

Inspection of Chorlton C of E Primary School

Vicars Road, Chorlton-Cum-Hardy, Manchester M21 9JA

Inspection dates:	26 and 27 November 2024
The quality of education	Good
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 for overall effectiveness 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 March 2014.

What is it like to attend this school?

Pupils at this school are treasured. From the moment that they join, they are seen as important individuals who are valued for their uniqueness. Pupils flourish from the strong and meaningful relationships that they have with adults and each other. They thrive in the nurturing and encouraging environment. Pupils benefit significantly from the wealth of provision that is available to support their social, emotional and mental health needs.

The school places pupils' safety and well-being as paramount. Pupils' happiness and success, academically and in their wider lives, are at the centre of the school's work. This is borne out in pupils' eagerness to attend school and their ready smiles throughout the school day.

Pupils have very positive attitudes towards their education. They meet the school's high standards for their academic success, including pupils with special educational needs and/or disabilities (SEND). Pupils relish learning new knowledge and are highly engaged in their lessons.

The school provides an exceptional programme for pupils' personal development. Staff prepare pupils extremely well for life in modern Britain. Pupils learn about people from a wide range of different backgrounds. They show high levels of tolerance and respect towards others. They are helped to be active members of their community.

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

The school has established an ambitious curriculum, which it has set out from the Nursery Year to Year 6. The school has made sure that learning is sequenced effectively so that pupils can build new knowledge on what they already know and can do. Many pupils learn the curriculum extremely well.

Children in the early years get off to an excellent start. They gain new learning quickly and securely. Children benefit particularly well from the high-quality adult interactions to stimulate independent learning. The school helps children to be extremely well prepared for Year 1.

On the whole, the curriculum is taught well. Staff give clear direction and timely feedback to help pupils learn. However, in Years 1 to 6, expectations of some aspects of pupils' writing are not consistently high. For example, the accuracy of pupils' handwriting, spelling and grammar. Occasionally, mistakes in pupils' writing go unchecked. This means that they make avoidable errors in their writing, which can hinder their fluency. The school has already identified this issue. It has taken swift and appropriate steps to tackle this. Some progress has already been made. However, it is too soon to see the full impact of these actions.

Pupils are encouraged to read a wide range of literature. They celebrate the joy of reading. Children in the Nursery Year practise and develop the key skills to prepare them for learning to read. Children in the Reception Year can then learn the phonics code well.

Skilled staff provide effective guidance for pupils who are not keeping up with the pace of the phonics programme. This helps those pupils to catch up quickly. Consequently, by the end of Year 2, most pupils can read confidently and fluently.

The school identifies the needs of pupils with SEND quickly. Pupils blossom from the support and guidance of knowledgeable and skilled adults. Pupils with SEND are given every opportunity to be fully involved in the life of the school.

Pupils throughout the school are welcoming and friendly. They are especially proud of their school. From the early years, they are well-mannered and can articulate confidently with others. Pupils move around sensibly, creating a calm and joyful environment.

The school's work in securing regular attendance for pupils is highly effective. It quickly identifies the barriers to pupils attending school regularly and provides strong, personalised support for families.

The school understands the context of its community. It makes every effort to ensure that pupils prosper from a rounded educational experience rooted in its values. The school's programme to enhance pupils' personal development goes beyond the expected. The school places great emphasis on developing pupils' understanding of their own emotions and actions. Pupils are highly reflective. The school helps them to value different viewpoints. Pupils experience a range of stimulating opportunities to develop their talents and interests, such as musical theatre and comedy clubs. Older pupils go climbing and paddleboarding. Numerous visitors share their knowledge and experiences. Pupils have a strong understanding of moral purpose and how to be a positive citizen.

Governors understand their roles and carry them out highly effectively. They ensure that staff workload is manageable, which in turn means that staff are highly focused on achieving the school's aims. The school ensures that staff are trained well to carry out their roles. It is meticulous in its approach to analysing and using information to help pupils achieve well. The school has created an exemplary culture of inclusivity.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, there are inconsistencies in the expectations of grammatical standards in pupils' writing across the curriculum. This hinders a small number of pupils from using their foundational knowledge, notably letter formation, spelling and grammar, as well as they could. The school should ensure that staff consistently apply its high expectations of the accuracy of the written work that pupils produce to the same standard in all subjects.

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	105487
Local authority	Manchester
Inspection number	10347963
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	231
Appropriate authority	The governing body
Chair of governing body	Reverend Ken Flood
Headteacher	Philip Trohear
Website	www.chorltonce.co.uk
Dates of previous inspection	13 and 14 March 2014, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England school. It is part of the Diocese of Manchester.
- The school's most recent section 48 inspection, for schools of a religious character, took place in November 2018. Its next section 48 inspection is due before November 2026.
- The school does not use any alternative provision for pupils.
- The school runs an on-site breakfast and after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- 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 history. They met with subject leaders and with teachers. Inspectors visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning.
- The lead inspector observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, looked at documentation and reviewed pupils' work in these subjects.
- The lead inspector spoke with members of the governing body. She also spoke with a representative of the local authority.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors looked at a range of policies and documents relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around the school.
- Inspectors spoke with pupils during meetings, lessons and at breaktimes. They also reviewed the responses to Ofsted's online survey for pupils.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. An inspector also spoke with some parents at the start of the school day.

Inspection team

Sheena Clark, lead inspector

His Majesty's Inspector

Jen Ashworth

Ofsted Inspector

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