

Inspection of a good school: Chapelford Village Primary School

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

Inspection dates: 16 and 17 March 2022

Outcome

Chapelford Village Primary School continues to be a good school.

What is it like to attend this school?

Pupils, including children in the early years, are happy to belong to this vibrant school community. They behave well and make lots of friends. Pupils said that the staff are kind and encouraging. This helps pupils to feel safe.

Pupils work hard in lessons and are eager to talk about their learning. They understand that leaders have high expectations of what they can achieve. This motivates them to try their best.

Pupils take pride in carrying out special roles such as class ambassadors. They enjoy the wide range of clubs that they can attend in order to pursue their interests in sports and the arts.

Pupils are welcoming, polite and confident. They think that it is important to treat everyone with respect, regardless of their differences. They support each other well and said that they would try to help anyone who was being treated unkindly.

Pupils said that if they had any concerns, including about bullying, they would feel confident to talk to an adult. They were confident that adults would help and sort things out quickly. Pupils appreciate the extra support that they can receive when they are going through difficulties or feeling upset. They explained to inspectors that 'adults always put children before themselves'.

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

Leaders have planned a broad and ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders have decided on the important knowledge that they want pupils to learn in each subject. They have ordered content carefully so that pupils can draw on previous learning when presented with new ideas. This helps pupils, including children in the early years, to progress well through the curriculum, knowing and remembering more over time.

Leaders have also considered how to support pupils to make connections in their learning. For example, older pupils explained how their knowledge of evaporation and condensation in science helps them to understand the water cycle in geography.

Most subject leaders have strong curriculum expertise. They provide valuable information for teachers to develop their subject knowledge. However, in a small number of subjects, some teachers do not have the guidance from subject leaders that they need to deliver the curriculums as well. Occasionally, in these subjects, some pupils do not achieve as well as they should.

Children in the Reception Year are happy and confident in their environment. Through their warm encouragement, staff help children learn to listen attentively to stories and to develop their spoken language and vocabulary.

Leaders place a high importance on teaching pupils how to read well. Children in the early years learn how to recognise sounds and letters as soon as they start in the Reception class. Pupils develop confidence in reading by practising using books matched to their phonics knowledge. Teachers check regularly on how well pupils are learning to read, and they put appropriate support in place for those pupils who fall behind. Consequently, almost all pupils learn to read fluently and accurately by the end of Year 2.

Older pupils enjoy reading independently and are keen to discuss their favourite books and authors. Teachers' secure subject knowledge helps pupils to develop strong comprehension skills.

Pupils behave well in lessons and around school. They are enthusiastic about their learning and they work hard. Pupils' positive attitudes mean that teachers can deliver the curriculum without disruption.

Leaders ensure that the needs of pupils with SEND are identified early. Teachers deploy a range of effective approaches to enable this group of pupils to access the full curriculum and achieve well. Pupils who need additional support are assisted ably by well-trained support staff.

Leaders help pupils to learn about equality through all aspects of school life. Pupils develop a strong understanding of their rights and responsibilities and the importance of respect for all.

Governors are committed to the continued success of the school and offer both support and challenge to school leaders. Staff are proud to work at the school. They appreciate that leaders are approachable and considerate of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular safeguarding training so that they can stay alert to the signs which could indicate that pupils are at risk of harm, including from peer-on-peer abuse. Staff understand that safeguarding is everyone's responsibility.

Leaders have established clear procedures so that concerns can be acted on promptly. Leaders work with a range of local agencies to provide the help that vulnerable pupils and their families need.

Pupils have opportunities to learn about how to keep themselves safe online and in the wider community. They understand some of the important features of healthy relationships, such as consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small minority of subjects, some teachers do not have the guidance that they need to deliver the curriculum as subject leaders intend. As a result, in these subjects, some pupils do not achieve as well as they should. Leaders should ensure that teachers are provided with the subject-specific guidance and support that they need to deliver these curriculums effectively so that pupils achieve highly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Chapelford Village Primary School, to be good in March 2013.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145388
Local authority	Warrington
Inspection number	10226054
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	628
Appropriate authority	Board of trustees
Chair of governing body	Heather Da Luz Vieira
Headteacher	Joanne Hewson
Website	www.chapelfordvillageprimary.co.uk
Dates of previous inspection	19 and 20 March 2013, under section 5 of the Education Act 2005

Information about this school

- Chapelford Village Primary School converted to become an academy school in 2018. When its predecessor school, with the same name, was inspected by Ofsted, it was judged to be good overall.
- The school is part of the Omega multi-academy trust.
- Many new members of staff have joined the school since it became an academy. Several new members of the governing body, including the chair of governors, have also been appointed. Since the previous inspection, a new deputy headteacher has been appointed.
- Since the previous inspection, there has been a significant increase in the number of pupils on roll.
- School leaders do not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the deputy headteacher and other leaders. They also spoke with subject leaders and members of staff. They spoke with three trustees of the multi-academy trust, including the chair of trustees. They also spoke with two governors, including the chair of the governing body. An inspector spoke with a representative of the local authority.
- Inspectors observed pupils' behaviour in classrooms and around the school. They spoke with different groups of pupils to discuss their views of the school, their learning, their behaviour and safety.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed documentation, checked attendance information and spoke to governors, leaders, staff and pupils.
- Inspectors carried out deep dives in early reading, mathematics, science and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and reviewed samples of pupils' work. The lead inspector also observed pupils reading to a familiar adult. Inspectors also considered aspects of a number of other subjects on the school's curriculum.
- Inspectors considered the views of parents and carers shared through Ofsted Parent View. This included the comments received via the free-text facility. They also reviewed the responses to Ofsted's surveys for staff and pupils.
- Inspectors considered a range of documentation shared by school leaders, including the MAT scheme of delegation, the school development plan, the minutes taken at governors' meetings and leaders' self-evaluation document.

Inspection team

Janette Walker, lead inspector

Her Majesty's Inspector

Gary Bevin

Her Majesty's Inspector

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