

Inspection of Cheadle Hulme Primary School

Cheadle Road, Cheadle Hulme, Stockport SK8 5GB

Inspection dates: 18 and 19 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud to belong to this welcoming school community. Pupils reported that they get on well together. Pupils trust adults to keep them safe from any harm. If bullying does occur, it is dealt with effectively by staff.

Pupils benefit from a curriculum which aims to prepare them for the future world. Leaders have high expectations for pupils' academic achievement. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well. Children in the early years settle quickly and get off to a flying start. They are very well prepared for key stage 1.

Across the school, most pupils demonstrate resilience and independence in their learning. They respond well to teachers' high expectations. There are times when a small number of pupils misbehave and get distracted from their learning. However, teachers deal with these occasions straight away and pupils quickly get back on track.

Pupils, including disadvantaged pupils, benefit from an extensive programme of high-quality opportunities that enhance their learning. They enjoy being able to take part in a wealth of leadership roles. These roles include being house captains and elected members of the pupils' parliament.

What does the school do well and what does it need to do better?

Leaders place a very strong emphasis on fostering pupils' personal development. Pupils relish the range of roles that are available to them. For example, they can volunteer to be elected as a member of the pupil-led department for sport or ministry of justice. Pupils spoke excitedly about their work to promote healthy lifestyles. They are just as committed to safeguarding the rights and responsibilities of all pupils within the school community.

Pupils' exceptional desire to make a difference to others is reflected in their passion and desire to make a change for the better, whatever their age. Pupils are inspired and motivated to be aspirational for their future lives. They develop confidence in their own abilities. These attributes prepare them exceptionally well for life in modern Britain.

Leaders have created a well-designed curriculum which sets out the important knowledge that children in the early years and pupils in key stages 1 and 2 will learn. The curriculum gives pupils the knowledge, skills and understanding to be confident learners in a wide range of subjects. Pupils achieve well.

Teachers are well equipped to design learning that supports pupils to learn the curriculum. Teachers, including those in the early years, explain new ideas clearly. They provide pupils with regular opportunities to revisit and recap important

learning. In most subjects, teachers address pupils' misconceptions quickly and use assessment systems effectively to check that pupils' learning is secure.

In a few subjects, some pupils do not remember what they have been taught. This is because, at times, teachers do not ensure that pupils have learned the most important concepts and knowledge they need before they move on to new ideas. This hinders pupils' learning. Leaders are in the process of sharpening the way teachers check prior learning in these subjects. These changes are at an early stage. As a result, leaders have not had chance to find out what difference these improvements are making.

Staff identify the additional needs of pupils with SEND appropriately. These pupils receive the support that they need to access the same ambitious curriculum as their classmates.

Children get off to an excellent start from the moment that they begin in the Nursery class. Staff use stories to spark children's curiosity. Children enjoy songs and rhymes. They are keen to talk about their ideas and learning. Staff across the early years are very skilled in developing children's vocabulary. They know exactly what needs to be taught and when this should happen. As a result, children gain a secure foundation for their future learning. They become confident and inquisitive learners. Children in the early years are exceptionally well prepared for key stage 1.

A love of books and reading is an important feature of school life. Inviting book displays linked to 'curriculum bookshelves' are a prominent feature throughout the school. Pupils who represent the school's own department for education enthusiastically champion reading across the school. They organise the school library and create welcoming book areas in each classroom.

Leaders have recently reviewed the early reading curriculum. Staff are well trained to deliver the phonics programme effectively. This helps most pupils become confident readers by the time they leave key stage 1. However, on occasion, some pupils do not read books that are closely matched to their phonic knowledge. As a result, some pupils, especially those who struggle with reading, cannot apply what they know about phonics confidently. This slows their reading fluency.

Most pupils have very positive attitudes toward learning. They usually learn without interruption. Children in the early years play happily alongside their friends. They delight in learning about the world around them.

Staff feel well supported by leaders with regard to their workload and well-being. Trustees and governors know the school well. They offer appropriate support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors are knowledgeable about keeping pupils safe. They are well trained. The procedures in place to identify and report concerns are clearly understood by staff. Staff know pupils well. When staff identify potential safeguarding concerns, leaders provide timely and effective support.

Pupils learn how to keep themselves safe, including potential risks that they may face and how to manage them. For example, pupils confidently described how to stay safe when they are using the internet. They learn about being safe when riding a bike and what to do if they have a worry or concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils who have difficulties with reading read books that are not closely matched to the sounds that they know. This stops them from applying their knowledge of phonics successfully. This hinders their fluency. Leaders should ensure that teachers make sure that pupils read books that enable them to practise their phonic knowledge.
- In a few subjects, teachers do not always ensure that pupils have learned the most important concepts and knowledge that they need before they are introduced to new ideas. This means that pupils cannot always apply what they have learned previously to new learning. Leaders should develop teachers' strategies to check prior learning in these subjects to ensure that pupils know more and remember more over time.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	145870
Local authority	Stockport
Inspection number	10255936
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	Board of trustees
Chair of trust	Anthony Little
Headteacher	Ryan Thompson
Website	www.cheadlehulmeprimary.org.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Cheadle Hulme Primary School opened as a free school in September 2018. It is part of the Laurus Trust.
- The trust operates a breakfast club and an after-school club.
- The executive headteacher supports the head of school and is also responsible for the other primary schools within the trust.
- Leaders do not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors conducted deep dives in these subjects: early reading, mathematics, physical education, art and design and geography. For each deep dive, inspectors met with subject leaders and teachers. They visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils about their learning. The lead inspector observed pupils from key stage 1 and key stage 2 read to a familiar adult. Inspectors also spoke with pupils about their learning and evaluated their work in some other subjects.
- Inspectors spoke with the executive headteacher, the head of school and other school leaders. The lead inspector spoke with the chief executive officer and trustees from the Laurus Trust, governors of the school's academy committee and a representative of the local authority.
- Inspectors also talked with staff about their workload and well-being.
- Inspectors met with the leaders who are responsible for behaviour, attendance and personal development.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. Inspectors looked at a range of policies and documents relating to pupils' and children's welfare and education. They observed pupils' and children's behaviour in lessons and around the school.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. Inspectors also checked the school's records of the suitability of staff to work with pupils.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses.

Inspection team

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