

Cledford Primary School

George VI Avenue, Middlewich, Cheshire CW10 0DD

Inspection dates

15–16 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders have taken effective actions to improve the quality of teaching. This has resulted in pupils making good progress across the curriculum.
- Senior leaders and middle leaders are effective. Leaders use their skills and knowledge to improve teaching and learning.
- Knowledgeable governors provide a good balance of challenge and support for leaders and staff.
- Leaders have secured good progress in writing in key stage 1 and 2. The changes they have made are recent. In some classes, the most-able pupils have not deepened their expertise and skill in writing.
- Pupils are making good progress in mathematics. However, in some classes, recent improvements to developing pupils' reasoning and problem-solving skills are not embedded.
- Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make good progress. Skilled staff provide a wide range of additional, carefully planned support which helps pupils to make good progress.
- The curriculum is strengthened by a range of engaging visits, visitors and events.
- The curriculum is carefully planned to develop pupils' confidence in reading. Pupils read a wide range of challenging and interesting texts.
- The systems that middle leaders use to check pupils' progress in subjects other than mathematics and English are still developing. Leaders do not have a precise overview of pupils' progress and attainment in some subjects.
- Staff provide a warm and nurturing environment. Pupils are encouraged to follow the school's values of 'respect, responsibility and resilience'.
- Pupils' behaviour and personal development is good. Pupils develop as enthusiastic learners who are role models to younger pupils.
- Leaders ensure that pupils' safety and well-being are of the utmost importance to staff. Pupils feel safe in school. The most vulnerable pupils receive a wide range of valuable support through the school's nurture provision.
- Pupils attendance has improved due to the effective actions of leaders. Most pupils attend school on time and very regularly.
- Staff in the early years provide a vibrant and engaging learning environment. Children settle well and make good progress.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by:
 - developing strategies to ensure that all subject leaders have an overview of the strengths and weaknesses in their areas of responsibility.

- Improve the quality of teaching and learning in mathematics further by:
 - embedding recent changes to the teaching of reasoning and problem-solving skills.

- Build on and strengthen improvements in pupils' writing to:
 - ensure that a greater proportion of pupils are working at greater depth.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors have addressed the areas for improvement from the previous inspection with skill and determination.
- The leadership team have secure knowledge of the school's strengths and areas to develop. School improvement planning has been strengthened by adding measurable targets to the school's plans for development. Leaders use this information well to plan effective training for staff to improve their teaching skills. This has led to clear improvements in pupils' progress across the school, including in writing and mathematics.
- School improvement has been strengthened by a skilled and enthusiastic team of middle leaders, strongly supported by the federation headteacher, head of school and deputy headteacher. Middle leaders have developed their leadership roles and have provided a wide range of support and guidance for their colleagues.
- In English and mathematics, leaders keep a careful and very regular check on teaching and learning to ensure that recent changes are having a positive impact in writing and mathematics. Where teachers need additional support, this is quickly identified and addressed. Leaders have successfully challenged underperformance of staff.
- Across the curriculum, middle leaders make regular checks on teaching and learning, for example by checking pupils' work in books. However, in some subjects other than English and mathematics, the checks that leaders make do not give them a clear overview of pupils' progress and attainment.
- Leaders have planned an engaging curriculum. This develops pupils' skills and knowledge effectively across subjects including art, history and geography. Developing pupils' skills and confidence in reading lie at the heart of the curriculum.
- Staff work regularly with leaders and colleagues from the federation school and other schools in the local area. This enables staff to share and enhance their expertise.
- Leaders' make careful use of funding for disadvantaged pupils. Very detailed plans for each pupil ensure that staff have a good knowledge of any additional support that pupils need in order to succeed. Leaders ensure that disadvantaged pupils have access to a wide range of support for their emotional well-being when needed. Checks on pupils' work show that this group of pupils make good progress, in line with other pupils in school.
- The experienced special educational needs coordinator ensures that the additional support provided for pupils with SEND is precisely matched to their needs. A very carefully planned programme of additional support for this group of pupils helps them to close gaps in their learning. Staff undertake checks regularly to ensure that these pupils make good progress from their starting points.
- Leaders use the sport premium effectively to improve pupils' skills, knowledge, health and well-being. Pupils participate in a wide range of sport, including football, rounders and athletics. The school grounds are used to host running competitions with other local schools. Specialist staff support teachers in developing their skills and knowledge

in teaching sport. Pupil leaders encourage younger pupils to keep active.

- The curriculum develops pupils' understanding of British values. Pupils value others and respect different opinions. Pupils develop as responsible and thoughtful individuals.
- Pupils learn about a range of interesting jobs and careers. During the inspection, pupils enjoyed an assembly from a visiting author and illustrator, and learned about the process of writing and publishing work.

Governance of the school

- The governing body is dedicated and knowledgeable. It provides a good balance of challenge and support for leaders.
- The governing body has an accurate knowledge of the strengths of the school and of areas for improvement. Governors receive detailed information from the headteacher and other leaders about pupils' progress and attainment, including disadvantaged pupils. Since the previous inspection, the school's plans for improvement have been refined to make good use of this information.
- Governors keep a careful check on the difference that staff training makes to outcomes for pupils, including improving standards in writing and mathematics.
- Governors make regular and detailed checks on the progress of different groups of pupils, including those who have SEND and disadvantaged pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory checks are in place to ensure the suitability of adults working in school. Appropriate checks are made on visitors when they arrive at the school.
- Leaders, including governors, ensure that pupils' safety is a priority. Staff are vigilant and understand that safeguarding is everyone's responsibility. Leaders make sure that staff receive appropriate and regular training to identify any signs of possible danger or potential abuse.
- Leaders have created a safe and caring culture in which pupils feel confident that they have someone to talk with if they are concerned about their own welfare or that of their friends. Pupils spoken with during the inspection said that they feel safe in school.
- The procedures for reporting any incidents or concerns are very clear and are understood by staff. Leaders engage effectively with parents and carers and with external agencies to ensure that all pupils are supported and safe.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved. Through a well-planned programme of professional development, staff have developed and enhanced their skills. This means that pupils achieve well across a range of subjects.
- Across the school and in different subjects, teachers plan learning which is centred on

a wide range of interesting and challenging texts and novels. Through a variety of activities including writing, discussion and drama, pupils deepen their understanding of what they read.

- Pupils show pride and care in their work. Pupils' handwriting is neat and well formed. Staff develop pupils' ability and confidence to work independently. Pupils enjoy their learning and are keen to try their best to succeed
- Teachers and teaching assistants are skilled in teaching phonics. They plan regular lessons to develop pupils' skills. Pupils make good progress from their starting points and read with confidence and fluency.
- Staff plan regular lessons to develop pupils' comprehension skills. For example, pupils learn to predict and to infer meaning from texts. Staff use questioning effectively to check pupils' understanding of what they read.
- Teachers have taken appropriate steps to increase the challenge that they provide to pupils in their writing. Pupils have regular opportunities to develop longer pieces of writing, both in English and across a range of subjects and topics. Pupils have increased opportunities to deepen their knowledge and understanding, including how to write using varied sentence structures and how to use punctuation for effect. Pupils' workbooks show that an increased proportion of pupils are working at standards above those expected for their age. However, in some age groups, these improvements are less secure.
- The teaching of mathematics has strengthened. Skilled leaders have provided additional support and training to their peers. Pupils across the school develop mathematical fluency and confidence. Their written calculations are accurate. Since the previous inspection, teachers have provided pupils with more frequent opportunities to think deeply about their learning and explain their reasoning. These changes are still embedding but are having a positive impact. As a result, pupils are becoming more confident and successful in solving mathematical problems and using their reasoning skills.
- Teachers develop pupils' learning through a range of after-school clubs. During the inspection, younger pupils were enjoying collecting natural materials from the school grounds to create their own art work. Other pupils were using tablet computers to practise mathematical calculations.
- Teachers' subject knowledge is good in different areas of the curriculum. Leaders in subjects including art, history, French and geography work with teachers to develop their skills and improve teaching and learning. However, in some subjects other than mathematics and English, staff have not developed accurate assessments for checking pupils' progress.
- Staff plan engaging and exciting events to enthuse pupils and deepen their learning. For example, in the whole-school arts week, pupils learned about the painting styles of famous artists and made their own pieces of art work to be displayed in the school gallery. Specialist teachers and visitors lead a variety of engaging activities and workshops to bring pupils' learning to life in subjects including science and design technology.
- Pupils with SEND make good progress in their learning. This is because teachers ensure that the additional support that pupils receive is matched to their abilities.

Additional interventions are delivered by skilled teaching assistants who use questioning effectively to check pupils' learning.

- Across the school, pupils' learning is enhanced by teachers' use of practical equipment and resources. For example, in a Year 1 mathematics lesson, pupils use counting blocks and number lines to support their learning. In a Year 4 English lesson, the teacher made good use of an electronic visualiser to share a piece of text with pupils.
- Teachers set high expectations for pupils' behaviour in lessons. This helps pupils to make good progress and achieve well.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' personal development and welfare are an important part of the school's nurturing and inclusive ethos. Staff treat pupils with care and kindness.
- Pupils develop a good understanding of the school's values, 'respect, responsibility and resilience'. These values are reflected in pupils' actions and behaviour.
- Leaders plan a programme of lessons which develop pupils' understanding of other religions, including Hinduism and Islam. Pupils learn about different cultures and countries. During the inspection, Year 2 pupils enjoyed a geography lesson contrasting Kenya with England.
- Staff ensure that pupils develop a good understanding of racism and their own responsibility in treating others with kindness and respect. For example, the school took part in a 'Stephen Lawrence Day', where pupils were encouraged to consider how to be inclusive and to reflect on the harmful impact of racism.
- The experienced family support worker provides a valuable programme of support for small groups and individual pupils to develop their resilience, social skills and confidence. Pupils are given well-planned support at difficult times, for example following bereavement. Pupils value opportunities to spend time in the nurture provision. During the inspection, a group of pupils described the positive difference it makes.
- Visitors from the local church provide times for reflection and prayer. Pupils learn about Christianity, including stories from the Bible. They visit the local church regularly, including for Easter and Christmas.
- Opportunities to develop pupils' resilience and confidence are built into the curriculum. For example, pupils enjoy residential trips in Year 2, Year 4 and Year 6, taking part in activities including climbing and archery. Staff make full use of the school's grounds to enhance pupils' learning and to develop their confidence. Pupils enjoy regular opportunities to learn outdoors, including in the school's forest area.
- In lessons, pupils are enthusiastic learners and listen respectfully to adults and to their peers. Pupils are keen to answer questions and they contribute well to class discussions.

- Pupils develop as responsible citizens by taking part in a range of leadership opportunities. The active school council meets regularly. Pupil leaders help regularly in assemblies.
- Leaders make sure that pupils lead healthy lives in school and know how to keep themselves safe. Pupils keep active through the wide range of sports provision and enjoy running the school's 'golden mile'.

Behaviour

- The behaviour of pupils is good.
- Pupils are friendly, polite and welcoming to visitors. They are proud of their school and keen to share their learning with visitors to classrooms.
- In lessons, pupils work with sustained concentration and determination to succeed. Pupils described how they learn to say 'we can't do it... yet' when tackling challenges. They learn to be resilient learners who persevere in order to succeed.
- Pupils have a good awareness of different forms of bullying. They learn to respect and value others. A small number of parents responding to Ofsted's online questionnaire raised concerns about bullying. The pupils spoken with during the inspection reported that bullying is rare and they are confident that staff deal quickly with any incidents. Staff responding to Ofsted's online questionnaire, and those spoken with during the inspection, had a positive view of how leaders deal with bullying. Leaders keep careful records of any incidents and are quick to act.
- Staff and pupils agree that the majority of pupils behave very well. Pupils say that misbehaviour is dealt with quickly and fairly.
- Pupils' attendance has improved since the previous inspection, including for disadvantaged pupils and pupils with SEND. Persistent absence has fallen and is now close to the national average. Staff follows up absences quickly and diligently. Pupils enjoy school and are keen to attend very regularly. High attendance is celebrated across the school. Pupil attendance leaders share information about attendance and punctuality in assemblies and award certificates and prizes.

Outcomes for pupils

Good

- Since the previous inspection, pupils' progress in writing and mathematics has improved. This is because senior leaders have ensured that improvements to teaching have been sustained. The most able pupils are developing the skills and confidence to make the strong progress of which they are capable in these subjects. However, the improvements in writing and mathematics are still embedding in lower key stage 2.
- Across the school, current pupils make good progress in their reading. They read with confidence, fluency and understanding that match their ages and stages of development. Pupils' attainment at the expected standard at the end of key stage 1 was in line with the national average in 2018. At the end of key stage 2, pupils' attainment at the expected level has remained broadly in line with the national average over a period. The proportion of pupils reaching the higher standard was above the

national average in 2018.

- The proportion of Year 1 pupils who reached the expected standard in the national phonics screening check has remained in line with the national average over a period. Current pupils use their phonics skills and knowledge effectively in their reading and writing.
- In 2018, pupils' attainment in writing at the end of key stage 1 and 2 was below the national average. Current pupils make good progress in their writing. Pupils write confidently for a range of purposes. They apply their punctuation skills with accuracy and precision. Leaders have taken effective steps to improve pupils' skills in grammar and spelling. Pupils write at length independently and in different subjects. Older pupils show increasing confidence and success in editing and improving their work.
- In mathematics, pupils' progress has improved. Pupils' attainment at the end of key stage 2 fell below the national average in 2018. At the end of key stage 1, the proportion of pupils reaching greater depth improved from previous years but remained below the national average. Work in pupils' books and the school's assessment information show that current pupils make good progress in the majority of classes. Pupils are able to tackle mathematical problems with increasing confidence, applying and developing their reasoning skills. The improvements that leaders have made are still embedding in some classes.
- Across different subjects and year groups, teachers plan interesting lessons which develop pupils' skills and knowledge effectively over time. Staff make good use of drama to promote pupils' understanding and engagement in different areas of the curriculum.
- Pupils' attainment in science by the end of Year 6 has risen in line with the national average in 2018. Pupils make good progress in this subject, developing knowledge and skills and the ability to plan and carry out investigations and tests independently.
- Leaders have placed a strong emphasis on developing pupils' skills in physical education and on instilling in pupils a love of sport and exercise. Staff link this closely to pupils' well-being. Pupils take part in a wide range of sports and activities. They enjoy these opportunities and achieve well. Pupils' gymnastics and athletics skills have improved due to specialist teaching and additional training for staff.
- Pupils with SEND make good progress in their learning. This is because leaders keep a careful check on provision to ensure that the learning activities that teachers plan precisely match the needs of these pupils.
- Checks on pupils' work show that current disadvantaged pupils make good progress, in line with other pupils in school. A wide range of additional support is put in place to ensure that these pupils develop their skills, knowledge and confidence effectively.
- Pupils leave the school as confident and enthusiastic learners.

Early years provision

Good

- The experienced early years leader has a good understanding of the strengths and areas to improve in the Reception class. She has taken effective action to involve

parents in their children's learning. Parents are invited into the setting on a regular basis, for example for 'stay and read' sessions. Through such initiatives, parents have an improved understanding of how to support their children's learning.

- The majority of children join the Reception classes with skills and knowledge that are below those typical for their age. As a result of effective teaching, children make good progress. The proportion reaching a good level of development is close to the national average. Teachers prepare children well for the challenges of Year 1.
- Leaders ensure that transition into and from Reception is smooth and successful. Through well-planned visits and meetings, staff get to know children and their families before they start school. In the summer term, Reception children visit their Year 1 classroom and become familiar with their new teachers. Close communication between staff ensures that detailed and useful information about children is shared.
- The attractive and well-resourced indoor and outdoor classroom areas provide children with a wealth of experiences to play, discover and explore. During the inspection, children were enjoying taking orders and serving food in the outdoor garden centre café. They used their early phonics skills to write. Others were working together with great excitement to build robots from cardboard boxes, cutting and sticking with care. As a result of engaging activities, children play and learn with sustained concentration and enthusiasm.
- Staff make regular and careful checks on children's learning. They use this information to plan activities to develop children's skills across different areas of learning. These activities match children's learning needs.
- Leaders ensure that children who have SEND and those who are disadvantaged make good progress. Teachers are skilled at identifying children's barriers to learning. Well-trained staff provide a range of additional early support in areas such as communication and language. This helps children with additional needs to make good progress from their starting points.
- Staff use questioning to develop children's understanding and to encourage them to think about how to apply their skills. During the inspection, groups of children were working with their teachers to write simple sentences. The most able children were able to write confidently, with well-formed and legible handwriting. Staff gave less-able children appropriate guidance and support.
- A range of texts are available in the different areas of learning. Leaders ensure that children practise their reading skills very regularly.
- Children behave well in the early years. Leaders and staff provide a warm, nurturing and calm environment where children and teach children to play calmly and use equipment safely and sensibly. Children listen carefully to adults and quickly follow instructions.
- Leaders make sure that statutory welfare requirements are met, and that staff strictly adhere to the school's safeguarding practices and procedures.

School details

Unique reference number	135567
Local authority	Cheshire East
Inspection number	10091024

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Mrs Julie Sercombe
Headteacher	Mrs Jane Booth
Telephone number	01606288240
Website	www.cledford.cheshire.sch.uk
Email address	admin@cledford.cheshire.sch.uk
Date of previous inspection	27 November 2018

Information about this school

- The school is larger than the average-sized primary school.
- The majority of pupils are White British.
- The proportion of disadvantaged pupils is in line with the national average.
- The proportion of pupils with SEND support is in line with the national average. The proportion of those who have an education, health and care plan is average.
- The school is part of a hard federation with Gainsborough Primary School, Crewe. There is a federation headteacher who leads both schools. There is one governing body, serving both schools.

Information about this inspection

- The inspectors observed teaching and learning across the school. Several sessions were observed jointly with senior leaders.
- The inspectors listened to pupils read and held formal and informal discussions with pupils.
- Inspectors scrutinised pupils' work and school assessment records with leaders.
- The inspectors held meetings with the headteacher, senior leaders, subject leaders, three governors including the chair of the governing body, the designated safeguarding leaders and the coordinator of the provision for pupils with SEND. Inspectors met with the school's family support worker and visited the school's nurture provision. The lead inspector held telephone conversations with a representative from the local authority and with the virtual school headteacher.
- Inspectors spoke to a number of parents and took into account 51 responses to Parent View, Ofsted's online questionnaire, including free-text responses.
- Inspectors took into account 30 responses to the inspection questionnaire for school staff.
- The inspectors met with parents at the school gate to seek their views.
- The inspectors examined a range of documents. These included: the school's development plans and self-evaluation documents, school assessment information, subject leaders' documents, minutes of the governing body meetings, safeguarding documentation and various records relating to pupils' behaviour and attendance.

Inspection team

Elizabeth Stevens, lead inspector	Her Majesty's Inspector
Liz Kelly	Ofsted Inspector
John Shutt	Ofsted Inspector

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