

Inspection of Stapeley Broad Lane CofE Primary School

Broad Lane, Stapeley, Nantwich, Cheshire CW5 7QL

Inspection dates:	7 and 8 January 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

The headteacher of this school is Jennifer Holden. This school is part of Cornovii 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), Richard Middlebrook, and overseen by a board of trustees, chaired by Janet Furber.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since January 2015.

What is it like to attend this school?

Pupils are very proud to attend this school. They know the importance of being 'ready, respectful, kind and safe'. This is the 'Stapeley Way', which guides the exceptional manner in which pupils conduct themselves in all that they do. Pupils happily greet visitors. They are extremely polite and courteous to staff and one another.

The school has high expectations of pupils. This includes for pupils with special educational needs and/or disabilities (SEND). In turn, pupils achieve well and they are prepared for the next stage of their education.

Pupils' behaviour is exemplary. In lessons, they are highly attentive when listening to their teachers. Pupils try their best and take great pride in their work. They listen carefully to one another. This includes when other pupils share ideas that are different to their own. Pupils accept and celebrate the things that make them the same and different.

Pupils benefit from a wide range of leadership opportunities. Members of the school council enjoy organising special events. The school listens to, and acts upon, its suggestions, for example holding events to raise money for charity. Members of the friendship council help younger pupils to play games at breaktime. These roles help pupils to develop confidence and a strong moral compass.

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

The school prioritises early reading and phonics. In the Nursery class, children love to join in with stories that they know. The phonics programme begins in the Reception class. Children quickly learn the sounds and letters that they need to know to start to read. As pupils move through key stage 1, they become more confident readers. Those pupils that need help to keep up with the phonics programme are supported by well-trained staff. By the end of key stage 2, pupils are competent readers who enjoy discussing a diverse range of books and authors.

The school has made considerable improvements to the curriculum. It is broad and ambitious. In the main, the curriculum is well designed. The school has identified the most important knowledge that pupils should learn. The subject curriculums have been tailored so that meaningful connections are made to the local town. This sparks pupils' interest in what they are learning. Staff regularly check how well pupils remember and understand new knowledge. They use this information to adjust future lessons. In most subjects, pupils learn well. However, in a small number of subjects, the school has not clearly defined the key knowledge and skills that pupils must know. This means that staff do not have all of the information that they need to help pupils to learn as well as they could. This includes some aspects of the curriculum in early years.

The school identifies pupils' additional needs effectively. Pupils with SEND benefit from the support offered by knowledgeable staff. This helps pupils to learn successfully alongside their classmates. Pupils with SEND progress well through the curriculum.

The school's work on pupils' personal development is exceptional. The curriculum for personal, social, health and economic education curriculum enables pupils to know how to keep safe and stay healthy. They can talk about fundamental British values and how these relate to their own lives. The school greatly values music. All pupils are given the opportunity to learn an instrument in key stage 2 and many choose to join one of the school's rock bands. Clubs and visits, such as the recent whole school visit to the theatre, give pupils the opportunity to experience the arts. Pupils of all ages delight in taking part in the annual whole-school summer production. In addition, pupils enjoy the opportunity to go on four residential visits throughout key stage 2. They recognise the value of such visits, for example helping them to develop independence and friendships.

The school has very high expectations of behaviour. Children in the early years quickly settle into the routines of school. Pupils of all ages behave exceptionally well around school and at playtime and lunchtime. Older pupils demonstrate a maturity beyond their years. They are sensible and act as excellent role models for younger pupils. Attendance is prioritised and pupils attend well. The school takes prompt action to support the small number of pupils and their families who need to attend better.

The local governing board knows the school well. It works closely with the trustees and all of those involved with the governance of the school. The school has already benefitted from joining the trust. For example, pupils who need additional support and their families, now have access to a family liaison officer. Staff appreciate the high regard given to their well-being and workload. As a result of this, staff feel valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, including in the early years, the essential learning is not as clearly defined as it is in other areas of the curriculum. At times, this limits how well some pupils learn in these subjects. The school should ensure that all subject curriculums identify the key knowledge and skills that pupils need to improve their learning.

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	139539
Local authority	Cheshire East
Inspection number	10348285
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	Board of trustees
Chair of trust	Janet Furber
CEO of the trust	Richard Middlebrook
Headteacher	Jennifer Holden
Website	www.stapeleybl.cheshire.sch.uk
Dates of previous inspection	15 and 16 January 2015 under section 5 of the Education Act 2005

Information about this school

- A new headteacher and deputy headteachers have been appointed since the previous inspection.
- The school is part of the Cornovii Trust.
- The school does not currently make use of alternative provision.
- The school is part of the Diocese of Chester. Its previous section 48 inspection, for schools with a religious character, took place in November 2019. The next section 48 inspection is due in 2025/26.
- The school offers a breakfast club and after-school provision each day.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. An inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector also discussed the curriculum in some other subjects.
- An inspector observed pupils from Year 1 to Year 3 read to a familiar adult.
- The inspectors met with the headteacher, the deputy headteacher and other leaders. An inspector also met with members of the local governing board, including the chair.
- An inspector met with the chief executive officer and the chair of the trustees.
- An inspector met with representatives of the local authority and the diocese.
- The inspectors observed pupils' behaviour during lessons and breaktimes. They also spoke with pupils about their views of school life.
- The inspectors considered the views of parents. They reviewed the responses to Ofsted Parent View, including the free-text comments.
- The inspectors considered the views of staff who responded to Ofsted's online surveys.

Inspection team

Frith Murphy, lead inspector

His Majesty's Inspector

Louise Smith

Ofsted Inspector

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