

Inspection of Sir John Offley CofE (VC) Primary School

Izaak Walton Way, Madeley, Crewe, Cheshire CW3 9PJ

Inspection dates: 2 and 3 February 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school's Christian values of love, aspiration and forgiveness permeate the school. Pupils enjoy coming to school. The school is a safe, happy and caring place, where pupils thrive.

Leaders have high expectations of pupils. They have created a curriculum that allows pupils to develop their skills and knowledge over time. For example, pupils in a Year 3 art and design lesson could confidently explain how they had used pencils to explore shade and tone.

Pupils behave well. They are tolerant and respectful. They talked knowledgeably about how people can be different. For example, they discussed different religions, beliefs and also how some pupils may have special educational needs and/or disabilities (SEND). But they were adamant that 'We are really welcome to all people. We are always accepting of others.' Bullying is rare. If it happens adults will stop it straight away.

Leaders develop pupils' talents and interests through a wide range of inclusive and unusual extra-curricular activities. For example, pupils gain experience of inclusive sports, such as boccia and curling. Pupils can also take part in clubs such as mindfulness, science, quidditch and archery.

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

Leaders have designed an ambitious curriculum. They have thought carefully about the precise knowledge that they want the pupils to know and how this builds up over time. They have deliberately sequenced key knowledge across subjects, so pupils make strong connections in their learning. For example, pupils read books which are closely linked to their learning. Subject leaders have ensured that all staff are well trained in delivering the intended curriculum. However, subject leaders have not had enough opportunities to check how the curriculum is being delivered. As a result, in some subjects, pupils do not learn as well as they could.

Staff build up pupils' long-term memory through revisiting prior knowledge. At the beginning of every lesson, pupils revisit key learning. They say this helps them to remember the important things they need to know. Pupils have good recall of their learning across most subjects.

Reading is given a high priority. From Nursery, leaders have thought carefully about the books that they want children and pupils to know in depth. These books progressively develop pupils' vocabulary and knowledge of language features over time. In Reception, children quickly start to learn phonics. The books that children read are well matched to the sounds that they are learning. If they find reading tricky, support is put in place to ensure gaps are addressed quickly. As a result, children in the early years and older pupils become confident and fluent readers.

In most subjects, teachers carefully check what pupils know and remember. If pupils find learning hard, teachers adapt the approach, so that pupils build on what they already know. However, in some subjects such as mathematics, this practice is not secure. This means pupils do not always learn as well as they could.

Pupils with SEND are well supported. Leaders ensure that any needs are identified early. Staff consider the needs of each pupil when planning and teaching lessons. Additional adults are well trained and offer effective support to pupils. Consequently, pupils with SEND achieve well.

Staff have high expectations of pupils' behaviour. Pupils understand and rise to these expectations. From Nursery, children are taught to develop positive relationships. Pupils behave well in class and during social times. They are respectful to their friends and other adults. Pupils' learning is rarely disrupted in lessons.

Leaders have carefully considered the activities that help to develop pupils' character. For example, pupils learn to be responsible citizens by collecting and delivering harvest boxes to local residents. One pupil reflected on this by saying, 'At Harvest, we collect food to give to the local community. It's heart-warming to help others.'

Through the wider curriculum, pupils learn about life in modern Britain. They visit a range of different places of worship and, as a result, can talk knowledgeably about different religions and beliefs. Pupils have opportunities to take on responsibility in school through roles, such as head boy, head girl or being a school councillor. Pupils are proud of these responsibilities. One pupil said, 'We are role models to younger children.'

Leaders and governors are mindful of staff workload. Staff recognise that leaders take workload and well-being into account when making decisions about the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that pupils are kept safe. They know pupils well and use this knowledge to spot any unusual behaviour, which may indicate safeguarding concerns. Staff receive appropriate safeguarding training and they are aware of the issues most likely to affect pupils. All staff know how to record concerns should they arise.

The curriculum teaches pupils how to be safe. For example, pupils learn about the danger of open water because of the large pond in the village. They also receive visits from external agencies. For example, pupils learned about domestic violence in an age-appropriate way.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of subjects, staff are not fully confident in how to adapt teaching, so that pupils build on what they already know. This means that pupils do not always learn as well as they could. Leaders should ensure that teachers make careful checks of what pupils can and cannot do in lessons and then adapt teaching accordingly.
- In some subjects, leaders have not had the opportunity to monitor how well the curriculum is being implemented. There is some variability in how subject curriculums are delivered and, therefore, how pupils build up their knowledge over time. Leaders should ensure that subject leaders make regular and precise checks on the implementation of subject curriculums.

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.

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	124289
Local authority	Staffordshire
Inspection number	10241931
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair of governing body	Ed Jervis
Headteacher	Sally Inskip-Ward
Website	www.sirjohnoffley.co.uk
Date of previous inspection	23 May 2017, under section 8 of the Education Act 2005

Information about this school

- The school has a Christian religious character. The school's most recent section 48 inspection took place in March 2016. The school's next section 48 inspection will be within eight school years.
- The school does not use alternative provision.
- The school runs a daily breakfast club and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: reading, mathematics, art and design and science. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors met with the headteacher and the deputy headteacher, who is also the special educational needs coordinator. Inspectors also spoke with a selection of subject leaders.
- The inspectors met with the designated safeguarding leader and checked safeguarding documents, including the checks made on staff. They also examined documentation relating to pupils' attendance and behaviour.
- The lead inspector spoke with representatives of the governing body, including the chair of governors.
- The inspectors spoke with staff and pupils, both formally and informally throughout the inspection.
- The inspectors considered the responses to Ofsted Parent View, and the views of staff recorded in Ofsted's online survey.

Inspection team

Eve Morris, lead inspector

His Majesty's Inspector

Su Plant

Ofsted Inspector

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