

Cheadle Heath Primary School

Address: Edgeley Road, Cheadle Heath, Stockport, Cheshire, SK3 0RJ

Unique reference number (URN): 133326

Inspection report: 17 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders ensure that securing high attendance is everyone's responsibility. The very well-thought-out attendance strategy is implemented extremely successfully. Leaders intervene at the earliest opportunity to support any pupils or groups of pupils whose attendance is beginning to dip. As a result, any barriers to pupils' attendance and punctuality are rapidly addressed. The attendance of pupils with special educational needs and/or disabilities is well above the national average. Pupils' current attendance is high, with significant recent improvements.

The behaviour policy is implemented consistently well by kind and caring staff. Leaders have created a calm, warm and nurturing ethos. This permeates the school. Staff go out of their way to understand pupils' unique needs. For example, the school provides highly effective support and adjustments to help pupils with social and emotional needs to manage their emotions well. Pupils show very high levels of respect. They proudly rise to meet leaders' high standards. Pupils behave extremely well both in lessons and during breaktimes. Leaders deal with any rare incidents of bullying or any discriminatory behaviour, whether online or offline, quickly and very effectively.

Inclusion

Strong standard ●

Pupils with a range of additional needs thrive as a result of the school's nurturing and inclusive culture and environment. Staff are expertly trained to accurately and swiftly identify and meet the needs of pupils, including those who have special educational needs and/or disabilities.

Staff precisely tailor strategies for support. This rapidly reduces obstacles to pupils' learning or wellbeing. Teachers make effective adaptations to support pupils' learning very effectively.

The school uses the purposeful and well-designed 'Oasis hub' very effectively. Within this calm and tranquil space, pupils benefit from targeted interventions, particular those with social and emotional needs. Pupils also value support from the school's highly effective pastoral team, including Tilly, the therapy dog. Pupils who have other needs benefit from swift intervention. For example, those with speech, language and communication needs receive helpful specialist support.

The school liaises closely with external agencies and parents and carers to understand and support the individual needs of pupils. Leaders carefully track the progress of vulnerable pupils. Leaders continually refine and improve their work. This means that pupils, including disadvantaged pupils, consistently benefit from high-quality experiences and opportunities.

Leadership and governance

Strong standard ●

Leaders at all levels are highly ambitious for the school. They put pupils' interests front and centre of their work. Leaders have a deep understanding of the school's context and its strengths and areas for development. They carefully analyse the impact of their actions.

Leaders use this information to pinpoint and prioritise the right actions at the right time. As a result, the school continually develops and improves.

Leaders and staff ensure that any barriers to pupils' wellbeing and learning are rapidly reduced. The impact of leaders' work is highly positive in most areas. Leaders rightly recognise that there is further work to do to ensure that the improvements in pupils' writing, particularly in handwriting, and in a few aspects of achievement are consistently sustained over time.

Governors share the school's aspirational vision for a highly effective education for pupils. They possess a wide range of relevant skills and knowledge to be able to hold the school to account very effectively. This includes for the outcomes of vulnerable groups, particularly those who are disadvantaged.

The whole school community is unwaveringly positive about the school. Parents and carers cannot praise the school highly enough. Staff are extremely proud to work at the school. They particularly appreciate the opportunities that they have to develop professionally. This is through the school's high-quality and personalised professional development offer. Staff value the way that leaders care about them and show consideration of their wellbeing and workload in their decision-making.

Personal development and wellbeing

Strong standard ●

The school's highly effective personal development programme significantly enriches the experiences of pupils. Leaders ensure that there is equitable access for all. Leaders use their robust analysis of the programme's impact to make continued improvements.

Pupils' talents are nurtured through taking part in activities that align closely with their interests and aspirations. Pupils, including disadvantaged pupils, learn to play a musical instrument or represent the school at many events within the community. Pupils value participating in activities such as residential visits, as well as trips to the farm, theatre, church and local environment. They enjoy a range of sports, including hockey and cheerleading activities. Pupils learn about different careers and the importance of budgeting. These rich and highly cohesive experiences help to develop their character. The programme actively promotes the school values of 'aspire, believe and achieve'.

The programme helps pupils extend their learning, for example through diverse texts. They learn about significant people and their contributions to culture, drama and humanitarian causes throughout the ages. Pupils show tolerance and respect for other cultures and customs. Families regularly share aspects of their culture, for example their customs and traditions during Chinese New Year.

Pupils articulate their learning very confidently. They understand how it impacts on their lives now and in the future. Pupils develop a clear understanding of healthy relationships and fundamental British values such as democracy. They show deep awareness of how to keep themselves safe online and in the wider world.

Pupils, including those who were previously looked after, flourish due to the exemplary care and pastoral support that they receive. Pupils are very well prepared for their later life.

Expected standard

Achievement

Expected standard 

Typically, pupils achieve well. This is reflected in the end of key stage 2 results in national assessments. These have been broadly in line with national averages over time. The positive impact of leaders' work to improve reading can be seen in the increased reading fluency of pupils. However, in a few aspects, pupils do not achieve as highly as they might.

Most pupils develop the basic skills that they need to succeed across the curriculum. However, occasionally, pupils' writing skills are not as well developed as they should be, particularly their handwriting.

Current pupils make consistently positive progress across the curriculum, particularly those pupils with special educational needs and/or disabilities. In most subjects, pupils remember key content and connect it effectively with new learning. As a result, they are well prepared for the next stage of their learning.

Curriculum and teaching

Expected standard 

Leaders have constructed an aspirational curriculum for each subject and year group. This includes those pupils in mixed-age classes. Leaders have made well-considered improvements to some subjects. This means that the content that pupils learn is clearly identified and broken down. This work is having a positive impact. Pupils build on their prior learning well and develop knowledge across the curriculum.

Staff benefit from helpful and ongoing professional development. Typically, they deliver the curriculum well. Teachers model and explain new learning carefully. Staff use their knowledge of individual pupils' needs to make appropriate adjustments to the curriculum. This includes pupils with special educational needs and/or disabilities. Teachers generally use assessment information effectively to adapt teaching and to address gaps in pupils' learning.

Reading is a high priority. This starts in the early years. Children are exposed to rich texts to ignite their interest in books and reading. Leaders' work to strengthen pupils' key knowledge, particularly in mathematics, reading and oracy, is mostly effective. Typically, pupils develop secure knowledge in these areas. However, there is still some variability in the quality of some pupils' writing.

Early years

Expected standard 

Leaders have developed a well-considered and logically sequenced curriculum. This takes into account children's needs and interests. The carefully designed environment, particularly

the outdoor area, supports and extends children's learning effectively. Staff plan purposeful activities to help children gain essential knowledge and skills across all the required areas of learning.

Typically, staff maximise opportunities to develop language and to model important vocabulary. Early reading is a high priority. Children begin to learn the sounds and letters that they need to become more confident in reading. They consolidate their learning through regular practice across the school day. Staff provide targeted support to help children who need this. Children, including those who are vulnerable, learn well across the early years curriculum.

Staff build trusting relationships with children and their families. Staff closely collaborate with parents and carers, and professionals, to identify children's additional needs as soon as possible. Relationships between staff and children are consistently warm and caring. This helps children to feel secure and to settle quickly into their school.

What it's like to be a pupil at this school

Pupils are immensely proud to belong to 'team Cheadle Heath'. Each morning, staff greet pupils warmly by name and check to see how they are feeling. This helps pupils to have a positive start to their day. Pupils enjoy playtimes where many like to be active and enjoy singing and dancing to music. Pupils get on extremely well with each other.

Inclusion is at the heart of the school's work. Pupils develop a deep sense of belonging. This includes those from different backgrounds and cultures or those who are new to school. As a result, pupils look forward to coming to school each day and attend well. Pupils learn an ambitious curriculum. They enjoy learning about interesting and engaging topics. Typically, pupils achieve well.

School is a safe, welcoming and calm place. Pupils are extremely well supported by kind and caring staff. Pupils who have special educational needs and/or disabilities get the support they require. Pupils know that any rare incidents of bullying will be sorted out quickly and effectively.

Pupils benefit from high-quality pastoral support. They enjoy regular visits from Tilly, the therapy dog. This support helps pupils to flourish, particularly those who may struggle to regulate their emotions.

Pupils' conduct embodies the school's values. They behave impeccably. Pupils understand the school's rules and proudly follow them. This starts in the early years where children listen keenly to their teachers.

Pupils benefit from a wealth of rich activities to develop their character and confidence. For example, pupils proudly represent the school in many competitions. They learn to play a brass instrument and are given opportunities to work with a famous Manchester orchestra. Older pupils take part in a Shakespeare production at a local theatre.

Next steps

- Leaders should build on their work to improve pupils' basic skills in writing and handwriting so that pupils across the school write with fluency and confidence.
 - Leaders and governors should continue to develop their successful systems for monitoring and evaluating the effectiveness of their provision so that they lead to consistently high outcomes for pupils.
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About this inspection

The chair of the board of governors in this school is Samantha Donigan.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other leaders and staff. The lead inspector met with members of the governing body, including the chair, and a representative of the local authority.

The inspector confirmed the following information about the school:

The school uses no alternative provision.

The school runs a before-school breakfast club and an after-school club.

Headteacher : Christine Meekley

Lead inspector:

Louise McArdle, His Majesty's Inspector

Team inspectors:

Alison Lawson, Ofsted Inspector

Orienne Langley-Sadler, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 17 March 2026

School and pupil context

Total pupils

339

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

26.90%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.77%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

13.57%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	61%	Close to average
2024/25 (revised)	62%	62%	Close to average
2023/24 (final)	48%	61%	Below
2022/23 (final)	54%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	74%	Close to average
2024/25 (revised)	69%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25 (revised)	76%	72%	Close to average
2023/24 (final)	79%	72%	Above
2022/23 (final)	72%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	73%	Close to average
2024/25 (revised)	84%	74%	Above
2023/24 (final)	60%	73%	Below
2022/23 (final)	67%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	46%	Below
2024/25 (revised)	29%	47%	Below
2023/24 (final)	61%	46%	Above
2022/23 (final)	14%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	50%	63%	Below
2023/24 (final)	78%	62%	Above
2022/23 (final)	36%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	59%	Close to average
2024/25 (revised)	53%	59%	Close to average
2023/24 (final)	83%	58%	Above
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	60%	Close to average
2024/25 (revised)	72%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	21%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	68%	-31 pp
2024/25 (revised)	29%	69%	-40 pp
2023/24 (final)	61%	67%	-6 pp
2022/23 (final)	14%	66%	-52 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	78%	80%	-2 pp
2022/23 (final)	36%	78%	-43 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	78%	-14 pp
2024/25 (revised)	53%	78%	-25 pp
2023/24 (final)	83%	78%	6 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25 (revised)	72%	81%	-8 pp
2023/24 (final)	67%	79%	-13 pp
2022/23 (final)	21%	79%	-58 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.2%	5.2%	Close to average
2023/24 (3 term)	5.6%	5.5%	Close to average
2022/23 (3 term)	5.4%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.2%	13.3%	Close to average
2023/24 (3 term)	15.3%	14.6%	Close to average
2022/23 (3 term)	16.5%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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