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Dear Mrs Henderson

Special measures monitoring inspection of Cadishead Primary School

This letter sets out the findings from the monitoring inspection that took place on 11 and 12 February 2025, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the first monitoring inspection since the school was judged to require special measures following the graded (section 5) inspection that took place in November 2023.

The purpose of a monitoring inspection is not to grade the school's key and (where applicable) provision judgements, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, I discussed with you and other senior leaders, members of the interim executive board (IEB) and representatives of the local authority, the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. I also visited lessons, talked with pupils, held meetings with other staff, and scrutinised pupils' work and other documents. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but more work is necessary for the school to no longer be judged as requiring special measures.

The school may not appoint early career teachers before the next monitoring inspection.

The position regarding the appointment of early career teachers will be considered again during any monitoring inspection we carry out.

The progress made towards the removal of special measures

Since the last inspection, there have been several staff changes. You were appointed as executive headteacher in January 2025. There is a new head of school and assistant headteacher, who have taken up their roles from April 2024.

You and your team have started by ensuring that there is an ambitious curriculum in place for all subjects in all year groups. There has been significant work done in this area to make sure that the curriculum design for all subjects is fit for purpose. This is starting to mean that pupils are learning with more success across a broader range of subjects. Learning environments have been carefully considered to support pupils, including those with special educational needs and/or disabilities, to learn well. For example, cognitive overload is considered within your expectations for classroom displays. Alongside your work to develop the design of the curriculum, you have provided professional development for staff. This has helped them to understand your expectations for how the curriculum should be delivered.

A new curriculum has been introduced for reading and writing. You have made sure that reading books are available for pupils that match the sounds they have learned. Teachers have benefited from support from external specialists. This external support has enabled teachers to build their confidence in the content of the new curriculums. Teachers receive feedback that helps them to improve. They value the wealth of resources that are provided for them within the new curriculum materials. Teachers feel that this positively impacts their workload and well-being in a time of many changes.

The school's work to develop the early years is bearing fruit. The Nursery class has moved to a new classroom to be nearer to the Reception cohort. This is starting to enable you to build a clear oversight of the whole provision. There is a new curriculum in the early years that shows careful consideration for what pupils will learn and when. Significant work has taken place to improve the learning environment. There are a range of opportunities for children to practise their early writing skills. Staff are starting to give pupils learning activities that more closely meet their needs. There has been a range of professional development opportunities for promoting purposeful and positive interactions in the early years environment. There is now a clear focus on the role of adults and how they will contribute to children's learning.

You have recognised that many pupils have significant gaps in their knowledge due to the previous deficiencies in the curriculum. Your initial focus has been to establish more effective assessment strategies in reading, writing and mathematics. Now, teachers are checking on what pupils know and remember more regularly. They are starting to use the information that they gain from assessment to decide what to teach next. You have put in place more effective systems to pinpoint where pupils' gaps in knowledge are, and you have a range of strategies and resources in place to reduce them. There are now regular

reviews of pupils' progress with a range of leaders. You recognise that there is more work to be done to ensure that assessment is used effectively, particularly in the foundation subjects, to enable staff to routinely design learning that is based on an accurate understanding of pupils' prior knowledge.

The importance of regular attendance has been clearly communicated across the school. Attendance systems and procedures have been strengthened to ensure that records are accurate and that responsibilities are clearly defined. There is now a stronger strategic overview of attendance. Although this work is in the early stages, you have increased the focus on attendance with parents and carers. For example, parents receive regular information about their child's attendance as well as how to access support if needed. You keep a close eye on those pupils who are persistently absent and do not shy away from difficult conversations to remind families about the importance of attending regularly. Although they have been recently introduced, the systems that you have put in place now enable you to swiftly identify families that may need additional support.

The IEB provides effective support and challenge to the school. Its role has evolved due to the several changes of key dates for the next stage in the school's journey. The chair of the IEB makes regular checks on the progress that the school is making in each of the identified areas for improvement. The IEB has supported the school to maintain a stronger strategic oversight of each area. This includes clear prioritisation of actions that pave the way for the next stage of the development. You make positive use of all the external support on offer and have formed strong working relationships that make the improvements more sustainable.

I am copying this letter to the chair of the IEB, the Department for Education's regional director and the director of children's services for Salford. This letter will be published on the Ofsted reports website.

Yours sincerely

Jane Dennis
His Majesty's Inspector