

Inspection of Chelford C of E Primary School

Oak Road, Chelford, Macclesfield, Cheshire SK11 9AY

Inspection dates: 18 and 19 October 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils embody the school's belief that 'happy children learn best'. They enjoy coming to school and appreciate how staff care for them. Pupils like to learn and play with their friends. They are proud of their school. They said that everyone is welcome here.

The school is a calm and purposeful environment. Pupils are very attentive in lessons. They are inquisitive and display highly positive attitudes to learning. Pupils demonstrate independence beyond their years, for example when they are adept at using technology to develop their reading skills.

Pupils benefit from the school's high expectations of their achievement. Teachers and support staff work closely together to ensure that pupils, including those with special educational needs and/or disabilities (SEND), learn and achieve well.

Pupils enjoy the wide range of clubs available to them, including football, drama and eco-club. Pupils make a positive contribution to the school and wider community through their various leadership roles. For example, the safety squad helps to ensure that drivers slow down in the local village.

Pupils, including children in the early years, have high-quality experiences that deepen their understanding of the differences between people. This prepares pupils exceptionally well for life in modern Britain.

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

Leaders have made many improvements to the curriculum since the school was last inspected. In most subjects, the curriculum is ambitious and well thought out. The school has identified the important knowledge to be taught.

Staff have strong subject knowledge. They design learning experiences that excite pupils, ignite their curiosity and enable them to build a rich body of knowledge. Teachers regularly check that pupils understand and can recall what they have learned. Pupils are ably supported to make connections between what they already know and new concepts. As a result, pupils in key stages 1 and 2, and children in the early years, deepen their knowledge and remember what they have learned over time. They are keen to talk about their learning. They share their books with pride. Pupils' work is of a high quality.

In a small number of subjects, the school's curriculum thinking is less well-developed. Some teachers are not as clear about some of the key knowledge that they should teach. This means that pupils' knowledge is not as deep as it is in the rest of the curriculum.

Since the last inspection, the school has ensured that the teaching of reading has been a focus. Across the school, well-trained staff deliver the phonics programme

effectively. This starts swiftly in the Reception class. The books that children in the early years and pupils in key stage 1 read are carefully matched to their phonics knowledge. Those who struggle to learn to read are given the support that they need to catch up. As a result, pupils, including pupils with SEND, progress well through the phonics programme. Older pupils hone their reading skills and develop as confident, fluent readers. They are motivated to read. For example, there is great excitement when pupils are invited to join the 'millionaires' club', which recognises that they have read one million words.

The school identifies pupils with SEND quickly. Experienced staff make adaptations to activities to ensure that pupils with SEND can learn successfully. Pupils with complex needs are well supported. As a result, these pupils achieve well.

Pupils' behaviour is exemplary. Children in the Reception class settle quickly into the routines of school. Older pupils are mature and act as strong role models. There are warm, positive relationships between pupils and staff. Pupils of all ages sit together and eat lunch sociably. They play together harmoniously in the playground. Where a small number of pupils struggle to regulate their emotions, staff are highly skilled in the support that they offer.

The school's provision for pupils' personal development is exceptional. Pupils develop as responsible citizens of their village and beyond. Through academic subjects, pupils gain an understanding of issues such as racism and discrimination. Their knowledge is very well developed. Pupils are not afraid to speak up. They have a strong sense of right and wrong. Pupils demonstrate acceptance of others. Pupils also benefit from a carefully considered programme for relationships and sex education and health education. They know how to keep themselves healthy and safe, including online.

The school enables pupils to have a strong sense of identity. Pupils said that they are free to be themselves and to discover their unique skills and talents. Pupils benefit from the school's carefully thought-out provision for clubs and other activities. It goes above and beyond to help all pupils to feel included. As a result, take-up is strong, including for pupils with SEND.

The school is mindful of staff's workload when introducing new ways of working. For example, by investing in high-quality resources. Staff feel appreciated as a result.

Governors are experienced and know the school well. They have an accurate view of the school's strengths and weaknesses. This helps governors to shape the development of the school through the support and challenge that they offer.

Parents and carers, including those of pupils with SEND, hold the school in high regard. They are especially complimentary about the school's focus on reading. They believe that they understand how to help their children at home.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school has not fully developed the curriculum. This means that some teachers do not have sufficient guidance about what to teach and when to teach subject content. This hinders pupils from building a deep knowledge over time. The school should continue to refine its curriculum thinking in these subjects so that the most important content that pupils need to know is clearly identified.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	111254
Local authority	Cheshire East
Inspection number	10240741
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	82
Appropriate authority	The governing body
Chair of governing body	David Wilson
Headteacher	Andrew Brady
Website	www.chelford.cheshire.sch.uk
Date of previous inspection	8 December 2021, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision for pupils.
- The school is part of the Diocese of Chester. Its last section 48 inspection, for schools of religious character, took place in April 2017. The next inspection will be scheduled to take place in 2024/25 academic year.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in English, including early reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with

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

- An inspector also discussed the curriculum in some other subjects with the headteacher and pupils.
- An inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons, around school, at breaktimes and lunchtime. They discussed behaviour and bullying with pupils and staff.
- Inspectors considered the views of pupils and staff who responded to Ofsted's pupil and staff surveys.
- Inspectors considered the views of the parents who responded to Ofsted Parent View. This included the free-text comments. An inspector also spoke with parents in the morning as they dropped their children off at school.
- Inspectors spoke with school leaders and members of the governing board, including the chair of governors.
- An inspector spoke with representatives of the diocese and the local authority.

Inspection team

Frith Murphy, lead inspector

His Majesty's Inspector

Rob Bourdon-Pierre

Ofsted Inspector

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