

Inspection of Delamere C of E Primary Academy

Delamere C of E Primary Academy, Stoney Lane, Stoney Lane, Kelsall, Tarporley, Cheshire CW6 0ST

Inspection dates: 21 and 22 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Julie Clayton. This school is part of the North West Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Stephen Docking OBE, and overseen by a board of trustees, chaired by Brendan Wignall.

Ofsted has not previously inspected Delamere C of E Primary Academy under section 5 of the Education Act 2005. However, Ofsted previously judged Delamere C of E Primary School to be outstanding, before it opened as an academy.

What is it like to attend this school?

Pupils are exceptionally happy in school and never want to miss a day. Pupils behave impeccably in lessons and at playtimes. They understand the school values of love, care, peace and respect, and they abide by these fully. Pupils talked with confidence about how they show these values in their daily lives and around the school. Pupils said that they feel safe in school and trust staff to help them with any worries that they may have.

Pupils, and their parents and carers, said that they feel incredibly lucky to be a part of this school. Pupils, including those with special educational needs and/or disabilities (SEND), seize every opportunity to learn something new. For example, they relish the wide range of sporting opportunities on offer, such as weekly swimming lessons, triathlon competitions and cross-country fixtures. Pupils' talents and interests are also nurtured through clubs, including debating, sewing, choir and chess.

Pupils, including those with SEND, thrive at Delamere. They more than rise to leaders' high expectations of their academic and personal development. Pupils achieve exceptionally well. They leave the school at the end of Year 6 as thoughtful and knowledgeable individuals. Pupils are extremely well prepared to embrace the challenges of the next stage of their education.

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

The school has carefully constructed a curriculum that makes it crystal clear what knowledge pupils need to know and remember from the moment they start in the Reception Year to the end of Year 6. The curriculum is highly ambitious and it enables pupils to shine in every subject.

Pupils develop a rich body of knowledge across a broad range of subjects. They build strong connections between different topics and concepts. Pupils are enthused by their learning. They appreciate the high-quality activities that their teachers prepare for them. For example, the school provides a vast array of enrichment opportunities to enhance the learning experiences of every child. For instance, pupils go on a local hike to develop their map reading and orientation skills. Everything the school does is carefully designed and expertly thought through.

Curriculum leaders have considerable subject expertise. They make effective use of up-to-date research to underpin their curriculum thinking. Leaders provide teachers with resources of exceptional quality to support the delivery of the curriculum. They make sure that staff benefit from high-quality training. For example, staff receive frequent training on how best to identify and meet the needs of pupils with SEND. This means that pupils with SEND receive exceptionally well-tailored support. These pupils, and those pupils who are disadvantaged, flourish as a result.

Leaders check that staff deliver the curriculum to the highest standard. They make sure that teachers introduce new learning at exactly the right time. Teachers do this skilfully. They expertly check what pupils know and remember from the curriculum. Teachers take great care to ensure that pupils systematically build up their knowledge over time. Pupils talked about what they know already and their new learning with confidence.

The school recognises the fundamental importance of teaching pupils to read. The school ensures that staff deliver the phonics curriculum with fidelity. Staff make sure that the books that pupils read are carefully matched to the sounds that they know. This helps pupils to gain the secure phonics knowledge that they need to be successful readers. Pupils who fall behind are given prompt help by highly trained staff. This ensures that these pupils catch up quickly.

Staff act as positive role models in developing a love of reading in pupils. Pupils are reading advocates. They speak with sheer joy about their favourite books and authors. Pupils particularly enjoy the vast collection of books on offer to them. Over time, pupils develop into confident and highly competent readers. This helps them to access the full curriculum and contributes to their strong achievement across all subjects.

Pupils embrace the various leadership responsibilities on offer to them. For example, the pupil house captains decide on the local, national or international charities that they wish to support. Older pupils successfully act as role models to the youngest children, helping them to make the most of their learning. Older pupils promote positive play and help younger pupils during dinnertime. Pupils make a highly tangible contribution to the life of the school, and the wider community, through these leadership roles.

The school prepares pupils well for life beyond Delamere. Pupils have a thorough understanding of fundamental British values. For example, they can debate the laws and rules of the country. Pupils are tolerant, respectful and they celebrate the diversity that exists within our society. Through visits into school from wider faith leaders, pupils develop a strong sense of culture and other religions. Pupils' well-being, and mental and physical health, are promoted exceptionally well by the school.

Leaders are highly ambitious for all pupils, staff and for the community that they serve. Staff, including those new to teaching, are highly positive about the realistic and constructive way that leaders support their well-being and workload. Staff appreciate being involved in the co-construction of policies. They value the clear expectations from leaders as to when meetings and training will take place. Staff feel that their work-life balance is appropriately considered.

Members of the local governing body and the trust know Delamere extremely well. They fulfil their statutory duties and roles with expertise. The strong partnership between those with oversight of the school is highly effective. There is a drive and

determination that nothing less than perfection will do. This vision helps pupils to achieve academic excellence.

Safeguarding

The arrangements for safeguarding are effective.

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	136553
Local authority	Cheshire West and Chester
Inspection number	10242373
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	Board of trustees
Chair of trust	Brendan Wignall
Chief Executive Officer	Stephen Docking OBE
Headteacher	Julie Clayton
Website	www.delamereacademy.co.uk
Dates of previous inspection	8 and 9 March 2009, under section 5 of the Education Act

Information about this school

- Delamere Church of England Primary Academy converted to become an academy school in February 2012. When its predecessor school, Delamere Church of England Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of the North West Academies Trust.
- The school is part of the Diocese of Chester. Its last section 48 inspection took place in 2018. The next section 48 inspection will be scheduled to take place by the end of 2024.
- A new headteacher and chair of governors have been appointed since the previous inspection.
- The school runs a before- and after-school club for pupils.
- The school does not make use of any alternative provision for pupils.

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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the 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 early reading, mathematics, and design and technology. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also discussed the curriculum in some other subjects. They spoke with leaders and pupils. Inspectors also reviewed samples of pupils' work in these curriculum areas.
- Inspectors listened to pupils read to a trusted adult.
- Inspectors met with the headteacher and other leaders. The lead inspector spoke with representatives of the diocese and a member of the board of trustees. She also met with the chief executive officer, and a group of governors, including the chair.
- 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 in lessons and around the school.
- Inspectors reviewed a wide range of documentation, including documentation relating to behaviour and attendance. Inspectors also examined the school's self-evaluation document and the school improvement plan.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also spoke with parents at the start of the school day.
- Inspectors considered the responses to Ofsted's online surveys for pupils and for staff.

Inspection team

Sue Dymond, lead inspector

His Majesty's Inspector

Deborah Bailey

Ofsted Inspector

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