

Parkroyal Community School

Address: Lyon Street, Macclesfield, Cheshire, SK11 6QX

Unique reference number (URN): 140438

Inspection report: 12 May 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 ●

Early years

Strong standard ●

Children in the early years benefit from a curriculum carefully shaped to meet their needs, especially in communication and language. Leaders are highly knowledgeable about the early years and prioritise giving children a quality start to their education.

Staff use their expertise to talk with children and model the language they want to hear. They interact consistently with those children who are initially reluctant to talk.

The teaching of phonics is well established and staff make sure that every child contributes. As a result, children learn the skills they need to read with increasing fluency. Staff consistently teach early writing skills. For example, children learn how to hold their pencil and the best way to sit when writing.

Leaders are rigorous in their checks of both the quality of the provision and each child's understanding. This means that children make rapid improvements, sometimes from very low starting points.

Leaders ensure that children receive appropriate levels of care. Children have warm relationships with staff. They are happy and safe.

Children, including those facing additional barriers to learning, make good progress across every area of the curriculum. They are well prepared for life in Year 1.

Inclusion

Strong standard ●

Leaders consistently identify pupils' needs quickly when they arrive at the school. They focus on the early years and ensure that barriers to learning are swiftly and effectively addressed. They rigorously check pupil progress. They consider changes in behaviour or attendance so that emerging needs are not missed.

Leaders emphasise equality and equity across all areas of the school's work. Leaders use pupil premium funding carefully to support disadvantaged pupils. For example, leaders assign some pupils a personal mentor from the staff team. Mentors provide pastoral support and advice across all aspects of a pupil's school life. This consistently enhances the opportunities for pupils facing disadvantage. Leaders work effectively with a range of services to ensure that pupils known, or previously known, to social care receive the support they need.

Leaders ensure that staff are trained to support pupils with special educational needs and/or disabilities (SEND). Staff seek advice from professionals when appropriate. For example, staff seek advice from speech and language therapists and educational psychologists. They skilfully adapt their learning when needed. They use their expertise to ensure that pupils with SEND can access lessons alongside their peers and progress through the curriculum.

Expected standard

Achievement

Expected standard 

Pupils typically learn the knowledge and skills they need across the curriculum to prepare them for the next stage of their education. This includes disadvantaged pupils and those with special educational needs and/or disabilities, who progress well from their starting points.

Pupils' attainment at the end of key stage 2 is broadly in line with national averages. Pupils consistently secure the phonics knowledge they need to read with fluency. This allows them to access the curriculum as they progress through school.

The number of pupils working at greater depth in writing is below the national average. Leaders have taken action and pupils are developing the skills they need to become fluent writers.

Pupils develop a secure understanding of number. They outperform their peers in the Year 4 multiplication check and older pupils use their understanding to solve more complex problems as they progress through school.

Attendance and behaviour

Expected standard 

Leaders have a detailed understanding of matters relating to attendance and behaviour across the school. They consistently communicate high expectations of attendance to parents and carers. Leaders' rigorous analysis allows them to act quickly when attendance begins to fall. Leaders look beyond the data to identify possible barriers to pupils attending regularly. Leaders have introduced a pastoral breakfast club for some pupils. Leaders know families well and provide targeted support when needed. This sometimes includes helping families access services and support from professionals. As a result, attendance across all pupil groups is consistently above the national average.

Leaders have high expectations for pupils' behaviour. They teach pupils the importance of respecting the rights of others. Pupils learn key routines. For example, they learn to line up and move around the building safely. Staff build positive relationships with pupils and apply rules fairly. They deal with low-level behaviour effectively. Discrimination, harassment, abuse or violence are not tolerated. Staff use their expertise to support pupils who are struggling to regulate their emotions. Pupils know how to access quiet spaces around the school when they need them. As a result, pupils generally behave well and show positive attitudes to their learning. Leaders deal with rare incidents of bullying quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders use their accurate, informed understanding of the curriculum and teaching to take timely action to drive improvement. For example, leaders have implemented a consistent approach to the teaching of mathematics to improve pupils' understanding of basic number skills across the school.

Staff consistently teach phonics well. They teach younger pupils the good habits they need to develop their handwriting skills. Leaders are working to ensure that this approach is used across the whole school.

Leaders have developed a broad and ambitious curriculum. They emphasise the teaching of key vocabulary across the curriculum. Teachers ensure that pupils build their knowledge year on year. Pupils revisit their learning regularly to secure their understanding.

Pupils are generally taught well. Leaders ensure that staff have the expertise to identify and address misconceptions in pupils' understanding. Teachers' use of assessment enables them to quickly address gaps in pupils' knowledge.

Staff carefully adapt lessons to make them accessible to all pupils. As a result, disadvantaged pupils and those with special educational needs and/or disabilities take part in lessons and learn alongside their peers.

Leadership and governance

Expected standard 

Leaders use their understanding of the school to identify strengths and address areas for improvement. Their work has a positive impact. For example, leaders have acted to improve assessment in mathematics. As a result, gaps in the number skills of older pupils are closing quickly.

Those responsible for school governance have a secure understanding of the school. They fulfil their statutory duties and ensure that safeguarding is a priority. They challenge leaders to use resources effectively. This includes ensuring that additional funding is used to support the most vulnerable pupils. They consistently challenge leaders to ensure that every pupil has access to the activities the school offers.

Staff consistently report high levels of support for wellbeing and workload. Leaders routinely engage in professional learning and apply this to their work. They make sure that staff receive the training they need to fulfil their roles effectively. Staff work closely with other schools to share their strengths and learn from what others do well. Teachers have regular opportunities to work together to develop their expertise.

Leaders prioritise relationships with parents and carers. This starts when children first arrive at school. Staff get to know families well. They use this to help identify and overcome barriers a child may have to being successful. This emphasis on positive relationships continues throughout pupils' time in school. Leaders have created a culture of mutual respect in which the school community acts consistently in the best interests of every pupil.

Personal development and wellbeing

Expected standard 

Leaders have developed a coherent programme of personal development. This includes a well-considered curriculum supported by a range of experiences designed to prepare pupils for life beyond school.

Pupils typically progress well through the school's personal, social, health and economic curriculum. Pupils develop knowledge of diversity in modern Britain. They learn to debate

and respect those with opinions different from their own. Pupils learn how to keep safe both online and in the local community. They understand how their bodies change as they get older and know the importance of respect within healthy relationships. However, there are times when pupils' understanding is not sufficiently detailed. For example, pupils' understanding of the way money is used is not secure. Pupils learn about values such as democracy, but do not confidently relate them to their own lives at school.

Leaders provide pupils with opportunities to develop their skills and interests. For example, the science club gives pupils the chance to use the skills and knowledge they have learned in class. As a result, some pupils develop aspirations to be scientists.

Leaders ensure that the school takes part in community events. They use these events as opportunities to develop pupils' talents. For example, pupils work with local artists to produce sculptures for a community parade. Pupils work with musicians to create music for a local festival.

When planning activities, leaders make sure every child can take part. They use their detailed understanding to ensure that all groups of pupils are fairly represented. They use additional funding carefully to ensure that everyone can participate.

Leaders ensure that staff are trained to provide pastoral support. Staff use their expertise to anticipate when they may be needed and respond quickly when issues arise. As a result, pupils are settled in school and attend well.

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

Pupils arrive promptly each morning and settle happily into their lessons. They enjoy learning new things and practising key skills in reading, writing and mathematics. Pupils steadily build on their knowledge year on year. Younger children learn the things they need to be ready for key stage 1. By the end of Year 6, older pupils are well prepared for the move to secondary school. This includes those pupils facing additional challenges to learning. These pupils receive the support they need to progress through the curriculum.

Pupils feel included in school life. Every pupil has the opportunity to take on a leadership role during their time at the school. For example, some older pupils apply to become heads of house. Older pupils act as reading buddies for younger classes. They respect and have positive relationships with staff. Pupils make firm friendships with their classmates. They work cooperatively during lessons and play well together.

Pupils develop their learning beyond the classroom. They take part in residential trips and the school makes full use of its location in the centre of town. Pupils regularly contribute to local events. Their fundraising efforts have been recognised through the Macclesfield Mayor's Awards. Some pupils learn to sew during sessions with community members. Music is an important part of school life. Pupils have the chance to learn a musical instrument and to take part in the school orchestra. Pupils talk enthusiastically about singing in the school choir and representing the school.

Pupils behave well, and staff deal with the rare incidents of bullying quickly and effectively.

Pupils feel safe and are warmly greeted each morning. They enjoy their lessons. As a result, pupils are happy to be in school and they attend well.

Next steps

- Leaders should continue to develop pupils' writing skills so that more pupils achieve at greater depth by the end of key stage 2.
 - Leaders should continue to identify and address gaps in pupils' foundational knowledge in mathematics so that all pupils can achieve well.
-

About this inspection

This school is part of The Aspire Educational Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kevin Simpson, and overseen by a board of trustees, chaired by Jane Tomlinson.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and other senior leaders, the chief executive officer, trustees, the co-chairs of governors, staff and pupils in the school during the inspection. Inspectors also spoke with parents and carers at the start of the school day.

The inspectors confirmed the following information about the school:

The school currently uses one unregistered alternative provision.

Headteacher: Caroline Beaumont

Lead inspector:

Chris Fielding, His Majesty's Inspector

Team inspectors:

Alison Lawson, Ofsted Inspector

Lise Houldsworth, 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 12 May 2026

School and pupil context

Total pupils

417

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

420

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)

10.79%

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

4.08%

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

10.55%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Above 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 (final)	57%	62%	Close to average
2023/24 (final)	52%	61%	Below
2022/23 (final)	37%	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	70%	74%	Close to average
2024/25 (final)	77%	75%	Close to average
2023/24 (final)	73%	74%	Close to average
2022/23 (final)	60%	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	66%	72%	Below
2024/25 (final)	77%	72%	Close to average
2023/24 (final)	63%	72%	Below
2022/23 (final)	57%	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 (final)	70%	74%	Close to average
2023/24 (final)	63%	73%	Below
2022/23 (final)	47%	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	31%	46%	Below
2024/25 (final)	29%	47%	Below
2023/24 (final)	31%	46%	Below
2022/23 (final)	31%	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	56%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	50%	62%	Below
2022/23 (final)	54%	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	50%	59%	Below
2024/25 (final)	86%	59%	Above
2023/24 (final)	38%	58%	Below
2022/23 (final)	46%	58%	Close to average

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	47%	60%	Below
2024/25 (final)	29%	61%	Below
2023/24 (final)	56%	59%	Close to average
2022/23 (final)	46%	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	31%	68%	-37 pp
2024/25 (final)	29%	69%	-41 pp
2023/24 (final)	31%	67%	-36 pp
2022/23 (final)	31%	66%	-36 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	56%	80%	-24 pp
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	50%	80%	-30 pp
2022/23 (final)	54%	78%	-24 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	50%	78%	-28 pp
2024/25 (final)	86%	78%	7 pp
2023/24 (final)	38%	78%	-40 pp
2022/23 (final)	46%	77%	-31 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	47%	80%	-32 pp
2024/25 (final)	29%	81%	-52 pp
2023/24 (final)	56%	79%	-23 pp
2022/23 (final)	46%	79%	-33 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 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	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 (3 term)	7.1%	13.0%	Below
2023/24 (3 term)	8.1%	14.6%	Below
2022/23 (3 term)	8.7%	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.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright