

Inspection of Lower Peover CofE Primary School

The Cobbles, Lower Peover, Knutsford, Cheshire WA16 9PZ

Inspection dates: 2 and 3 July 2024

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

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2013.

What is it like to attend this school?

Pupils appreciate being part of this exceptional school. Staff warmly welcome them as they arrive each morning. This reinforces a culture of compassion, where pupils learn to put caring for others at the heart of all that they do. For instance, Year 6 pupils eagerly anticipate the time that they spend with their 'buddies' in the early years. Older pupils spoke with pride about helping their younger peers to learn new things and to behave with consideration and respect for others.

Pupils said that there is 'something for everyone here'. They seize opportunities to develop new interests and hobbies, from ice skating to making jewellery. Pupils learn to be resilient. For example, they described overcoming their fears to participate in activities on residential trips.

Starting at the beginning of the early years, children develop a thirst for knowledge. They delight in discovering new things. Pupils are keen to ensure that no learning time is wasted. Lessons are calm and purposeful. Pupils are exceedingly courteous and respectful towards staff, visitors and each other.

Pupils benefit from an education of the highest quality. The school expects pupils to achieve highly, which they do. Pupils flourish into knowledgeable and confident individuals, who are extremely well prepared for the wider world.

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

The school and its governors are committed to providing a curriculum that gives pupils, including those with special educational needs and/or disabilities (SEND), the best possible start in life. They do this successfully. The school has designed its curriculum meticulously to build pupils' understanding securely over time. Staff take every opportunity to enhance the curriculum through trips and visits, as well as by making extensive use of the school's grounds and the local area. Consequently, pupils not only achieve well, but their learning is also enriched by memorable experiences.

Reading is at the forefront of the curriculum. Pupils in the Reception class benefit from an expertly delivered phonics programme. They read from books that match their phonics knowledge. This helps pupils to develop quickly into confident and fluent readers. Staff provide highly effective support to pupils who struggle with reading so that they can keep up with their peers. Older pupils described the wonder of visiting 'a whole new world' in a book. They eagerly seek out new book recommendations on the classroom 'reading wall'. From the early years to Year 6, staff immerse pupils in subject-specific vocabulary. Pupils use this to articulate their learning clearly.

The school equips teachers to deliver the curriculum effectively. Teachers carefully check that pupils understand and remember the important knowledge that is identified in the curriculum. They swiftly identify misconceptions or gaps in pupils'

learning to ensure that pupils' knowledge is secure before they introduce new content. In the early years, staff know children extremely well. Staff skilfully design learning activities that build on what children already know. Over time, pupils of all ages build deep and interconnected bodies of knowledge in each subject. They are exceptionally well prepared for the next stage of their learning.

From the early years onwards, staff assiduously identify any additional needs that pupils may have. The school ensures that pupils with SEND receive the support that they need to achieve well. Staff are adept at adapting their delivery of the curriculum to ensure that these pupils learn successfully.

The school's approach to supporting pupil's personal development is threaded through all aspects of school life. For instance, pupils learn to make positive contributions to the community through roles, such as road-safety officers. They also take turns to serve food to their peers at lunchtime. Pupils learn a wealth of information that prepares them for life in modern society. They are knowledgeable about different faiths and cultures. Pupils' learning about tolerance and respect shines through their interactions with others.

When they join the Reception class, children quickly learn to follow routines that help to create a positive and enriching learning environment. Even the youngest children are highly motivated to learn. Most pupils are rarely absent from school. When this is not the case, the school works closely with families to remove any barriers that may prevent pupils from attending frequently.

Governors, parents and carers, staff and pupils said that this is a school that they never want to leave. Even so, there is no complacency. Governors provide insightful challenge and support to help the school to offer the best possible education for pupils. Staff are highly appreciative of the positive steps that the school takes to reduce their workload, for example they were consulted about changes to the feedback policy. They are exceedingly proud to work at the school.

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 special educational needs and/or disabilities (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	111337
Local authority	Cheshire West and Chester
Inspection number	10337650
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair of governing body	Felicity Louise Lawton
Headteacher	Sharon Dean
Website	www.lower-peover-school.co.uk
Dates of previous inspection	14 and 15 May 2013, under section 5 of the Education Act 2005

Information about this school

- This Church of England school is in the Diocese of Chester. The school's last section 48 inspection, for schools of a religious character, was in November 2018. The next section 48 inspection is due to take place between September 2024 and August 2025.
- The school makes use of one registered alternative provider for a small number of 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. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher, other leaders and staff about the work of the school. They also considered the responses to Ofsted’s online survey for staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, they 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. Inspectors also looked at curriculum documentation relating to other subjects.
- An inspector observed some pupils from Years 1 to 3 read to a familiar member of staff. Inspectors spoke with some pupils about reading.
- Inspectors observed pupils’ behaviour during lessons and at breaktimes.
- An inspector met with representatives of the governing body, including the chair of governors.
- An inspector spoke with representatives of the local authority and of the diocese. An inspector also met with an educational consultant who works with the school.
- Inspectors met with pupils to ask about their experiences of school. They also considered the responses to Ofsted’s online survey for pupils.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments.
- Inspectors reviewed a wide range of documentation, including the school’s self-evaluation documents, records relating to pupils’ attendance and behaviour and minutes of governing body meetings.
- 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.

Inspection team

Sally Rix, lead inspector

His Majesty’s Inspector

Deborah Bailey

Ofsted Inspector

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