this helps them to feel safe. Parents are happy that their children are safe and looked after.
- Children's work shows good progress in learning and the acquisition of skills across Nursery and Reception. Leaders ensure that transition arrangements are strong, including into Year 1. They carefully identify and address next steps and teaching is adapted so that pupils build on their successes and make good progress across key stage 1.
- Staff make sure that the early years provision meets all welfare requirements. Safeguarding is effective.

School details

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| Unique reference number | 105461 |
| Local authority | Manchester |
| Inspection number | 10045156 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 219 |
| Appropriate authority | The governing body |
| Chair | Philip Woolley |
| Headteacher | Barbara Oxton |
| Telephone number | 0161 8342104 |
| Website | www.cheetwood.manchester.sch.uk |
| Email address | admin@cheetwood.manchester.sch.uk |
| Date of previous inspection | 14–15 January 2014 |

Information about this school

- Since the previous inspection, the school has appointed several new teachers.
- The chair and deputy chair of the governing body are new to their roles.
- This school is slightly smaller than the average-sized primary school. An above-average proportion of pupils are disadvantaged and in receipt of support through the pupil premium funding. The school experiences high levels of mobility, with pupils entering and leaving the school mid-term.
- The majority of pupils are from a wide range of minority ethnic groups. Most speak English as an additional language.
- The proportion of pupils who have SEN and/or disabilities is above average.
- Children attend the Nursery class and the Reception class full time.
- The local authority has provided light-touch support to the school since the previous inspection.

- The school runs a breakfast club, which governors manage. Inspectors evaluated this as part of the inspection.
- The school met the government's floor standards in 2017. Floor standards are the minimum expectations for pupils' outcomes in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed a range of lessons in all year groups. Senior leaders carried out observations jointly with inspectors.
- Inspectors listened to pupils read and held discussions with pupils across the school. They scrutinised pupils' work in books and sampled books in class with senior leaders.
- Inspectors read 14 text responses submitted by parents, spoke with 22 parents on the playground and considered 19 responses to Ofsted's online survey, Parent View. They also considered the inspection questionnaires completed by 25 members of staff.
- Inspectors held a meeting with three governors. They also held meetings with leaders responsible for assessing pupils' learning and progress, the early years provision, provision for those who have SEN and/or disabilities and pupils who speak English as an additional language. Inspectors held meetings with leaders responsible for the curriculum and curriculum subjects. These included mathematics; English; and personal, social, health and economic education.
- Inspectors met with a representative of the local authority and a consultant who supports the school.
- Inspectors examined a range of documents. These included records of pupils' progress, the school's checks on the quality of teaching and reviews of its own performance, development plans, records of pupils' attendance and behaviour, and safeguarding documentation.

Inspection team

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| Deana Aldred, lead inspector | Ofsted Inspector |
| Sandie La Porta | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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