

# Inspection of a good school: Brereton Church of England Primary School

School Lane, Brereton Green, Sandbach, Cheshire CW11 1RN

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Inspection dates:

20 and 21 April 2022

## **Outcome**

Brereton Church of England Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils speak fondly about Brereton Primary School. They said that teachers help make learning interesting. Pupils enjoy the large school grounds and the range of equipment that they can use at break- and lunchtimes. Children in the Reception class love looking after Daisy and Dusty, the school rabbits.

Parents and carers are incredibly positive about the work of school leaders. Many parents praised the high levels of care that their children receive from staff.

Pupils enjoy strong relationships with each other. They show great respect for their peers and the adults in the school. Pupils explained that should any bullying occur, they have every confidence that their teachers would deal with it immediately. As a result, pupils feel safe in school.

Pupils are very clear about leaders' high expectations. Pupils work hard in class. They listen attentively to their teachers. This helps them achieve well. Throughout school, pupils are polite and behave well.

Pupils access a wide selection of after-school activities and a range of trips and visits. Year 6 pupils spoke enthusiastically about their recent residential trip to Wales. Pupils take their responsibilities seriously. School ambassadors model good behaviour for other pupils to follow. Older pupils take time to read with children in the Reception class.

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

Leaders have thought carefully about the curriculum. It is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Most subjects are well developed. Leaders make clear what they want pupils to learn. In these subjects, pupils can talk in detail about what they have learned. However, in a small number of subjects, staff's subject knowledge is less secure. As a result, the curriculum is not

delivered as effectively as leaders intend. In these subjects, pupils do not recall their learning as well as they should.

Subject leaders ensure that the curriculum starts from the beginning of early years. This enables the children in the Reception class to successfully access different subjects when they move into Year 1. Teachers' checks on pupils' prior knowledge ensure that learning is built on effectively. This helps pupils to become increasingly adept at completing the work that is set for them. For example, in Year 2, pupils used previously taught methods of subtraction and addition to complete number challenges quickly and efficiently.

Leaders have placed reading at the heart of the curriculum. Pupils read widely and often. Children in early years listen to a range of stories. They learn phonics as soon as they enter the Reception class. Well-trained staff deliver the phonics curriculum effectively. Pupils read books that are carefully matched to the sounds that they know. Staff provide additional support if any pupils find reading difficult. These actions help develop pupils into confident, fluent readers. Older pupils enjoy writing book recommendations for the school's website. Other pupils are inspired to read new books based on these recommendations.

Pupils are eager to learn. Staff in the Reception class help children understand the behaviours of good learners. In early years, and across the rest of the school, classrooms are calm and productive. Low-level disruption is not tolerated.

Pupils with SEND achieve well. Staff quickly identify pupils with SEND. Leaders ensure that appropriate support is in place for pupils with SEND. Leaders work well with a range of professionals, so that specialist support can be provided where necessary.

Pupils have a good understanding of different cultures and religions. Their learning is deepened through visits to different places of worship. Teachers use well-chosen books to help younger pupils understand that not all families are the same. Pupils said that they respect all people, regardless of their background. Pupils recognise that not everyone is as fortunate as themselves. To this end, they organise collections for a variety of charities.

Governors and trustees have an accurate view of the school's effectiveness. They support and challenge leaders to further improve the curriculum. Leaders and governors are considerate of the workload and well-being of staff and take actions to address these. Staff are appreciative of leaders' actions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils are taught how to keep themselves safe. They know that staff will listen to them if they have any worries or concerns. Pupils know that they must not disclose private information when using the internet and social media applications.

Staff are regularly trained and updated in safeguarding. This helps them to be alert to the possible signs of neglect or abuse. They understand the importance of reporting all

concerns quickly. Leaders keep detailed records of their timely actions to safeguard pupils. Where required, leaders work effectively with a range of outside agencies to help keep vulnerable pupils safe.

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

### **(Information for the school and appropriate authority)**

- In a small number of curriculum areas, teachers' subject knowledge is less secure. This means that they are not able to deliver the curriculum as effectively as they should. As a result, pupils are less able to recall their learning in these subjects. Leaders should ensure that staff receive appropriate training so that they can deliver these areas of the curriculum more effectively. This will enable pupils to know and remember more in these subjects.

## **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 a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Brereton Church of England Primary School, to be good in December 2017.

## **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

<b>Unique reference number</b>	144832
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10226065
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Elizabeth Renshaw
<b>Headteacher</b>	Kerry McLean
<b>Website</b>	<a href="http://www.breretonprimaryschool.org.uk">www.breretonprimaryschool.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Brereton Church of England Primary School converted to become an academy school in March 2018. When its predecessor school, Brereton Church of England Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the Chester Diocesan Academies Trust.
- Since the previous inspection, a new headteacher and deputy headteacher have been appointed.
- This is a Church of England primary school. Its most recent section 48 inspection took place in November 2018.
- The board of trustees manages the before- and after-school provision.
- School leaders do not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in his evaluation of the school.

- The inspector held meetings with the headteacher, senior leaders, the chair of the trust and six governors, including the chair of governors. He also spoke with the school effectiveness officer of the trust.
- The inspector observed pupils' behaviour at playtimes, lunchtimes and during lessons. Pupils talked to the inspector about their views of their school.
- The inspector spoke to parents at the start of the school day and considered the responses to Ofsted Parent View. The inspector also reviewed the responses to Ofsted's pupil and staff questionnaires.
- The inspector carried out deep dives in early reading, mathematics and physical education. This involved visiting lessons with subject leaders, discussing the subject curriculums, talking to pupils and teachers and looking at pupils' work. The inspector observed pupils reading to a familiar adult.
- The inspector also held discussions with the leaders of other subjects.
- The inspector checked leaders' safeguarding procedures. He viewed a range of safeguarding documentation and discussed how incidents are managed and recorded.

### **Inspection team**

John Tomlinson, lead inspector

Her Majesty's Inspector

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