

Malpas Alport Endowed Primary School

Address: Chester Road, SY14 8PY

Unique reference number (URN): 111282

Inspection report: 25 November 2025

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 ●

Early years

Strong standard ●

There is a well-designed curriculum in place in the early years that starts in the Nursery. Staff know the children well and provide high-quality activities that help children to develop skills and knowledge in all areas of learning. For example, they design well-thought-out activities to help children to develop the skills they need to form letters accurately. Leaders ensure that children in the early years get the help they need to develop their speech and language. For example, high-quality interactions between staff and children support language development and help children develop their communication skills.

Children in Reception have regular phonics lessons delivered by well-trained staff. They quickly learn to blend sounds to read simple words and sentences. Staff use assessment well to identify any child who starts to fall behind in their phonics knowledge. These children then get the help they need to keep up. Children with special educational needs and/or disabilities are well supported so they can access learning fully.

Staff ensure that parents and carers are well informed about their children's progress. Many parents speak highly of the care their children receive. Children learn in a safe and nurturing environment. They understand and follow clear routines. Children play and learn effectively together. They are very well prepared for key stage 1.

Personal development and wellbeing

Strong standard ●

Leaders ensure that there is a well-designed programme to support pupils' personal development. Pupils learn how to stay safe online and in the community. They have an age-appropriate understanding of the fundamental British values. Pupils know to treat others, however different, respectfully. Experiences, such as visiting various places of worship and cities, broaden pupils' knowledge and understanding of different cultures and religions. They respect and value diversity. Pupils have many well-thought-out opportunities to contribute to the local community. For example, pupils take part in an intergenerational project involving activities with residents in the local care home.

Leaders ensure that pupils get the pastoral support they need. Some pupils go to the 'caring club' at lunchtime if they feel they need support. Pupils learn about mental health and the importance of healthy relationships. Pupils can talk about 'my healthy mind' and breathing exercises that help them to manage their emotions. Leaders carefully consider how pupils develop a sense of responsibility. For example, younger pupils help out in the classroom and other pupils are on the eco and school councils.

Leaders ensure that pupils have many opportunities to develop their talents and interests. They ensure that all pupils, including disadvantaged pupils, can access these opportunities. For example, the school funds some activities for disadvantaged pupils so they experience a broad range of activities. Leaders also identify pupils who would most benefit from these opportunities, for example pupils who need to develop their confidence. Pupils take part in

creative experiences, such as performing in bands and plays, which help them develop their self-esteem. Pupils are very well prepared for their next steps.

Expected standard

Achievement

Expected standard 

Most pupils progress well through the curriculum. They generally produce work of an appropriate quality that demonstrates their learning. Many pupils secure firm foundations in the knowledge they need, including in early reading, mathematics, spelling and handwriting, to achieve well. Pupils, including disadvantaged pupils, generally achieve well in the writing and grammar, punctuation and spelling national tests.

In key stage 1, most pupils develop a secure understanding of phonics which helps them to read well. An increased focus on supporting pupils to learn and understand multiplication tables helps them to develop fluency in mathematics. As a result, pupils in school are progressing better than they were previously in mathematics.

The school welcomes pupils, including a number of pupils with special educational needs and/or disabilities, throughout the school year, and published outcomes do not reflect how well they progress through the curriculum in their time at the school.

Attendance and behaviour

Expected standard 

Leaders have high expectations for pupils' attendance. They are tenacious in ensuring that every pupil has high attendance. For example, for those pupils who do not attend as well as they could, leaders have a comprehensive understanding of the barriers that they face. Consequently, leaders provide highly effective support to these pupils and their families so that any issues are dealt with. As a result, pupils attend school very well.

Leaders have high expectations of how pupils should behave. They have established clear routines that most pupils understand and follow. Pupils understand that they should be 'ready, respectful and safe'. Most staff use the school's approach to dealing with behaviour effectively. They treat pupils with kindness and care. Pupils, including pupils with special educational needs and/or disabilities, who may struggle to meet the school's expectations get well-thought-out support that helps them to improve their behaviour. Most pupils have positive attitudes to learning and enjoy getting 'monster' points for meeting the school's expectations. Leaders quickly deal with any possible bullying issues. Pupils know to, and do, treat others respectfully.

Curriculum and teaching

Expected standard 

The ambitious, well-sequenced curriculum supports pupils to build on their prior learning. For example, the reading curriculum supports pupils to develop fluency in their word-

reading, and build vocabulary and comprehension skills. Pupils who need extra help with reading get effective support to help them catch up.

Leaders have an accurate understanding of the quality of teaching. They have set out how teachers should deliver lessons so that pupils learn well. This has improved how teachers deliver the curriculum. Teachers have secure subject knowledge. Most teachers explain new learning clearly and check for understanding well so that any gaps in learning are resolved.

Generally, teachers know pupils' needs well and adapt the curriculum to help pupils overcome any learning barriers. However, some learning activities are not well adapted to pupils' individual learning needs. As a result, these pupils do not learn as well as they could.

The curriculum is designed to ensure that pupils gain the essential knowledge they need in reading, writing and mathematics, so that they can access the wider curriculum. However, on occasion, teaching does not ensure that pupils form letters accurately or use correct punctuation. As a result, some pupils' writing is not as accurate as it could be.

Inclusion

Expected standard 

Leaders accurately identify any additional needs that pupils may have. For example, they have ensured that there are effective systems to assess pupils with special educational needs and/or disabilities (SEND). This means that staff are aware of any barriers to learning which these pupils face. Most staff use this information well to ensure that these pupils get the support they need. As a result, typically, these pupils can access the curriculum. However, at times, adaptations to the curriculum do not support pupils with SEND to achieve as well as they could. Leaders are addressing this by ensuring that staff have ongoing training in how they can support pupils with SEND.

Leaders work well with families and other agencies to ensure that pupils get the support they need. They closely track the progress of pupils and ensure that support strategies help to address gaps in pupils' learning.

Leaders identify and support pupils who are young carers so that they get well-thought-out support. Leaders consider carefully how they support pupils eligible for pupil premium funding. For example, they check that these pupils access the extra-curricular activities that the school offers. As a result, most disadvantaged pupils make good use of these opportunities.

Leadership and governance

Expected standard 

The school is well led and managed. Since the previous inspection, the school has strengthened governance. Governors carry out their statutory duties effectively and support and challenge school leaders well. Leaders and governors have an accurate understanding of the school's strengths and areas for improvement. They are committed to ensuring that pupils, including disadvantaged pupils, receive the best possible education and experiences. For example, they have ensured that all areas of the curriculum are well planned and sequenced.

Leaders engage and communicate well with parents and carers. Parents have very positive views of how well the school is run and how caring the staff are. Many comment on how happy their children are to attend the school.

Staff are well supported with their workload and wellbeing because leaders take their views on these issues into account. They are proud to work at the school. Staff generally deliver the curriculum effectively and manage behaviour well. However, leaders are aware that they need to do more to ensure that all teachers deliver the curriculum consistently well. Leaders are addressing this by ensuring that staff receive professional learning to build their expertise in how they teach the curriculum.

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

Pupils enjoy learning at this caring school. They are safe and happy. Pupils attend school well. There are positive relationships between staff and pupils. Pupils know that they have a trusted adult they can talk to if they have any worries.

The school is calm and orderly. Pupils behave well in lessons and at social times. They know to be respectful to others and have no concerns about bullying. A number of pupils join the school at different times throughout the year. They are warmly welcomed and settle into the school well. Children in the early years learn in a supportive and nurturing environment. They quickly develop the knowledge and skills they need to be ready for key stage 1.

Leaders understand the additional needs that pupils may have. This helps them to ensure that pupils generally get the support they need to learn well. Pupils appreciate the support that teachers provide in lessons to help them learn. Typically, pupils achieve as expected by the end of key stage 2. As a result, this prepares them well for the next steps.

Pupils are proud to contribute to the school. For example, they enjoy being school councillors, 'happiness heroes' and taking part in the school choir. Pupils have many opportunities to engage with the local community, for example visiting the local care home and taking part in Remembrance Day activities. These opportunities help to prepare pupils for life in modern Britain. Pupils enjoy attending different clubs, such as those for chess and sporting activities. They take part in a range of trips, including residential stays and visits to different places of worship. These opportunities help to broaden pupils' experiences.

Next steps

- Leaders should ensure that teachers consistently adapt the delivery of the curriculum to support pupils to overcome barriers to learning so that they achieve highly.
 - Leaders should ensure that staff consistently support pupils to develop the skills and knowledge they need to write with accuracy and fluency, including spelling, punctuation and handwriting.
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About this inspection

The chair of the board of governors in this school is Ruth Martin.

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 headteacher, other senior leaders, governors and a representative from the local authority during the inspection.

The inspectors confirmed the following information about the school:

Since the last inspection a new chair of governors was appointed.

The school runs a nursery for children aged 2 and above.

The school does not use any alternative provision.

Headteacher: Mrs Nic Wetton

Lead inspector:

Paul Halcro, His Majesty's Inspector

Team inspectors:

Claire Stylianides, His Majesty's Inspector

Deborah Mosley, His Majesty's Inspector

Christine Watkins, His Majesty's 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 25 November 2025

School and pupil context

Total pupils

277

Close to 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

315

Close to 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)

21.43%

Close to 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

3.25%

Close to 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

17.69%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	49%	61%	Below
2024/25	58%	62%	Close to average
2023/24	45%	61%	Below
2022/23	42%	60%	Below

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	65%	74%	Below
2024/25	67%	75%	Below
2023/24	72%	74%	Close to average
2022/23	58%	73%	Below

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	68%	72%	Close to average
2024/25	78%	72%	Close to average
2023/24	66%	72%	Close to average
2022/23	61%	71%	Below

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	60%	73%	Below
2024/25	64%	74%	Below
2023/24	62%	73%	Below
2022/23	55%	73%	Below

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	37%	46%	Below
2024/25	30%	47%	Below
2023/24	50%	46%	Close to average
2022/23	29%	44%	Below

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	52%	62%	Below

Year	This school	National average	Compared with national average
2024/25	50%	63%	Below
2023/24	70%	62%	Close to average
2022/23	29%	60%	Below

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	52%	59%	Close to average
2024/25	60%	59%	Close to average
2023/24	60%	58%	Close to average
2022/23	29%	58%	Below

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	37%	60%	Below
2024/25	30%	61%	Below
2023/24	50%	59%	Close to average
2022/23	29%	59%	Below

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	37%	68%	-31 pp
2024/25	30%	69%	-39 pp
2023/24	50%	67%	-17 pp
2022/23	29%	66%	-38 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	52%	80%	-28 pp
2024/25	50%	81%	-31 pp
2023/24	70%	80%	-10 pp
2022/23	29%	78%	-50 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	52%	78%	-26 pp
2024/25	60%	78%	-18 pp
2023/24	60%	78%	-18 pp
2022/23	29%	77%	-49 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	37%	80%	-43 pp
2024/25	30%	81%	-51 pp
2023/24	50%	79%	-29 pp
2022/23	29%	79%	-51 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 (1 term)	3.7%	5.1%	Below
2023/24	4.2%	5.5%	Below
2022/23	4.5%	5.9%	Below

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 (1 term)	7.7%	14.3%	Below
2023/24	6.0%	14.6%	Below
2022/23	8.5%	16.2%	Below

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.

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