



# **INDEPENDENT SCHOOLS INSPECTORATE**

**CHEADLE HULME SCHOOL  
INTERIM INSPECTION**

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## Cheadle Hulme School

Full Name of School	<b>Cheadle Hulme School</b>		
DfE Number	<b>356/6019</b>		
Registered Charity Number	<b>1077017</b>		
Address	<b>Cheadle Hulme School Claremont Road Cheadle Hulme Cheadle Cheshire SK8 6EF</b>		
Telephone Number	<b>0161 4883330</b>		
Fax Number	<b>0161 4883349</b>		
Email Address	<b>head@chschoo.co.uk</b>		
Head	<b>Miss Lucy Pearson</b>		
Chair of Governors	<b>Mr Philip Johnson</b>		
Age Range	<b>4 to 18</b>		
Total Number of Pupils	<b>1390</b>		
Gender of Pupils	<b>Mixed (750 boys; 640 girls)</b>		
Numbers by Age	0-2 (EYFS):	<b>0</b>	5-11: <b>271</b>
	3-5 (EYFS):	<b>31</b>	11-18: <b>1088</b>
Number of Day Pupils	Total:	<b>1390</b>	
Number of Boarders	Total:	<b>0</b>	
Head of EYFS Setting	<b>Mrs Barbara Bottoms</b>		
EYFS Gender	<b>Mixed</b>		
Inspection dates	<b>15 Mar 2011 to 16 Mar 2011</b>		

## PREFACE

This report is according to the *Independent Schools Inspectorate (ISI) schedule for INTERIM inspections*. The inspection is a two-day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in March 2007.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010\*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

\*These Regulations replace those first introduced on 1 September 2003.

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31<sup>st</sup> August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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## **1. THE CHARACTERISTICS OF THE SCHOOL**

- 1.1 Cheadle Hulme School was founded in 1855 as the Manchester Warehousemen and Clerks' Orphans' School and moved to its present site in a suburb of Manchester in 1869. Until 1974 it was the only direct grant, co-educational, charitable day and boarding school. Boarding ended in 1993. The school is still a charitable trust, administered by a board of governors. Since the previous inspection in 2007 the school has greatly increased its computer facilities, improved the accommodation in the Early Years Foundation Stage (EYFS) and provided refurbished accommodation for Year 12. It has also introduced IGCSE and the Cambridge Pre-University course into the curriculum. The present head took up her appointment in 2010.
- 1.2 The school aims to ensure the fullest possible development of the academic, cultural, physical, moral, spiritual and social dimensions of each pupil, to promote integrity and self-respect in each pupil and develop compassion, tolerance and respect for others. These aims are to be achieved whilst pupils are being enabled to gain the personal skills and confidence required to shape their own futures, and those of others around them, in a rapidly changing world.
- 1.3 The school has 1390 pupils aged from 4 to 18. The junior school has 302 pupils (168 boys and 134 girls); of these 31 are aged under five and in the EYFS. In the senior school there are 1088 pupils (582 boys and 506 girls), 277 of whom are in the sixth form. The school is one of the largest independent schools in the country. The average ability profile of the school is above the national average. In the junior school fourteen pupils are identified as having learning difficulties and/or disabilities (LDD) and in the senior school there are 95 such pupils, four of whom have statements of special educational needs (SEN). Pupils are drawn primarily from the suburbs of South Manchester and North Cheshire and mainly from professional or business families. They come from a number of different cultural backgrounds. The senior school admits about two-thirds of its intake from local maintained and independent primary schools, the remainder transferring from its junior school.
- 1.4 National curriculum nomenclature is used throughout this report to refer to year groups in the school.

## 2. THE SUCCESS OF THE SCHOOL

### **The quality of the pupils' achievements and their learning, attitudes and basic skills**

- 2.1 Pupils' achievement throughout the school is outstanding. The school, therefore, is making significant strides towards achieving its aim of helping pupils to reach their academic potential.
- 2.2 In all stages of the school, including the EYFS, pupils are articulate and express their views with confidence. Older pupils develop an excellent range of vocabulary. By the time they are in Year 1, pupils write effectively and express their views with confidence. Pupils in the junior and the senior schools write at length with purpose and reveal an excellent ability to describe and to discuss issues as important as the economic implications of population growth. The presentation of work by pupils across the ability and age range is of high quality. Pupils make effective use of information and communication technology (ICT), a major improvement since the previous inspection. In mathematics and science they show excellent practical skills and in the humanities and the arts they display outstanding ability when discussing and interpreting ideas. Pupils with LDD and SEN also achieve well. In extra-curricular activities pupils' achievements have been excellent, for example at national and county level in a variety of sports, in music and drama examinations, with several pupils successfully auditioning for national orchestras, in the Duke of Edinburgh's Award scheme and in the national mathematics challenge. Older pupils, in particular, progress extremely well in their understanding of economic wellbeing through success in Young Enterprise and their political understanding is furthered by involvement in the Model United Nations Debating Competitions.
- 2.3 Pupils' attainment in junior school cannot be measured in relation to average performance against national tests but, on the evidence available, it is judged to be high in relation to national age-related expectations. The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. In the senior school results in GCSE and A level have been excellent in relation to the national average for maintained schools and good in relation to the national average for maintained selective schools. Performance in IGCSE mathematics has been above international and United Kingdom norms where the benchmark is higher than in GCSE.
- 2.4 Pupils' achievements throughout the school up to Year 11 indicate good progress when compared with that of pupils of similar ability. Progress throughout the sixth form is exceptional. The quality of pupils' work observed in class and in their written work supports these judgements. Pupils apply themselves purposefully, work effectively individually or in groups, and take a keen interest in their studies. These are important factors that contribute to their high achievement.
- 2.5 Curricular provision is good. In EYFS, pupils follow the appropriate learning experiences and a broad and balanced range of subjects is offered through the junior and senior schools. To date, too limited specialist support has been provided for pupils with LDD in the senior school but, in recognition of this situation, the role of the co-ordinator for those pupils has already been revised in readiness for the new academic year. Provision for SEN pupils is appropriate. The range of extra-curricular activities is outstanding and along with the curriculum contributes strongly

to the school's aims to ensure the fullest possible development of the academic, cultural, physical, moral, spiritual and social dimensions of each pupil. The school has good links with the community, indicated through its sports facilities being made available to local clubs, the involvement of its pupils with local primary schools and the more general involvement of its pupils in the local community.

- 2.6 Pupils' success in academic work is supported by the overall excellent quality of the teaching and the outstanding relationships between pupils and teachers. Teachers are knowledgeable and have clear and appropriate objectives. In the main, they provide excellent variety in their lessons and challenge the pupils effectively through the good resources and methods they use. Good attention is generally given to the needs of pupils of different abilities in class, including those with LDD, SEN and the gifted and talented. The quality of assessment is excellent. Books are well marked, with teachers often providing constructive comments to help the pupils. The regular assessments, accessible to parents through the school's portal, ensure that pupils and parents are fully aware of the progress and effort that each pupil is making. Assessment is markedly better than at the time of the last inspection.

### **The quality of the pupils' personal development**

- 2.7 Throughout the school pupils' personal development is outstanding. It also reflects the success with which the school is meeting its aims.
- 2.8 Pupils have a strong understanding and awareness of different world faiths and that belief in a Supreme Being impacts strongly on some people's lives. Older pupils tackle issues related to cause and effect in creation. Pupils talk willingly about individual uniqueness and the different gifts that their peers have. They are confident, self-aware and develop self-esteem based on their successes in school.
- 2.9 Pupils have an excellent approach to moral issues. They recognise the value of following rules and behave in an exemplary manner in class and about the school. They recognise the importance of charities and their own moral responsibility to help those in need. Pupils' social development is also excellent. The wide range of activities they can become involved in helps them recognise the importance of working supportively with others. Their roles as form captains, prefects, team leaders and representatives of their peers help them develop a noticeable maturity in their dealings with others, including adults. Culturally, many benefit positively from the school's wide range of activities, world-wide visits and learning in subjects such as history, art and music. Through these experiences they gain an understanding of life and beliefs in other times and countries.
- 2.10 The school's pastoral care is outstanding. In their responses to the pre-inspection questionnaire, several pupils indicated that they were not treated fairly by staff and could not go to them for help. Inspectors found no evidence of this. Pupils expressed great confidence in the support they receive from their teachers and confirmed that they feel happy and secure in the school. The observed relationships in the school amongst pupils and between pupils and staff are excellent. The school has effective anti-bullying and safeguarding policies and the staff have regular training in all areas of care.
- 2.11 The school has a suitable policy for supporting those with disabilities. It also has well-structured policies covering fire precautions and health and safety; the provision for taking care of those who fall ill is excellent. Pupils are encouraged to eat healthily and appropriate choices are offered by the well-organised school meals

service. The admission register is excellently maintained and the system for the daily registration of pupil attendance is effective and efficient.

### **The effectiveness of governance, leadership and management**

- 2.12 Governance, leadership and management throughout the school are excellent. Governors are highly committed to the aims of the school, support the school at all levels extremely well and ensure that it is well resourced and staffed. The committee structure is appropriate and certain governors have key responsibilities in areas such as health and safety and safeguarding. Governors have a positive impact on the school's policies and its development plans.
- 2.13 The senior management team is a body of considerable ability. They work to ensure that provision throughout the school is of the highest quality and successfully work to support the staff. The recent re-structuring has led to clear delegation and the effective delineation of responsibilities. The monitoring of teaching and learning is well documented and the mentoring role of some senior staff impacts very positively on the performance of their colleagues. The school's thoughtful development plan and longer-term strategic plan, which is currently being discussed, provide clear paths for the school's further development. Provision for the pupils is bolstered by effective professional development, and excellent induction for new staff. The centralised register is well maintained and demonstrates the care with which management has ensured that suitable staff, teaching and ancillary, are appointed. The school has robust arrangements for the checking of volunteers and supply staff.
- 2.14 The school's excellent accommodation includes extremely good social areas for the sixth form, a good library and exceptional outside facilities for sport. The school is extremely well administered.
- 2.15 Links with parents are excellent; they are made aware of all relevant documentation. The detailed website ensures that speedy contact can be made either by the school or by the parents and that the comprehensive complaints policy is readily accessible. The complaints policy is administered correctly. Parents are successfully encouraged to support their children's education through the class parent representatives in the junior school, the overall high-quality reporting and assessment systems, the openness with which the school receives parents, and the opportunities they are given to attend school functions. The active parents' association raises considerable sums of money for the school. In the pre-inspection questionnaire, the only area in which noticeable disagreement with the school's efforts was expressed was in the limited provision for pupils with LDD, a comment with which inspectors concur, whilst recognising that the school has the matter in hand. In all other matters, parents expressed extremely positive views about the work of the school and what it is providing for their child. For their part, the pupils also expressed confidence in what the school was doing for them.

### **3. ACTION POINTS**

#### **(i) Compliance with regulatory requirements**

(The range of the Independent School Standards Regulations is given in the Preface)

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2010.

#### **(ii) Recommendations for further improvement**

- 3.2 The school is advised to make the following improvements.
1. Ensure that the recent re-structuring of learning support leads to better provision for pupils with LDD.
  2. In the EYFS, provide a suitable and accessible area where the youngest children have the opportunity to rest.

#### **4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE**

##### **4.(a) The overall effectiveness of the early years provision – how well the school meets the needs of children in the Early Years Foundation Stage**

4.1 The overall effectiveness of the EYFS is outstanding. The needs of all the children, including the more able and gifted, are effectively met. Planning is thorough and allows for flexibility in the provision of activities to take account of children's individual needs. A wide range of successful systems exist, demonstrating the staff's firm commitment to sustain and improve standards. These include robust monitoring and evaluation of the overall provision through self-evaluation. Recent developments include improvements to the outdoor areas; however, there is no current area for the youngest children to rest should they so wish. The setting has further plans for improvement in its comprehensive development plans.

##### **4.(b) The effectiveness of the leadership and management of the Early Years Foundation Stage**

4.2 Leadership and management are outstanding. The setting has well-structured procedures and policies to ensure children's welfare; safeguarding policies are suitable. Staff share an outstanding partnership with parents and carers. Parents say they are encouraged to be involved in their children's education and are kept well informed of their child's progress. Staff have a clear vision for the EYFS. The need for continuous professional development is recognised, ensuring that all staff training needs are effectively identified and met. Staff are deployed efficiently and work well together. The setting's leadership monitors provision very effectively, recording how well children are progressing in their learning. The setting's policies promote equality of opportunity and eliminate discrimination. A wide range of high quality resources, both indoors and outdoors, are accessible to the children and are used very effectively to foster children's ability to make decisions and to work independently.

##### **4.(c) The quality of the provision in the Early Years Foundation Stage**

4.3 The overall quality of provision is outstanding. Detailed assessments are made on entry, and account is taken of information provided by nurseries. Staff monitor children's progress regularly through their very effective assessment system. As a result, teachers' detailed planning takes account of children's interests, abilities and needs. The indoor and outdoor learning environments are used very effectively, ensuring that learning is enjoyable and challenging, and foster positive learning habits. Speaking and listening skills, along with problem-solving, are nurtured very effectively. Through the well planned curriculum children are helped to develop an understanding of the world around them and also of technology. They are given opportunities to manipulate small and large tools, to learn to enjoy music and to benefit from physical movement activities. Staff give them confidence by rewarding their creative achievements. They know the children well, are very supportive and promote the children's social and emotional development very effectively. Staff ensure that the children are safe and healthy, and introduce them to a range of sensible routines that are understood by the pupils, such as hand washing after play.

#### **4.(d) Outcomes for children in the Early Years Foundation Stage**

- 4.4 Children's ability on entry is varied but, by the end of the EYFS, the outcomes are outstanding. Children of all abilities make good progress striving to meet staff's expectations. By the end of EYFS they can write simple sentences, use numbers effectively, and understand the benefits of using ICT and the digital camera. They clearly enjoy school and this contributes to their overall development; they are effective learners. Children develop an awareness of how to stay safe and willingly confide in adults. They recognise the value of healthy eating, particularly as a result of snack time and lunch time routines. They are very confident in making choices and when working independently. Children share well, co-operate, and show a high respect for others. .

**Section 3 includes what the Early Years Foundation Stage should do to improve its provision.**

## **INSPECTION EVIDENCE**

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

### **Inspectors**

Mr Terry Dillon

Reporting Inspector

Mr George Fisher

Former Headmaster, HMC school

Miss Angela Rawlinson

Headmistress, IAPS school

Miss Valerie Craven

Early Years Co-ordinating Inspector