

# Inspection of Boughton Heath Academy

Becketts Lane, Great Boughton, Chester, Cheshire CH3 5RW

---

Inspection dates: 16 and 17 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

Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Boughton Heath Academy as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

The headteacher of this school is Jon Lenton. This school is part of Cheshire 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 (CEO), Steve Ellis and overseen by a board of trustees, chaired by Janet Myers.

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

Pupils enjoy coming to this exceptional school. They take full advantage of the wonderful opportunities that the school has to offer. Pupils spoke particularly fondly about the annual residential visits. Every pupil is encouraged to develop their talents and to represent the school in a competition or festival. Pupils said that they value how these activities and memorable experiences help them to develop important skills such as determination, respect for others and confidence.

The school has extremely high expectations for pupils' achievement. This includes for pupils with special educational needs and/or disabilities (SEND). Pupils thrive and achieve exceptionally well, especially in English and mathematics. Pupils also develop a deep body of knowledge across the curriculum.

Pupils' behaviour in and around school is exceptional. In lessons, pupils listen intently to their teachers. Pupils show maturity beyond their years when they discuss their learning with their friends. Children in the early years show great focus during their play. Throughout the school, there is a calm and purposeful learning culture.

Pupils are exceedingly proud of their school. Many of the Year 6 pupils told inspectors that, although they were sad to be leaving such a remarkable school, they felt extremely well prepared for the next stage of their education.

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

Reading is given the highest priority across the school. In the Reception class, children delight in joining in with their favourite books at story time, for example by playing the roles of the main characters. Expert staff ensure that pupils quickly learn the sounds and letters that they need to begin to read. If pupils struggle to learn their sounds, they receive helpful support to catch up quickly with their peers. By the end of key stage 1, most pupils are fluent and accurate readers. Pupils of all ages love to read. They enjoy talking about their favourite books and authors.

The school has designed a highly ambitious curriculum which has been carefully reviewed and improved over time. Skilled staff design activities which ensure that pupils learn very well. For example, in the early years, staff select engaging resources which stimulate children's interests and fire their imagination. Teachers regularly check how well pupils learn. This means that any errors or misconceptions are addressed quickly. Pupils, including those who are disadvantaged, achieve very well across the curriculum.

Pupils with additional needs are identified swiftly. Staff ensure that learning activities are adapted appropriately so that pupils with SEND access the same curriculum as their friends. A small number of pupils access support which is specifically tailored for their needs. These pupils receive excellent care and guidance from staff who are very well trained.

The school's approach to promoting pupils' personal development is extremely well thought out. Pupils enjoy joining a wide range of clubs such as gymnastics; choir; science, technology, engineering and mathematics and boys' and girls' football. The way in which the school develops pupils' character is exceptional. Pupils develop important values such as independence and honesty. They demonstrate these traits in all that they do. On the playground, pupils are exceptionally well behaved. Playtimes are a joyful experience where older pupils help younger pupils to play and learn new skills.

Pupils are encouraged to develop a sense of pride in making their school the best it can be. For example, play leaders organise games on the playground for younger pupils. School council members played a pivotal role in shaping the school's three rules, 'work hard, get smart and be kind'. Pupils appreciate the way that staff support them to improve their mental health and well-being.

The school prioritises pupils' attendance. It takes effective action to support the small number of pupils who do not attend as well as they should. As a result, attendance rates are high.

Governors and trustees know the school very well. They are exceptionally well equipped to provide appropriate support and challenge. Governors are especially mindful of the importance of staff well-being. Staff feel valued and reported that their workload is considered carefully. They enjoy working 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 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

<b>Unique reference number</b>	141614
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10290274
<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>	224
<b>Appropriate authority</b>	Board of trustees
<b>CEO of the trust</b>	Steve Ellis
<b>Chair of trust</b>	Janet Myers
<b>Headteacher</b>	Jon Lenton
<b>Website</b>	<a href="http://www.boughtonheath.cheshire.sch.uk">www.boughtonheath.cheshire.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Boughton Heath Academy converted to become an academy in January 2015. When its predecessor school, Boughton Heath Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- In January 2015, the school joined Cheshire Academies Trust.
- The school has a breakfast and after-school provision.
- The school does not make use of any alternative provision.

## 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.
- 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 carried out deep dives in early reading, mathematics and geography. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, looked at a sample of pupils' work, spoke with teachers and talked with pupils about their learning.
- An inspector observed pupils from Year 1 to Year 3 read to a familiar adult.
- Inspectors met with the headteacher and other leaders. An inspector also met with members of the local governing body and the trust. This included the chair of governors and the chair of the trust board.
- Inspectors observed pupils' behaviour as they arrived at school and during lessons and breaktimes. They also spoke with pupils about their views of school life.
- Inspectors considered the views of parents and carers. This included the responses to Ofsted Parent View, including the free-text comments. They also spoke to a number of parents at the start of the school day.
- Inspectors considered the views of staff and pupils who responded to Ofsted's online staff and pupil survey.

### **Inspection team**

Frith Murphy, lead inspector

His Majesty's Inspector

Liz Davidson

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024