

Inspection of Calveley Primary Academy

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

Inspection dates:	25 and 26 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

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), Stephen Docking OBE, and overseen by a board of trustees, chaired by Nayland Southorn.

What is it like to attend this school?

The school's exceptionally high aspirations for pupils to achieve their very best are reflected in pupils' day-to-day experiences at Calveley. Pupils achieve highly and have extremely positive attitudes to learning. This is particularly true for pupils with special educational needs and/or disabilities (SEND). Pupils take responsibility for creating a learning environment where everyone is valued, free to be themselves and where differences are celebrated. The curriculum and wider opportunities that the school provides prepare pupils very well for their next steps.

Pupils' behaviour and conduct are exemplary. Pupils arrive at the school each day eager to learn. This starts with those children who attend the provision for two-year-olds. They develop a thirst for learning and show tremendous enthusiasm in all aspects of school life. Throughout the school, pupils are very clear that only their best effort is good enough.

Parents and carers are overwhelmingly positive about the education that their children receive. They speak highly of the individual care and attention for each child, as well as the lengths that the school goes to in supporting pupils' needs. The school cares deeply about all aspects of pupils' development, including their well-being. It provides a wealth of opportunities to help pupils become active members of society.

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

Pupils learn a curriculum that is precisely matched to their needs. The school has thought carefully about what pupils will learn and when this will happen. Staff have an accurate knowledge of each pupil. They design learning that builds exactly on what pupils already know. This helps pupils to develop a rich body of knowledge. Consequently, they achieve highly across all subjects.

Staff have expert subject knowledge. This, combined with a very clear understanding of how to deliver the curriculum, results in pupils deepening their understanding over time. Pupils recall an impressive level of detail when discussing their learning. In addition, they make links between different parts of learning, demonstrating the secure knowledge that they have across the range of subjects that they study.

The school identifies the needs of pupils with SEND at the earliest opportunity and ensures that these are met precisely. It checks routinely that the support pupils receive helps them to succeed. Staff adapt the delivery of the curriculum skilfully. They have the utmost consideration for how learning activities will support and develop pupils' confidence and independence.

Pupils' love of reading is palpable. Older pupils act as reading role models and support younger children to broaden their reading diet. Children in the Nursery class, including those who attend the provision for two-year-olds, gain the range of listening skills that they need to make a strong start on the phonics programme in the Reception class. Children securely build the phonics knowledge that they need to read with confidence and fluency. Pupils receive the expert extra support that they need to keep up with the phonics

programme. Pupils read widely and often. By the time that they leave Year 6, pupils have typically read an incredibly broad selection of books. This deepens their understanding of the world and enlightens them about the range of different ways that people may live.

Children in the early years make a great start to their school journey. Children in the provision for two-year-olds quickly understand the high expectations that staff have of them and try exceedingly hard to rise to these expectations. The core values of the school are woven through the early years curriculum. Children learn what it means to show respect to others, communicate successfully and develop high levels of resilience and independence. Staff skilfully aid children's learning through play. Children show high levels of concentration and dedication to their learning. For example, children write food orders with increasing accuracy in the café role-play area. Children leave the early years with their love of learning ignited.

Pupils learn how to conduct themselves appropriately in a variety of situations. They know that it is important to behave well 'even when no one is watching'. Pupils take pride in the many roles of responsibility that they hold. These range from being well-being ambassadors to subject champions. Through these roles, pupils make a tangible difference to the life of the school. Pupils have a deep understanding of diversity and inclusion. They go out of their way to make sure that everyone, regardless of their background or disability, feels valued and can excel.

The trust is highly effective in supporting the school to live out its ambitious vision for excellence. Leaders at all levels continually review the provision for pupils in their unwavering determination for the school to be the best that it can be. Staff feel well supported in their roles. They appreciate the consideration that is given to their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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	10382384
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	97
Appropriate authority	Board of trustees
Chair of trust	Nayland Southorn
CEO of the trust	Stephen Docking OBE
Headteacher	Ray Rudd
Website	www.calveleyacademy.org.uk
Date of previous inspection	5 July 2024, under section 8 of the Education Act 2005

Information about this school

- The school is part of North West Academies Trust.
- 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

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.
- Inspectors discussed any continued 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 art and design. They met with subject leaders and 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 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, the CEO and the local governing board.
- 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.
- An inspector met with parents at the end of the school day. Inspectors 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

Jane Dennis, lead inspector

His Majesty's Inspector

Phil Dickson

Ofsted Inspector

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