

Inspection of a school judged good for overall effectiveness before September 2024: Shocklach Oviatt CofE Primary School

Shocklach, Malpas, Cheshire SY14 7BN

Inspection date: 11 February 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a nurturing school. Pupils are friendly and welcoming. They help new pupils to settle quickly and become part of the Shocklach Oviatt family.

Pupils work hard in lessons. Most pupils take care with the presentation of their work. Embedded routines contribute to a calm and orderly learning environment. Pupils move around the school safely. They enjoy breaktimes and have plenty to do. Pupils enjoy the frequent opportunities to learn outside in the school's grounds.

The school is ambitious for pupils' achievement, including those with special educational needs and/or disabilities (SEND). It has developed a curriculum which motivates the pupils. However, pupils' achievement across the curriculum varies. In some subjects, pupils do not build knowledge as well as they could.

Pupils enjoy the wide range of opportunities that they have to contribute to school life. This includes holding positions of responsibility and representing the school in sporting competitions and singing events. Pupils are proactive in identifying charities they want to support and organise fundraising events for them.

Pupils are well prepared for life in modern Britain. They learn about a range of different faiths. They also know how to keep themselves physically and mentally healthy.

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

The teaching of fundamental skills in English and mathematics is prioritised. Starting in the early years, children start to acquire phonics knowledge. When pupils need to catch up with the reading and mathematics curriculum, they receive effective support.

The school ensures that pupils are exposed to a broad diet of high-quality texts. Staff are knowledgeable about children's literature and recommend books to pupils to broaden their experiences. Pupils enjoy the books read to them by adults and the books which are used as models for their writing.

Pupils enjoy the subjects that they study. They talk enthusiastically about the experiences that enhance their learning, including the regular opportunities to learn outside in the school's grounds. However, in some subjects, the school does not check that the curriculum is being delivered as well as intended. This means that variation in how some subjects are taught has not been identified or resolved. In these subjects, some pupils do not build knowledge securely over time. This hinders their achievement.

Teachers' checks on pupils' learning in lessons varies. In English and mathematics, teachers check pupils' understanding systematically and correct errors and misconceptions. However, in some other subjects, gaps in pupils' knowledge are not identified well enough. This limits pupils' progress through the curriculum.

Staff access a broad programme of professional development. The school shares expertise with other local schools. This helps to ensure that the relatively new phonics and mathematics curriculums are delivered effectively.

The school works in partnership with parents, carers and outside agencies to identify the needs of pupils with SEND. The school adapts the delivery of the curriculum and enables pupils with SEND access the same curriculum as their peers.

Staff set high expectations for pupils' behaviour across the school. Pupils understand what is expected of them. If pupils occasionally fail to meet these expectations, they are helped to understand the impact of their actions on others. As a result, disruption to learning is rare. Pupils work hard in their lessons. Most take pride in their work.

Pupils' attendance and punctuality is monitored carefully. The school successfully helps parents to overcome the barriers that prevent regular attendance. This has resulted in significant improvements in attendance rates for individual pupils.

The school prioritises pupils' personal development. Pupils enjoy learning about the differences and commonalities between different faiths and cultures. They understand concepts such as tolerance and difference. They know that there are different types of loving families. Pupils understand how to keep themselves safe when online. They also learn how to stay physically and mentally healthy.

There is a carefully designed programme of activities to enhance the curriculum. Pupils learn a musical instrument and access a broad range of clubs. Visits include the use of the local community. For example, seeing lambs born at a local farm.

Staff appreciate the support that they receive to manage their workload and well-being. The school carefully considers the demands on staff across each term and plans their work to ensure that it is manageable. Staff feel valued. They are motivated and committed to the school's values.

Governors ensure that they have the skills to fulfil their roles and responsibilities effectively. They access regular training and have a broad range of expertise. They use the information provided by leaders and external professionals to provide support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school does not check that the curriculum is being delivered as intended. This means that variation in the teaching of some subjects is not identified or addressed. This leads to some pupils not gaining the important knowledge that they need for future learning. The school should ensure that staff receive the support that they need to deliver the curriculum consistently well, so that pupils' knowledge and skills build successfully over time.
- In some subjects, teachers' checks on pupils' learning are not effective enough. This means that gaps in their knowledge are not identified. This hinders the progress of some pupils through the curriculum. The school should ensure that the assessment procedures in place are used consistently well to identify and address any misconceptions and gaps in pupils' learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give

graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in June 2015.

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	111283
Local authority	Cheshire West and Chester
Inspection number	10348063
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	89
Appropriate authority	The governing body
Chair of trust	Rob Jones
Headteacher	Cathy Davies
Website	www.shocklachoviatt.cheshire.sch.uk
Date of previous inspection	12 November 2019, under section 8 of the Education Act 2005

Information about this school

- Several members of staff have been appointed to their posts since the previous inspection.
- The school does not currently use alternative provision
- This Church of England school is part of the Diocese of Chester. The last section 48 inspection, for schools of a religious character, took place in July 2019. The next section 48 inspection is due in 2027.
- The executive headteacher also has responsibility for one other school.

Information about this inspection

- 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.

- Inspectors spoke to the executive headteacher, head of school, curriculum leaders, teachers and support staff. This included discussions about the school's development priorities and the organisation of the curriculum
- Inspectors met with members of the governing body, including the chair of governors.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also observed pupils, from key stages 1 and 2, reading to a familiar adult.
- Inspectors discussed the school's approach to behaviour and attendance. They spoke with pupils about behaviour and observed pupils at lunchtime and when moving around the school.
- Inspectors reviewed a range of documents, including behaviour records, attendance records, records of meetings from the governing body, school policies and reports from external services.
- To evaluate the effectiveness of safeguarding, 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 considered the responses to Ofsted Parent View, including the free-text responses. They also considered the responses to Ofsted's online survey for pupils and staff.

Inspection team

Keith Pullen, lead inspector

Ofsted Inspector

Julie Brown

Ofsted Inspector

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