

Chapelford Village Primary School

Address: Santa Rosa Boulevard, Great Sankey, Warrington, Cheshire, WA5 3AL

Unique reference number (URN): 145388

Inspection report: 31 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have the highest of aspirations for pupils' attendance. Their well-thought-out attendance strategy is consistently implemented by staff. Leaders carefully review absence information to swiftly identify any pupils whose attendance has dipped. Staff provide highly effective support to pupils and their families so that any absences are quickly addressed. As a result, pupils, including those with additional needs and those who are disadvantaged, attend very well. Their rates of absence are much lower than those of other pupils nationally over time.

Leaders have made use of the best available research to inform their behaviour policy. Staff understand the policy well and apply it consistently. Pupils have learned the tools to support them to work hard and try their best, even when they find things challenging. Pupils have consistently positive attitudes to their learning. Pupils show respect and care for each other. They support each other and play collaboratively. Pupils across key stage 2 enjoy helping pupils in younger year groups, particularly during break and lunchtimes. Pupils' manners are impeccable. They proudly follow the school's rules, both in lessons and when walking around the school. Pupils rightly share the view that bullying is rare. Any incidents are dealt with swiftly and successfully.

Early years

Strong standard ●

Children get off to a flying start in the early years. Highly trained staff have a deep understanding of how young children learn best. They shape the curriculum thoughtfully, taking children's individual needs into account. Staff work closely with parents so that children's needs are understood and supported from the outset.

Children settle into school routines very confidently. They quickly develop secure and warm relationships with staff across the setting. Across both the indoor and outdoor environments, children happily play and learn in harmony.

Staff maximise children's learning opportunities through expertly chosen high-quality texts and books. Children excitedly share stories with each other. They join in with much-loved books, songs and rhymes. These activities help to develop children's understanding across all areas of learning and secure their phonics knowledge effectively.

Staff expertly provide a careful balance of teacher-led activities and opportunities to consolidate and extend learning through play. Staff place a very high emphasis on developing children's language and communication skills. Staff maximise any opportunity to engage in positive interactions with children, particularly those who are less confident or have additional needs.

Children show perseverance and curiosity in their learning. They proudly share their achievements with staff. Children make rapid progress, achieve highly and are very well prepared for the challenges of Year 1.

Inclusion

Strong standard ●

Leaders have an unwavering commitment to ensuring that all pupils flourish at this school. Their mantra of 'No pupil left behind' is lived out in all that they do. Pupils' additional needs are accurately identified at the very earliest opportunity. They receive very effective support, successfully reducing barriers to their learning or wellbeing.

A significant proportion of pupils who speak English as an additional language have recently joined the school. Staff use research-informed strategies to ensure that these pupils quickly begin to gain confidence in English, based on an in-depth understanding of their needs.

Leaders ensure that staff have the knowledge that they need to skilfully adjust and adapt teaching methods. As a result, pupils with special educational needs and/or disabilities learn successfully alongside their peers.

Leaders make the best use of additional funding to support pupils, including those who are disadvantaged or known to social care. Staff provide high-quality pastoral support to pupils, including those who may struggle with their wellbeing.

Leaders work very effectively with external partners to continually develop their expertise. They carefully analyse the impact of their work to make continuous improvements. Parents and carers rightly praise the school for the quality of experiences and opportunities that it provides for pupils with additional needs.

Personal development and wellbeing

Strong standard ●

Pupils experience a meticulously well-crafted personal development programme that supports all pupils well, including those who are disadvantaged. Leaders quickly identify and provide high-quality pastoral support to any pupils who need it. Pupils appreciate the wide range of clubs and visits, which include sporting, musical and creative opportunities. These help to foster pupils' talents and interests and develop their confidence.

Pupils are provided with a great many high-quality opportunities to make a positive contribution to school life. For example, they contribute as members of the school council and as reading ambassadors. Pupils proudly take on additional responsibilities as 'outdoor play and learning ambassadors' or as members of the eco council. Pupils enjoy helping out in their local community. For instance, they visit elderly residents in a local care home and take part in litter-picking duties.

Pupils benefit from rich and varied opportunities to be active. For example, they enjoy scootering, climbing and running. Pupils very much enjoy playing on the 'trim trail' in the playground.

Pupils show a mature understanding of issues such as diversity and equality. For example, they speak confidently about why it is important not to discriminate against people because of differences in their race, gender or sexual orientation. Pupils show an age-appropriate understanding of fundamental British values and why they are an important part of life in modern society.

Pupils learn about staying safe, including when they are online. They learn how to recognise healthy and unhealthy relationships and know what to do if they feel unsafe. Pupils in upper key stage 2 learn how to perform resuscitation techniques as part of their first-aid work.

Pupils develop detailed knowledge about many important topics. Through the rich opportunities afforded to them, they become increasingly confident, resilient and independent learners.

Expected standard

Achievement

Expected standard 

Pupils, including those who are disadvantaged, learn particularly well in reading, writing and mathematics. Pupils rapidly acquire important skills in these subjects as soon as they start school. Older pupils, particularly those who speak English as an additional language, quickly acquire key skills. This helps pupils to build on their learning effectively. As a result, pupils produce work of a very high quality in these subjects. Pupils consistently attain standards that are significantly above national averages in reading, writing and mathematics at the end of key stage 2. They are extremely well prepared for the next stage of their learning in these subjects.

The depth of pupils' understanding and knowledge across some subjects is variable. At times, pupils struggle to connect earlier knowledge with their current learning. This hampers their progress in some subjects. As a result, some pupils do not build equally secure knowledge across all areas of the curriculum.

Curriculum and teaching

Expected standard 

Leaders have built a curriculum that meets the ambitions of the national curriculum. They make very effective use of up-to-date research to inform their curriculum decisions, particularly in reading, writing and mathematics. These curriculums focus on ensuring that pupils, including those with special educational needs and/or disabilities (SEND), master skills in number, letter formation, spelling and grammar. Leaders also identify the key vocabulary that pupils need across the curriculum.

Staff consistently and expertly deliver the curriculum in these core subjects because they have astute subject knowledge. This supports pupils, including those with SEND, to build on their learning securely from the early years to the end of Year 6. In most subjects, staff typically use assessment information effectively to pinpoint and address any errors and misconceptions.

In a few subjects other than English and mathematics, the design of the curriculum does not support pupils to learn as well as they could. Assessment systems in these subjects are not as well developed as in others. This means that sometimes, teachers do not check that pupils have secured the most important knowledge or vocabulary for future learning. This hinders some pupils from developing detailed knowledge across all areas of the curriculum.

Leaders, governors and trustees have a shared commitment to make the school the best it can be. Leaders at all levels are role models of high expectations. The trust and the governing board use their knowledge of the school to hold leaders to account effectively for key aspects of the school's work. For example, trustees discharge their safeguarding and statutory duties with diligence. They ensure that pupils attend well and achieve highly, as consistently reflected in the results of national tests.

Staff benefit from well-planned opportunities to develop their expertise in different areas of the school's work. The trust provides staff with high-quality training to develop their leadership skills and to undertake professional qualifications. Staff are also provided with opportunities to develop their subject knowledge across the curriculum.

The trust and governing board have some oversight of the quality of the curriculum in subjects other than English and mathematics. However, their checks to ensure that pupils achieve well across all areas of the curriculum are not as robust as they could be.

Staff are extremely proud to work at the school. They feel very well supported by senior leaders, the trust and the governing board. They appreciate the way that leaders support their wellbeing and workload. Leaders engage well with parents and carers, as well as a range of external professionals. The vast majority of parents who shared their views with inspectors spoke very positively about the school's work.

What it's like to be a pupil at this school

Pupils, including children in the early years, bask in the care and support that they receive from kind and caring staff at this happy and inclusive school. Come rain or shine, staff warmly welcome pupils each morning. Pupils settle quickly and enthusiastically to their work.

Pupils describe their school as a family where everyone looks out for each other. Regardless of their background, language or culture, pupils enjoy mutually respectful relationships with staff and each other. Pupils have a range of trusted adults who they can talk to if they have a worry or concern. Pupils report that bullying is very rare. If it does happen, they say it is quickly resolved. Pupils feel safe. They are valued members of the school community.

Pupils enjoy their learning at this school. Staff successfully reduce any barriers to pupils' learning so that all can succeed. Pupils achieve well, especially in reading, writing and mathematics. Pupils attend very well. They show highly positive attitudes to their learning.

Pupils appreciate all that the school has to offer. They enjoy spending time in the school's well-resourced outdoor areas. They proudly represent their school in a wide range of events. Pupils particularly value the many opportunities that they have to go on visits and trips. These enhance their experiences beyond the classroom.

Pupils benefit from a rich and varied choice of clubs and extra-curricular activities. For example, pupils enjoy singing in the school choir, doing gymnastics, taking part in 'hula fun', drawing, dancing and football. They can also take part in yoga sessions and sign language club, and learn how to play a brass instrument.

Pupils learn about the importance of working hard and having high aspirations for their future lives. They speak animatedly about possible career paths. For example, pupils talk about working as a musician, a martial arts teacher and a palaeontologist.

Next steps

- Leaders should ensure that staff have the necessary skills to deliver all subjects consistently well so that pupils build on their prior learning effectively and develop a strong body of knowledge across the curriculum.
 - Leaders should continue to build on their systems for assessing pupils' learning across all aspects of the curriculum so that pupils retain the most important knowledge and any misconceptions are successfully addressed.
 - Governors and trustees should hold leaders more robustly to account for all aspects of the school's curriculum. They should assure themselves that pupils develop detailed knowledge across the curriculum so that they are well prepared for the next stage of their learning.
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About this inspection

This school is part of the Omega multi-academy 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), Christian Wilcocks, and overseen by a board of trustees, chaired by Gavin Brown.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the acting headteacher, the headteacher and other leaders and staff. The lead inspector spoke with the CEO, the chair of trustees and members of the governing body, including the chair. They also spoke with some other trust leaders and a representative of the local authority.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Headteacher : Laura Tottie

Lead inspector:

Louise McArdle, His Majesty's Inspector

Team inspectors:

Sally Aspinwall, Ofsted Inspector

Liz Davidson, Ofsted Inspector

Sue Mills, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 31 March 2026

School and pupil context

Total pupils

633

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

630

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

17.69%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.42%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.22%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	61%	Above
2024/25 (revised)	85%	62%	Above
2023/24 (final)	92%	61%	Above
2022/23 (final)	86%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (revised)	86%	75%	Above
2023/24 (final)	93%	74%	Above
2022/23 (final)	88%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	72%	Above
2024/25 (revised)	85%	72%	Above
2023/24 (final)	93%	72%	Above
2022/23 (final)	89%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	73%	Above
2024/25 (revised)	86%	74%	Above
2023/24 (final)	92%	73%	Above
2022/23 (final)	89%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	46%	Above
2024/25 (revised)	79%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	79%	46%	Above
2022/23 (final)	71%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	62%	Above
2024/25 (revised)	83%	63%	Above
2023/24 (final)	84%	62%	Above
2022/23 (final)	71%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	59%	Above
2024/25 (revised)	79%	59%	Above
2023/24 (final)	84%	58%	Above
2022/23 (final)	76%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	60%	Above
2024/25 (revised)	83%	61%	Above
2023/24 (final)	79%	59%	Above
2022/23 (final)	76%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	77%	68%	9 pp
2024/25 (revised)	79%	69%	10 pp
2023/24 (final)	79%	67%	12 pp
2022/23 (final)	71%	66%	5 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	0 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	84%	80%	4 pp
2022/23 (final)	71%	78%	-7 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	78%	2 pp
2024/25 (revised)	79%	78%	1 pp
2023/24 (final)	84%	78%	7 pp
2022/23 (final)	76%	77%	-1 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	80%	80%	0 pp
2024/25 (revised)	83%	81%	3 pp
2023/24 (final)	79%	79%	0 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	76%	79%	-3 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.1%	5.2%	Below
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	6.3%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.3%	13.3%	Below
2023/24 (3 term)	13.6%	14.6%	Close to average
2022/23 (3 term)	15.8%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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