

Inspection of a good school: Chelford CofE Primary School

Oak Road, Chelford, Macclesfield, Cheshire SK11 9AY

Inspection date:

8 December 2021

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Staff provide a warm greeting for parents, carers and pupils at classroom doors each morning at this popular school. Pupils are safe and happy here. They look after each other and are polite and respectful towards the adults who teach them. One pupil described the school as, 'one big happy family'.

Leaders have high expectations regarding pupils' behaviour. They encourage and celebrate good behaviour. Pupils enjoy each other's company during lessons and at playtimes. They said that any problems with behaviour, including bullying, are dealt with quickly and effectively by staff.

Prior to the COVID-19 pandemic, a wide range of after-school clubs was available, covering areas such as music, sport and computing. Pupils are glad that these activities are gradually being reintroduced, along with education trips and residential visits.

Staff are ambitious for pupils. They want all pupils to achieve well. However, in some subjects, leaders have not made clear exactly what they want pupils to learn. Consequently, pupils do not develop their knowledge in these subjects as well as they could. Some members of staff have not received enough training and guidance in the teaching of phonics and early reading. This prevents some pupils who are struggling with their reading from keeping up with their peers.

What does the school do well and what does it need to do better?

Since taking up his post in September 2019, the headteacher has worked effectively with staff and parents to develop a close-knit school community where everyone feels listened to and supported. Children in the early years settle into school life seamlessly. This is because staff make them feel safe and welcome. Children develop positive attitudes to learning that stay with them throughout their time at the school. Pupils behave extremely

well. They are eager to get involved in lessons. Staff provide effective support for those pupils who sometimes find it difficult to manage their own behaviour. As a result, lessons are rarely disrupted by poor behaviour.

The headteacher has worked with staff to develop subject plans that cover all areas of the national curriculum. In English and mathematics, these plans provide clear guidance on what should be taught and when this should happen. Pupils progress well through these curriculums. However, in some other subjects, pupils learning is not as effective. This is because the curriculum plans do not provide enough information about the key knowledge that pupils need to acquire in each year group.

Staff promote a love of reading from children's first days in school. They read regularly to children. They ensure that children read books that match the sounds that they have learned. Staff make regular checks on pupils' progress through the phonics programme. They provide support straight away to those pupils who struggle. However, some members of staff have not received recent training in phonics. They lack the knowledge required to teach early reading effectively. This prevents some pupils from making secure progress through the reading curriculum.

Pupils enjoy the extra responsibilities that they are given, from being a member of the school council, to being a judge on the 'Chelford Bake Off'. They understand the importance of showing tolerance and respect towards people with different faiths and cultures. Pupils are also taught the importance of healthy lifestyles.

Leaders make sure that pupils with special educational needs and/or disabilities are identified early and effectively. They ensure that these pupils benefit from appropriate support so that they can access the full curriculum alongside their classmates.

Governors are extremely supportive of the school. They value and respect the leadership of the headteacher. Despite the disruption caused by the COVID-19 pandemic, they have maintained a well-informed overview of the school's work.

Parents are highly supportive of the school. Every parent who responded to Ofsted's online survey, Parent View, would recommend the school to others.

Every member of staff who responded to the Ofsted survey said that they are proud to work at the school. They said that the school is well led and managed. They appreciate the support that leaders and governors provide and feel that their well-being is prioritised.

In discussion with the headteacher, the inspectors agreed that the teaching of early reading and curriculum planning in science and geography may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all members of staff receive regular safeguarding training. As a result, staff know what to do if they have any concerns about a pupil's welfare. Staff work together to ensure that pupils thrive in their care. They also make sure that pupils are taught how to keep themselves safe when online or out in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In many subjects, leaders have not identified the knowledge that pupils need to acquire in each year group. This prevents pupils from building their learning on what they have learned previously. Leaders should ensure that curriculum plans across all subjects specify the knowledge that pupils need to develop and the order in which this learning will be taught.
- Some members of staff do not have the subject knowledge required to teach phonics and early reading effectively. This prevents some pupils from progressing through the reading curriculum as well as they could. Leaders should ensure that all members of staff have the subject knowledge that they need to effectively deliver the early reading curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in March 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	111254
Local authority	Cheshire East
Inspection number	10211121
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair	Kath Gildon
Headteacher	Andrew Brady
Website	www.chelford.cheshire.sch.uk
Date of previous inspection	10 January 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The headteacher took up his post in September 2019.
- The school's most recent section 48 inspection took place in April 2017.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and other members of the leadership team.
- The lead inspector held a meeting with five governors, including the chair of governors.
- Inspectors carried out deep dives in early reading, mathematics and geography. As part of this process, they met with subject leaders, visited lessons, spoke with pupils and looked at examples of pupils' work. One inspector listened to pupils reading. Inspectors also looked at curriculum plans in other subjects.

- The lead inspector examined safeguarding records. He also spoke with staff about safeguarding.
- Inspectors spoke to pupils about their experience of school. They also observed pupils' behaviour in lessons and during dinner time.
- Inspectors considered the responses to Ofsted's online survey, Parent View. They also looked at the responses to the staff and pupil surveys.

Inspection team

Paul Tomkow, lead inspector

Her Majesty's Inspector

Sue Eastwood

Her Majesty's Inspector

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