

# Inspection of Clutton Church of England Primary School

Broxton Road, Clutton, Chester, Cheshire CH3 9ER

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Inspection dates: 21 and 22 June 2022

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|------------------------------|--------------------------------------------------------------------|
| <b>Overall effectiveness</b> | <b>Good</b>                                                        |
| The quality of education     | <b>Good</b>                                                        |
| Behaviour and attitudes      | <b>Good</b>                                                        |
| Personal development         | <b>Good</b>                                                        |
| Leadership and management    | <b>Good</b>                                                        |
| Early years provision        | <b>Good</b>                                                        |
| Previous inspection grade    | Not previously inspected under section 5 of the Education Act 2005 |

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection

## **What is it like to attend this school?**

Clutton Church of England (C of E) is a small and welcoming primary school. Pupils like the fact that there are less than average numbers of pupils because, in their view, it helps everybody get to know each other really well.

Pupils are very articulate. They understand the high expectations that leaders have of their behaviour and achievement. Pupils try their best to live up to these expectations. They display good manners and are respectful to the adults in the school. In lessons, pupils remain focused on their work. Low level disruption is not tolerated.

Pupils explained that their teachers would deal with any rare incidents of bullying or name calling straight away. Pupils know that they can discuss any worries with their teachers. This helps pupils to feel safe in school.

Pupils appreciate the wide selection of clubs that they can take part in. They enjoy activities such as choir, drama, tennis and netball. One pupil enthused about the fact that all these clubs were free of charge. Leaders have also ensured that pupils can take part in a range of trips and visits to enhance their learning. Younger pupils have recently visited a local castle as part of their history topic, while pupils in Years 5 and 6 are excited for their upcoming residential trip.

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

Leaders have reviewed and refreshed the curriculum. It is ambitious for all pupils including those with special educational needs and/or disabilities (SEND). Leaders have looked closely at the subject content to ensure that this better reflects the national curriculum. Some subjects are at an earlier stage of development. In these curriculum areas, the subject knowledge that pupils should learn has only recently been made clear. This hampers teachers' efforts to successfully build on what pupils have previously been taught. As a result, not all pupils gain the intended knowledge that they need.

In most subjects, leaders understand how the early years curriculum provides the foundation for later learning. This enables children to build their knowledge seamlessly as they move into Year 1. Subject leaders have focused more closely on developing pupils' subject specific vocabulary. For example, in science, older pupils could explain how trees respire to create oxygen. Children in the early years talked about chrysalises and caterpillars while learning about life cycles.

Leaders have ensured that teachers are trained to deliver the new phonics programme effectively. Children learn phonics as soon as they enter the Reception class. Staff check that the books pupils read closely match the sounds that they are learning. Pupils, including those with SEND, who find reading difficult are provided with tailored support sessions to help them catch up. This enables pupils to develop

their reading fluency and understanding. Older pupils read voraciously. They can choose from a range of books that interest them.

Staff are able to quickly identify any pupils with SEND. Teachers make useful adaptations to how learning is delivered to enable pupils with SEND full access to the curriculum. Leaders can access help from external professionals to provide specialist support where necessary.

Pupils enjoy their learning. In all classrooms, pupils display positive learning behaviours. In the Reception class, children listen attentively to their teacher and remain engaged with their learning.

Leaders use the curriculum well to help pupils understand that they live in a diverse world. Pupils know that people should be tolerated and respected, regardless of their faith or culture. Pupils can take on some responsibilities in school, such as leading worship.

Trustees and the joint academy committee are knowledgeable about school performance. This helps them to support leaders' efforts to improve the quality of education offered to pupils. Staff are proud to work at the school. Most staff said that they felt leaders' actions had improved their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and trustees ensure that a culture of safeguarding is promoted throughout the school. There is regular training that helps staff to spot the signs of any pupils who may be at risk of harm. Staff are clear about the procedures that must be followed should they wish to report any concerns. Leaders ensure that timely actions are taken in the event of any safeguarding incidents.

Pupils are taught the importance of maintaining a healthy lifestyle. They understand how to keep themselves safe. Pupils can knowledgeably explain the dangers of drug and alcohol misuse and understand the potential dangers that can be found online.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- A number of subjects are at an earlier stage of development. In these subjects, the curriculum thinking is relatively new. The knowledge that pupils need to learn is not yet clear. This means that teachers are not able to build on previously taught knowledge as effectively as they should. Leaders should ensure that teachers continue to implement the new curriculums to help pupils gain the intended knowledge that they need to learn.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

|                                            |                                                                        |
|--------------------------------------------|------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 145076                                                                 |
| <b>Local authority</b>                     | Cheshire West and Chester                                              |
| <b>Inspection number</b>                   | 10211854                                                               |
| <b>Type of school</b>                      | Primary                                                                |
| <b>School category</b>                     | Academy converter                                                      |
| <b>Age range of pupils</b>                 | 4 to 11                                                                |
| <b>Gender of pupils</b>                    | Mixed                                                                  |
| <b>Number of pupils on the school roll</b> | 49                                                                     |
| <b>Appropriate authority</b>               | Board of trustees                                                      |
| <b>Chair of trust</b>                      | Ian Wilson                                                             |
| <b>Headteacher</b>                         | Zoe Carciero                                                           |
| <b>Website</b>                             | <a href="http://www.cluttonprimary.co.uk">www.cluttonprimary.co.uk</a> |
| <b>Date of previous inspection</b>         | Not previously inspected                                               |

## Information about this school

- Clutton C of E Primary School converted to become an academy school in March 2018. When its predecessor school, Clutton C of E Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- This is a Church of England primary school. The most recent section 48 inspection took place in January 2018.
- The headteacher joined the school in January 2020. She is also responsible for another school within the trust.
- The board of trustees manage the before- and after-school provision.
- School leaders do not make any use of alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher, senior leaders, the chair of the trust and several trustees and governors. An inspector also spoke with a representative of the Diocese of Chester.
- Pupils talked to the inspectors about their views of their school. Inspectors also observed pupils' behaviour at playtimes, lunchtimes and during lessons.
- Inspectors spoke to parents at the start of the school day and considered the responses to Ofsted Parent View. The inspector also reviewed the responses to Ofsted's staff questionnaire.
- Inspectors carried out deep dives in early reading, science and modern foreign languages. This involved visiting lessons with subject leaders, discussing the subject curriculums, talking to pupils and teachers and looking at pupils' work. An inspector observed pupils reading to a familiar adult.
- Inspectors checked leaders' safeguarding procedures. They viewed a range of safeguarding documentation and discussed how incidents are managed and recorded.

### **Inspection team**

John Tomlinson, lead inspector

Her Majesty's Inspector

Schelene Ferris

Ofsted Inspector

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