

Inspection of a good school: Calveley Primary Academy

Calveley Green Lane, Calveley, Tarporley, Cheshire CW6 9LE

Inspection date:

5 July 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Ray Rudd. This school is part of North West 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 Docking OBE, and overseen by a board of trustees, chaired by Nayland Southorn.

What is it like to attend this school?

Pupils at this school receive a wonderful and happy learning experience. The curriculum, and the wider opportunities that the school provides, helps pupils to be successful learners. They are more than ready for the next stage of their educational journey.

The school has exceptionally high expectations of what pupils can and should achieve. Pupils, including those with special educational needs and/or disabilities (SEND), consistently live up to or exceed these expectations. They achieve remarkably well.

Pupils' behaviour is impeccable throughout the school day. Children in the early years classes, including those in the provision for two-year-olds, learn to listen carefully to each other and to adults. Older pupils spoke enthusiastically about the house points that they receive for their exemplary manners and conduct.

Pupils make the most of every opportunity to learn something new. For example, they relish the wide range of activities that are on offer, such as weekly swimming lessons and water polo. Pupils thoroughly enjoy the many enrichment opportunities that are woven throughout the curriculum. For example, they benefit from carefully programmed trips, visits and visitors. Pupils also work with the local community to organise events such as visits to a nursing home where they recently completed a joint art project.

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

The school has moved forward at pace since the previous inspection. Since joining the trust, there have been considerable developments to the quality of education that pupils receive. Staff are proud to be part of the trust. They benefit from sharing their ideas and expertise with other schools in the trust. This also helps them to manage their workload effectively.

Much thought has gone into the careful shaping of a unique and highly ambitious curriculum for pupils at this school. There is clarity about the knowledge that pupils should acquire and remember in each subject from the early years to Year 6.

The school has carefully tailored the curriculum to meet pupils' individual learning needs, including pupils with SEND. Staff quickly and accurately identify pupils who may have SEND. When necessary, they skilfully adapt resources so that these pupils can benefit from the same excellent curriculum as their peers.

Staff use their considerable subject expertise to design learning activities that are engaging and purposeful. They ensure that pupils have secure foundations in their learning before moving on to more difficult concepts. Teachers also check whether pupils have any missing knowledge, and they act swiftly to address any gaps in learning. As a result, pupils achieve extremely well across the curriculum. They spoke to inspectors about their learning with great confidence and pride.

Pupils are enthusiastic about reading because of the highly effective way in which the school promotes a love of books. Children in the Nursery Year develop a strong knowledge of sounds. This supports them well when they begin to learn the phonics programme in the Reception class. Pupils are afforded a wealth of opportunities to develop and extend their vocabulary in the early years. In key stage 1, pupils apply this knowledge with increasing confidence. For pupils who need extra support with reading, there is expert help on hand. This ensures that pupils keep up with the expectations of the phonics programme. They become fluent readers by the time that they leave key stage 1. In key stage 2, pupils read with fluency and expression. Older children talked with enthusiasm about authors who have visited their school. They said that these events have inspired them to become avid readers and better writers.

From the beginning of the early years through to Year 6, there is a calm and purposeful atmosphere that enables pupils to focus completely during lessons. There is a buzz about learning around the school. Children in the early years, including in the provision for two-year-olds, develop strong learning behaviours. They become confident and inquisitive learners. They are remarkably well prepared for key stage 1. This continues into key stage 2, where pupils demonstrate extremely positive attitudes towards their learning. They enjoy coming to school each day. The school provides highly effective support to ensure that pupils attend school regularly.

The school provides an exemplary range of opportunities to enhance pupils' personal development. Pupils, including those with SEND, enjoy participating in a wide and rich set

of experiences. For example, pupils spoke excitedly about their recent trip to London which included visits to the Houses of Parliament and watching a musical at the theatre.

Pupils make a tangible difference to the life of the school through their many leadership roles. For example, the well-being ambassadors help the school to care for and nurture each pupil. The eco-ambassadors support the school to look after the environment. Pupils eagerly spoke to inspectors about the school bees and the school's chickens, Vanessa and Smithy. Looking after these insects and animals helps pupils to develop a sense of responsibility.

Members of the local governing body and the trust know the school incredibly well. Their unwavering drive and determination for excellence ensures that only the best will do. They use their expertise effectively to support and challenge the school to meet these high expectations.

Safeguarding

The arrangements for safeguarding are effective.

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 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 first ungraded inspection since we judged the school to be good in July 2019.

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	143157
Local authority	Cheshire East
Inspection number	10348344
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	Board of trustees
Chair of trust	Nayland Southorn
CEO of the trust	Steve Docking OBE
Headteacher	Ray Rudd
Website	www.calveleyprimary.cheshire.sch.uk
Dates of previous inspection	4 and 5 July 2019, under section 5 of the Education Act 2005

Information about this school

- Calveley Primary Academy converted to become an academy school in September 2016. When its predecessor school, Calveley Primary School, was last inspected by Ofsted, it was judged to be good overall.
- Calveley Primary Academy joined the North West Academies Trust in September 2021. Prior to this, the school was part of the Real Life Learning Academy Trust.
- A new headteacher and chair of the trust have been appointed since the previous inspection.
- The school provides early education for two-year-old children.
- The school provides before- and after- school care for pupils.
- The school does not use any alternative provision for pupils.

Information about this inspection

- 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.
- The inspectors carried out deep dives in early reading, mathematics and physical education. They met with subject leaders and with teachers. They visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning.
- The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- The inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed pupils' work in these subjects.
- 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.
- The lead inspector spoke with members of the trust, including the chair of trustees, and the local governing board. She also spoke with a representative of the local authority.
- The inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- The inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- The inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around the school.
- The inspectors met with parents at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text comments.
- The inspectors spoke with groups of pupils about their experiences at school. They took account of the responses to Ofsted's online pupil survey, including the free-text comments.

Inspection team

Helen Friend, lead inspector

His Majesty's Inspector

Sarah Gower-Jones

Ofsted Inspector

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