

Calveley Primary Academy

Calveley, Tarporley, Cheshire CW6 9LE

Inspection dates

4–5 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Skilled and aspirational leaders have taken effective steps to improve outcomes for pupils, providing a range of effective training for staff.
- The trust makes a positive contribution to school improvement. Leaders and directors from across the trust bring a wide range of skills to support the school effectively.
- Leaders have planned an engaging curriculum that is firmly rooted in real-life experiences. Teaching is good, and pupils achieve well in subjects across the curriculum
- Staff are vigilant in ensuring pupils' safety and well-being. Pupils feel safe in school.
- Pupils read a wide range of books and texts. They enjoy reading and read with confidence and skill. Teachers ensure that pupils value books and read regularly.
- Pupils learn to write for a range of different purposes. Some pupils lack confidence and accuracy when using their grammar, punctuation and spelling skills in their independent writing. They do not check and correct their work for accuracy.
- In mathematics, pupils gain the confidence to use their problem-solving skills successfully. They make good progress.
- Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make good progress.
- Pupils do not have a secure understanding and knowledge of British values and diversity, including other cultures.
- Pupils enjoy school and attend very regularly.
- Pupils develop as enthusiastic and confident learners. They behave well. Pupils are well prepared for their next stage of education.
- Pupils treat others with kindness and respect. They are keen to contribute to school life and enjoy a wide range of leadership roles.
- Pupils achieve well in physical education (PE). They take part in a wide range of activities and sport. Pupils enjoy representing the school in frequent events and competitions.
- The youngest children settle very quickly into Nursery. Staff provide a warm and nurturing environment in early years.
- Children in early years make good progress. However, they do not have enough opportunities to practise and develop their early writing skills.

Full report

What does the school need to do to improve further?

- Develop the curriculum so that it gives pupils a more secure understanding and knowledge of:
 - British values, including democracy and the rule of law
 - diversity, including other cultures.
- Improve the quality of teaching and learning, by:
 - ensuring that pupils use their grammar, punctuation and spelling skills accurately
 - developing pupils' accuracy and skills in checking and editing their independent writing.
- Improve children's outcomes in early years, by planning frequent, high-quality activities that develop children's early writing skills.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher, well supported by the head of school and leaders from across the trust, provides strong and effective leadership of a dedicated and caring team of staff. Leaders have taken effective action to address the fall in outcomes in reading and mathematics at the end of key stage 2 in 2018.
- Since the school opened, leaders have developed their vision for an interesting and engaging curriculum that develops pupils as confident, enthusiastic and resilient learners. Pupils learn a variety of important skills, including leadership and communication. Central to leaders' vision is making sure that the school is welcoming and nurturing.
- Leaders know the school well. Detailed plans are in place to continue to improve standards. Leaders ensure that staff have effective training that is closely matched to school improvement priorities. They provide staff with very regular opportunities to work collaboratively with each other and with professionals from across the trust to share and develop their skills. Training has had a positive impact on standards, for example in improving pupils' achievement in mathematics.
- Leaders and directors are aware that some aspects of the school's work, such as improving pupils' skills in writing, are still developing. The subject leader for English has provided guidance and support for staff in teaching writing and this is having a positive impact on improving learning. Although improvement is evident, pupils' grammar and punctuation skills are not consistently accurate.
- Middle leaders check pupils' work to ensure that pupils' knowledge and skills develop across the curriculum. Leaders have improved the school's long-term curricular plans, mapping the knowledge and vocabulary that they expect pupils to acquire in different subjects as they move through the school. Pupils make good progress in a range of subjects, including science, history and geography.
- The special educational needs coordinator (SENCo) provides strong leadership. Pupils are quickly and carefully assessed by staff to identify any barriers to their progress. Regular meetings with parents, carers, and, when needed, other agencies and professionals, are used effectively to share information about pupils' learning. Provision is reviewed regularly by leaders to make sure that it is having maximum impact.
- The school makes effective provision for the promotion of pupils' spiritual, moral and social development. Pupils enjoy many opportunities to help others and to raise funds for different charities. Regular visitors from local churches teach pupils about Christianity. Pupils visit the local church and celebrate festivals including harvest and Christmas. They learn about other religions, including Judaism and Islam. However, pupils' knowledge and experiences of different cultures are limited.
- Through the curriculum, pupils gain a good understanding of national and global issues, such as environmental concerns. However, pupils do not develop a detailed understanding of British values, including democracy, the rule of law and equality of opportunity.
- Leaders use the pupil premium funding very carefully to make sure that disadvantaged

pupils get the support that they need to help them take full advantage of what the school offers. As a result, the progress that these pupils make is good.

- Leaders use the PE and sport premium to develop pupils' skills, confidence and fitness. Staff ensure that pupils learn to value staying active. The specialist sports teacher works with pupils and develops the skills of staff. This helps pupils to acquire skills in a very wide range of sports, including cricket, tennis and gymnastics. Pupils in key stage 2 have regular opportunities to improve their swimming skills and these are carefully checked by leaders. The school participates successfully in many sporting competitions and events, raising pupils' skills and their enjoyment of sport.
- Leaders have established close and friendly relationships with parents. The majority of parents have a positive view of the school. They appreciate that any concerns they have are listened to by staff and addressed. Some parents would like more information from leaders, for example, about changes in staffing that have affected the school this year.

Governance of the school

- The trust, the board of directors and school leaders work very closely together to ensure that the school continues to improve. They have established a friendly school where pupils enjoy a well-planned curriculum that is firmly rooted in real-life experiences.
- The directors of the trust are dedicated, committed and knowledgeable. They have a secure knowledge of the strengths of the school and areas for further development. They are keen to build on the progress made in improving outcomes for pupils in writing and check pupils' progress and attainment regularly.
- The directors provide the right balance of challenge and support for leaders. They make frequent checks to ensure that improvements to the school are realised and sustained.
- The directors check that leaders use additional funding effectively, including funding for disadvantaged pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory checks are in place to ensure the suitability of adults working in school. Appropriate checks are made on visitors when they arrive at the school.
- Leaders make sure that pupils' safety is a high priority and that staff are vigilant. They make sure that staff receive regular and appropriate training to identify any signs of possible danger or potential abuse. Leaders have created a safe and caring culture in which pupils feel confident that they have someone to talk with if they are worried. Pupils spoken with during the inspection said that they feel safe in school.
- The procedures for reporting any incidents or concerns are very clear and understood by staff. Leaders work closely with parents and other agencies to make sure that pupils are safe.

- Staff give pupils plenty of opportunities to learn about keeping themselves safe. Visitors to school, including police community support officers and the NSPCC, deliver useful assemblies about staying safe. Older pupils lead assemblies on online safety to help their peers stay safe. Pupils are confident about how to keep themselves safe, including online.

Quality of teaching, learning and assessment

Good

- Teachers use their good subject knowledge to plan interesting lessons that are effective in developing pupils' knowledge and understanding. Regular training has enhanced teachers' skills.
- Effective additional support is given to pupils who are lagging behind their peers in their phonics learning. The teaching of phonics is successful. Teachers plan lessons that closely match pupils' abilities. Pupils are given regular opportunities to develop their skills and to apply their phonics knowledge in their writing.
- The teaching of reading is effective. Across the school, teachers give pupils very regular opportunities to read. Staff share a wide range of good-quality texts and books with pupils. Pupils learn to read with confidence and fluency. They develop a love of reading. Teachers develop pupils' strategies to understand what they read.
- Teachers and teaching assistants use technical language linked to subjects, such as geography and science. As a result, pupils use the correct language to extend their knowledge across the curriculum. Staff provide bright and informative classroom displays that reinforce pupils' understanding of subjects, including English and mathematics. During the inspection, pupils described how these displays are helpful in building their independence when learning new knowledge and skills.
- In mathematics, recent training has improved teachers' skills and competence, and this has made a positive difference to how pupils learn. Effective teaching helps pupils develop a good understanding of number and place value. Teachers provide frequent opportunities for pupils to extend their problem-solving skills. Pupils work confidently in pairs to explain their thinking and to develop their mathematical understanding. As a result, pupils are confident in resolving difficult mathematical challenges.
- Effective teaching of writing helps pupils to write at length for different purposes and in different subjects, such as history and geography. Overall, the teaching of writing is good. Teachers have improved how grammar, punctuation and spelling are taught in English lessons. As a result of recent changes, standards have risen in writing, particularly for older pupils in the school. These improvements are not fully embedded across the school. In some classes, pupils do not identify and correct their errors when applying these skills. As a result, some pupils do not make the progress of which they are capable in writing.
- Teachers develop pupils' love of learning in a range of different subject areas. In art and design, pupils paint and draw with precision and care. Practical experiences are regularly planned by teachers to bring pupils' learning to life. For example, key stage 2 pupils recorded music and sold it online to raise money for charity as part of their topic, 'The gift of giving'. Pupils enjoy a range of trips and visits. Key stage 2 pupils spoke with enthusiasm about a recent music trip to Manchester to play with a

professional orchestra.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff provide a range of additional support to develop pupils' social skills and support their well-being, including for disadvantaged pupils.
- Leaders place a strong emphasis on providing pupils with a range of real-life experiences to prepare them for their next stage of education and beyond. For example, during enterprise week, older pupils designed, produced and marketed a range of goods, such as bubble bath and smoothies. Through such experiences, pupils develop valuable skills, including leadership, communication and teamwork.
- Pupils develop as caring and considerate individuals who are keen to contribute to the school community and beyond. They show respect to each other, but have limited knowledge of other cultures. Through a range of leadership roles, pupils support others. For example, the active and enthusiastic school council is fully involved in decision making, including improving the organisation of playtime activities. During the inspection, pupils were tending the attractive school garden area, showing care and expertise. Pupils enjoy growing a range of herbs, flowers, fruit and vegetables. They take pride in the school bees, which produce honey for the school community.
- Opportunities to develop pupils' resilience and confidence are built into the curriculum. For example, pupils from Year 3 to Year 6 enjoy an annual residential trip, taking part in a range of activities including climbing and canoeing.
- Pupils report that bullying does not happen. They are confident that staff listen to them if they have any concerns.
- Leaders make sure that pupils lead healthy lives in school. Staff encourage pupils to enjoy sports and increase their physical activity. Pupils from across the school take part in 30 minutes of exercise at the end of each school day. Leaders have taken effective steps to encourage healthy eating.

Behaviour

- The behaviour of pupils is good. Pupils are friendly, polite and welcoming. They are respectful to adults and to their peers.
- In classes, most pupils are keen and enthusiastic learners. They have an understanding of how to be a successful learner. The older pupils in school check and improve their work with accuracy. Younger pupils are less successful in this.
- Around school, pupils are calm and show consideration for others. They play happily together at breaktimes and support each other in class. Older pupils model good behaviour for younger pupils. Year 6 'buddies' care for the youngest children at lunchtime and playtime.
- Pupils are proud of their school and attend very regularly. Attendance is above the

national averages. Staff engage closely with families of pupils who do not attend school regularly enough. Appropriate support is put in place for these pupils and this has had a positive impact.

Outcomes for pupils

Good

- Standards at the end of Year 6 over time have been high. The dip in pupils' attainment and progress at the end of Year 6 in 2018 in reading and mathematics has been swiftly resolved. Current pupils make good progress.
- The results of assessment in key stage 1 in 2018 showed that the proportion of pupils reaching the expected standard and greater depth in reading was well above the national average. Attainment and progress in key stage 2 dipped and no pupils reached greater depth in their reading in 2018 at the end of Year 6. Some of these pupils made weak progress. Leaders have taken swift and effective actions. Across the school, a high proportion of current pupils are reading at or above the expected standard for their age. Current pupils make good progress from their starting points in reading and read with confidence, fluency and understanding.
- The proportion of Year 1 pupils who achieved the expected standard in the national phonics screening check has been well above the national average since the school opened. In 2018, all pupils reached the expected standard. Current pupils are making good progress in developing their phonics skills and knowledge and are using them effectively in their reading. Pupils falling behind are given additional support and this is very effective in helping them to catch up.
- Pupils' attainment in writing is good. The proportion of Year 6 pupils who leave school with writing at the expected standard has been above the national average since the school opened. Current pupils make good progress in writing. They write with confidence and at length. However, the progress of some pupils in key stage 1 and lower key stage 2 is slowed by errors that they make.
- The results of national assessment in 2018 showed that the proportion of Year 6 pupils achieving the expected standard in grammar, punctuation and spelling was below the national average. Leaders have taken steps to improve pupils' skills in grammar, punctuation and spelling across the school. These steps have been effective for older pupils in school. In some classes, these changes are not fully embedded and pupils do not identify and correct their errors.
- In 2018, the proportion of pupils reaching the expected standard and higher standard in mathematics was above the national average by the end of key stage 1. However, it fell to below the national average by the end of key stage 2. As a result of improvements, the teaching of mathematics is stronger. Work in pupils' books shows that current pupils make good progress across the school. This is because teachers challenge pupils to achieve the standards of which they are capable. Pupils have plenty of opportunities to develop their problem-solving skills. They develop as confident mathematicians.
- Work in pupils' books and the school's assessment information show that current pupils make good progress across different subjects and year groups. For example, in geography, pupils develop their skills in map reading, including reading grid references

and recognising symbols. During the inspection, Year 5 pupils were confident in comparing the geographical features of different locations using Ordnance Survey maps. In art and design, pupils develop their skills through a range of techniques including pencil and paint. Examples of pupils' high-quality, attractive artwork enhance the school environment.

- Pupils with SEND make good progress from their different starting points. Leaders use additional funding to support these pupils well. The work in their books shows that they make progress in line with that of other pupils in school and nationally.
- In science, pupils make good progress. They develop the skills to work scientifically, planning scientific enquiries to answer questions. Teachers ensure that pupils use scientific vocabulary accurately as part of their learning.
- Pupils develop a detailed understanding of local, national and global environmental issues. They develop as active citizens, keen to reduce waste and care for the world around them. Older pupils consider different viewpoints and debate issues. For example, in an English lesson, Year 6 pupils wrote knowledgeable, balanced arguments about whether companies should be allowed to sell palm oil.
- A wide range of extra-curricular clubs, including for gardening, science and sport, enhance pupils' skills, knowledge and enjoyment of learning. Through a range of experiences, pupils develop the skills to plan for and take part in real-life challenges. Pupils leave the school as enthusiastic learners, keen to contribute to society. They are ready for the next stage of their education.

Early years provision

Good

- Leadership is effective and leaders provide a calm, safe and engaging learning environment for children in Nursery and Reception. New starters in Nursery settle very quickly.
- The attractive early years classroom is well resourced and inviting. Teachers are skilful at providing children with plenty of exciting opportunities to play and investigate. During the inspection, children outdoors were playing happily in the bird-watching role-play area, developing their communication skills. Others were working cooperatively to build a shelter for their pets.
- Adults engage very well with children. Through questioning and discussion, they challenge children's thinking.
- Most children join early years with skills and knowledge that are broadly typical for their age. As a result of well-planned learning opportunities, children make good progress through the Nursery and Reception classes. The proportion of children reaching a good level of development at the end of Reception is above the national average. However, children's progress in early writing is not as strong as it is in other skills. Children are well prepared for the challenges of Year 1.
- Leaders plan a wide range of activities to develop children's early mathematical skills. Children's workbooks show that they develop a secure understanding of number. They apply their knowledge to a range of problem-solving activities. Teachers plan activities that build on children's previous learning. Children achieve well in mathematics.

- In writing, teachers plan interesting activities to develop children's early skills. During the inspection, children in the veterinary hospital role-play area were recording information with care and concentration. However, the range and quality of writing experiences that staff plan for children do not ensure that all children make good progress in this area of the curriculum.
- Leaders have recently improved the systems that they use to check children's learning. These changes are new and are still being developed. They are improving leaders' overview of the progress that children make in their learning.
- Children's behaviour is good, and they develop independence in early years. Following a PE lesson, children were confident in getting changed from their PE kit into their school uniforms. Staff successfully develop children's communication skills. Children talk confidently to their peers and to adults.
- Staff provide a wide range of books for children to enjoy across different areas of learning. An inviting and well-resourced reading area encourages children to develop pleasure and confidence in reading. Staff share books, songs and nursery rhymes with children very regularly.
- The early years leader works closely with colleagues from across the trust to develop her expertise. Staff keep their skills and knowledge up to date through regular training provided by leaders, including on safeguarding and first aid.
- Leaders communicate closely with parents. Staff welcome parents into the classroom for visits and workshops, including for phonics and reading. Parents regularly share information with staff about their children's learning at home.
- The indoor and outdoor learning environments in early years are safe and secure. Children collect and use equipment safely and move calmly around the classroom and outdoors. Adults supervise children effectively.

School details

Unique reference number	143157
Local authority	Cheshire East
Inspection number	10087893

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	Board of trustees
Chair	Laura Leather
Executive headteacher	Beverley Dolman
Telephone number	01270 685540
Website	www.calveleyprimary.cheshire.sch.uk
Email address	head@calveleyprimary.cheshire.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school is smaller than the average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of pupils with SEND is lower than the national average.
- The proportion of disadvantaged pupils is lower than the national average.
- The school opened in September 2016 and is part of the Real Life Learning Academy Trust.

Information about this inspection

- The inspector observed teaching and learning in all classes. Sessions were observed jointly with the executive headteacher.
- The inspector met with six representatives of the board of directors, including the chair.
- The inspector met with eight pupils from key stage 2 and talked with pupils in classes and around the school.
- The inspector listened to a small number of pupils from Year 2 and Year 6 read.
- A range of pupils' books and tracking records were scrutinised with the executive headteacher.
- The inspector spoke with a number of parents to seek their views and took into account 23 responses to Parent View, Ofsted's online questionnaire, including free-text responses.
- The inspector scrutinised a variety of documentation, including the school's own self-evaluation and development plan, minutes of directors' meetings and records relating to pupils' behaviour and attendance. A range of documentation regarding safeguarding was scrutinised.
- The inspectors met with middle leaders for the school.
- The inspectors considered 13 responses to Ofsted's online questionnaire for staff.

Inspection team

Elizabeth Stevens, lead inspector

Her Majesty's Inspector

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