

# Chelford CE Primary School

## Inspection report

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<b>Unique Reference Number</b>	111254
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	378263
<b>Inspection dates</b>	27–28 March 2012
<b>Lead inspector</b>	Eithne Proffitt

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Donald McLeod
<b>Headteacher</b>	Alison Scott
<b>Date of previous school inspection</b>	19 November 2008
<b>School address</b>	Oak Road Chelford Macclesfield SK11 9AY
<b>Telephone number</b>	01625 861351
<b>Fax number</b>	01625 890003
<b>Email address</b>	admin@chelford.cheshire.sch.uk

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## Introduction

Inspection team

Eithne Proffitt

Additional inspector

This inspection was carried out with two days' notice. The inspector observed three teachers teaching nine lessons. In addition, short visits were made to small-group and individual intervention sessions and time was spent listening to pupils read. Meetings were held with groups of pupils, the Chair of the Governing Body and school staff. The inspector observed the school's work and looked at documentation, including that relating to self-evaluation, improvement-planning, safeguarding and the curriculum. Records of all pupils' progress, work in their books and on display around the school were examined. Questionnaires from 20 parents and carers were scrutinised and also others from pupils and staff.

## Information about the school

Chelford CE is much smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below average as is the proportion of disabled pupils and those with special educational needs. Almost all pupils are of White British heritage and none are at an early stage of learning English as an additional language. A significant proportion of pupils joins or leaves the school at other than the usual times. The school meets the current floor standard which sets the minimum expectations for attainment and progress.

Pupils are taught in two mixed-age classes, one of which has children in the Early Years Foundation Stage and pupils in Key Stage 1. The school has gained a variety of awards, including the Primary Science Bronze Quality Mark and has achieved Healthy School status.

A privately run pre-school operates on the school premises. This provision is subject to separate inspection and a report on its quality can be found on the Ofsted website.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Parents, carers and pupils rate the school highly, valuing its place at the heart of the local community. Pupils' spiritual, moral, social and cultural development is good, emanating from the highly caring ethos of the school. The school's overall effectiveness is not outstanding as not all teaching is yet sharply focused on enabling pupils to develop as independent learners.
- Pupils' achievement is good. The very small numbers in each year group and the proportions that join or leave the school at other than the usual times influence overall attainment figures for each year group. However, from starting points that are in line with expectations, all pupils make consistently good progress through the school to attain standards that are, by the end of Year 6, at least average and often above. School data for the current Year 6 record that overall attainment for this group of pupils is already above average.
- Good and sometimes outstanding teaching, particularly in some literacy lessons, provides increasing opportunities for pupils of all ages to vigorously debate and explore their own learning and progress. However, this extremely positive practice is not yet evident in all lessons, especially in mathematics and in different subjects across the curriculum.
- Behaviour is typically good and pupils say it has improved over recent years. They state that there is no bullying now and that systems are in place that address any issues quickly and effectively. Pupils' enthusiasm for learning and eagerness to come to school contribute significantly to their above average attendance and their positive attitudes to learning in lessons.
- There is a strong team ethos as all staff and the governing body take responsibility for driving the school forward. The headteacher's good leadership of teaching and management of performance are key factors in the consistently good quality of teaching and its impact on pupils' good achievement over their time in school.

## What does the school need to do to improve further?

- Maximise opportunities for pupils to develop independent learning skills by:
  - allowing pupils to explain their thinking in depth, both orally and in their written work, in all subjects, especially mathematics
  - personalising learning targets in mathematics, so that all pupils can see and measure their own progress in all core subjects
  - extending cross-curricular links to provide more opportunities for pupils to explore, debate, and take responsibility for their own learning.

## Main Report

### Achievement of pupils

All parents and carers who responded to the questionnaire are entirely happy with the progress their children are making in school. The inspector agrees that this is an accurate view. In lessons, pupils work hard, concentrate on the task in hand and achieve well. They very much enjoy learning, soak up new ideas and relish the challenge to debate their opinions and justify their thinking, especially in literacy lessons. Here, good and sometimes outstanding progress is assured. For example, children in Class 1 made outstanding progress in their 'Welly Walk' through the woodland. Astute, probing questioning from adults and the already impressive subject knowledge of the children about the flowers and wildlife combined to create a 'magical' outdoor learning experience for all. Similarly, in Class 2, pupils' ability to express opinions, discuss differences and come to a compromise in a debate about the ethics and morality of keeping animals in zoos reflected outstanding progress in one short lesson. These strengths in teaching ensure that overall attainment by the end of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 is above average.

Regular, skilled teaching of the links between letters and the sounds they make ensures that the youngest pupils' literacy skills are developed well. Pupils' good progress in reading was confirmed when the inspector listened to pupils read and discussed their reading and writing experiences. Attainment in reading is typically above average at the end of Key Stage 1 and by the time pupils leave school in Year 6. Throughout the inspection, it was evident that many pupils had developed a love of reading. At break times pupils of all ages were seen on the grassy slopes, in the willow dome and in the 'quiet area' totally absorbed in their books and reluctant to move when the bell rang.

Progress in mathematics is good. However, some opportunities are missed for teachers to accurately assess just how well pupils are tackling problems and are progressing in their learning in each lesson. Pupils' targets in reading and writing are specific to each child. In mathematics, pupils do not have individual targets but year-group targets. Some less-able pupils' progress through these appears slow as this system does not record the significant gains made in individual pupils' mathematical learning.

Work in books, displayed on walls and the school's tracking data confirm the continued good overall progress that all pupils are making, including those who start at the school other than at the usual times. Disabled pupils and those with special educational needs also make

good progress because they receive very timely and skilled intervention in their learning from teachers and from the school's very talented, committed, teaching assistant.

## Quality of teaching

Consistently good teaching over time is evident in the Early Years Foundation Stage from tracking information and in the happy, relaxed and yet disciplined environment in which the children work and play. Thorough planning and team work between the adults ensures that all children make good progress in all areas of their learning. During the inspection the Reception class were developing early writing, creative and knowledge and understanding of the world skills through their curriculum theme about pirates. Boys, especially, revelled in the challenge to create their own pirate ship and in threatening adults with 'walking the plank' if they failed to provide a password.

Parents and carers are unanimous that their children are taught well and the inspector agrees. Good and outstanding teaching is evident in both classes. The teachers' enthusiasm and pupils' very positive attitudes to learning ensure that most lessons progress at a good pace with plenty of active learning. The teaching assistant and any other additional adults are clear about their roles and support the learning of different, smaller groups of pupils effectively.

Teaching in mathematics is equally lively but fewer opportunities exist for older pupils to demonstrate their learning and progress in any depth orally and in writing in these lessons. In some lessons, pupils record their thinking and problem-solving in jottings on whiteboards and then record the answers in their exercise books. While the adults are adept at moving through the groups and discussing with pupils what they are doing, valuable information about how all pupils are learning and any strengths or misconceptions they may have had are wiped away and only their answers remain. Teachers' judicious use of praise and reward encourages pupils to answer challenging questions and to produce their best work. Marking in books is celebratory but does not reflect the excellent quality of verbal feedback that, pupils say, is 'like having one-to-one teaching'.

Teachers promote pupils' spiritual, moral, social and cultural development by encouraging them to be curious learners, interested in the world around them and able to appreciate books, poetry, music and the arts. The quality of teaching is enhanced by a number of positive curriculum initiatives that widen pupils' understanding and knowledge of the subjects they are studying. Pupils were quite animated when they explained, for example, some of the visits and visitors that enhance and enrich their learning experiences and 'bring our learning alive'. Pupils also reported, however, that they would like more lessons 'that are not so much, for example, history or geography, but something that would take in lots of different subjects, just like we do for homework projects – they're great!' The inspector agrees that pupils have too few opportunities in lessons to take on responsibility for their own learning in different subjects in this cross-curricular way.

## Behaviour and safety of pupils

Pupils say they feel safe at school and are in no doubt that any issues or concerns are dealt with appropriately. Staff apply the behaviour policy consistently and pupils are clear about the school's expectations. They particularly appreciate the 'Circle Time' box and the opportunity this now provides to record any worries or concerns. Pupils are in no doubt about the box's value. Combined with the trust they have in the adults who care for them,

this system has been effective in allaying any pupil concerns and ensuring 'something is done swiftly'. While pupils express an accurate understanding of bullying in all its forms, they state confidently that there are 'no bullies here now'. They have a keen sense of how to stay out of harm's way and are knowledgeably cautious about their use of the Internet and mobile phones.

Behaviour in lessons is good, especially when learning challenges pupils' thinking. Pupils are encouraged to take greater responsibility for their own behaviour at times when activities are less structured, for instance on the playground, around the school or in the hall. Pupils say how safe they feel in the school's nurturing environment – 'it's calm and almost holistic' was a comment reflecting the appreciative views of many pupils.

## **Leadership and management**

The headteacher provides strong and determined leadership. She is ably assisted by a committed teaching and support team and knowledgeable governing body. Together, through honest self-evaluation and rigorous school improvement planning, they have identified key issues facing the school and have tackled them in a focussed and concerted way that has led to clear improvements in achievement, teaching and behaviour over time. Timely training and support has allowed staff to become more confident in leading and managing aspects of the school's work. The school's thorough tracking system and all adults' comprehensive knowledge of all pupils and their families, allows any concern to be quickly identified and action taken to tackle it. The governing body knows the school well and does not shrink from asking challenging questions.

There is clear evidence of the positive impact of the school's strategies since the previous inspection, demonstrating that there is a good capacity for sustained improvement. Parents and carers assert that their children are safe in school. Procedures for securing child protection and removing reasonable risk are robust and all statutory safeguarding requirements are met. Partnerships with parents and carers are good and are having a very positive impact on the learning and progress of pupils. A very small minority did not agree that the school dealt effectively with some behaviour issues. These concerns are addressed in the body of this report.

Discrimination has no place at Chelford Primary School. Promotion of equality is good because any emerging gaps in performance are quickly identified and acted upon. The school acknowledges that more work needs to be done to encourage pupils' independent learning, especially in mathematics and to fully exploit pupils' enthusiasm for learning across the curriculum. However, the current curriculum provides a good grounding in the basic skills of English and mathematics, offers a broad range of enrichment activities including artistic, sporting and cultural events and successfully promotes pupils' good spiritual, moral, social and cultural development. Pupils respect each other, work well together and understand right from wrong. In many activities, including the 'Welly Walks' and peaceful reading moments, pupils demonstrate a tangible sense of awe and wonder in the world around them.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.



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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



29 March 2012

Dear Pupils

### **Inspection of Chelford CE Primary School, Macclesfield, SK11 9AY**

It was a privilege to spend two days in your school recently. Thanks to each one of you for sharing your time with me. I really enjoyed working and chatting with you. I know how proud you are to be part of Chelford Primary School and I am pleased to report that it is a good school that prepares you well for the next stage in your education. Your behaviour is good - you enjoy school, respect your teachers and each other and are very polite and welcoming to visitors. I was delighted to note your above average attendance – well done and keep it up! I agree when you say that when the teachers give you more challenging, exciting activities that really make you think for yourselves, your learning is faster and much more fun. I noticed how enthralled you were during your debate about zoos and when the little ones were exploring in the woodland!

All the adults who work in your school are determined that it should keep getting better and better. In order to do this, I have asked your headteacher, teachers and governors to make sure you have plenty of chances to work independently and to organise your own learning by:

- making sure that all lessons challenge you to explain what you are thinking and that, in mathematics lessons, all your hard work is recorded in your exercise books
- giving you personal targets in mathematics, so that each one of you can see and measure how well you are doing in your learning in this subject
- providing more opportunities for you to use your research and problem-solving skills in many different subjects and topics.

You can help your school to improve further by continuing to be the best that you can be, enjoying your success and being really proud of your achievements.

Yours sincerely,

Eithne Proffitt  
Lead Inspector

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