

Inspection of Frodsham CofE Primary School

School Lane, Overton, Frodsham, Cheshire WA6 6AF

Inspection dates: 25–26 February 2020

Overall effectiveness	Good
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 previous 'outstanding' judgement reflected the school's overall effectiveness in July 2007 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

The school has not been inspected for 12 years, which is longer than the five-year maximum interval between inspections. Changes in school effectiveness may have happened at any point in that period. The long time between inspections is because the law changed in 2011; it made outstanding schools exempt from routine inspection.

What is it like to attend this school?

Leaders and staff have high expectations of all pupils. Pupils benefit from strong relationships between the school and the home. They also thrive in this caring and nurturing school. This has a positive impact on their learning.

The pupils we spoke with told us that they enjoy coming to the school. They rarely miss a day. Pupils said that their teachers help them to get on well with each other. They told us that bullying is rare and that any disagreements are sorted out quickly. Pupils said that they feel safe in the school.

Pupils are proud of the range of responsibilities they have. These include roles such as members of the school council and the 'ethos club'. These pupils have all made a positive difference to school life. Parents and carers also told inspectors they appreciate how older pupils look after their younger peers.

Pupils value the many clubs and activities that are on offer. Pupils' talents and interests are fostered beyond the curriculum. There is strong take-up of clubs, such as newspaper club, Spanish club and the many sports clubs.

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

Leaders have developed a curriculum that prepares pupils well for the next stage of their education. Pupils who leave Year 6 attain better than other pupils nationally at the expected level in reading, writing and mathematics. Disadvantaged pupils and those with special educational needs and/or disabilities also achieve well. These pupils receive high-quality support. Teachers adapt the curriculum to meet their different needs.

Teachers promote a love of reading across the curriculum. The phonics curriculum is planned in a logical way which helps pupils to learn. Children start to learn phonics as soon as they join the school. Staff have the skills to deliver high-quality phonics sessions. Reading books match the sounds that pupils are learning in class. This helps them to become fluent readers. Over the last few years, nearly all pupils have been successful in meeting the expected standard in the Year 1 phonics screening check. Pupils are enthusiastic readers both in and out of the school. They especially value the new books in the school library.

Pupils also develop their writing skills effectively. They gain a good understanding of how to spell words correctly. They use punctuation and grammar well, making their written work accurate. They also use their increased vocabulary well in their writing. Pupils are enthusiastic writers and achieve well.

In Reception, staff plan exciting learning opportunities. These build on what children can already do. Teachers also make sure that they develop children's early

mathematics and language skills. Children achieve well and are well prepared for Year 1.

Curriculum plans in each subject are clear. Teachers know what should be taught and when. For example, in history and science, teachers make sure that the topics are clearly linked to the national curriculum. Plans show exactly what pupils should know at the end of each topic. Pupils discuss confidently what they have learned in many subjects. They are able to show that they know more as they progress through the curriculum. In English and mathematics, subject leaders support teachers well to deliver the curriculum. However, in some subjects, leaders are still developing a deep subject knowledge and that of other teachers. In these subjects, pupils do not have the same depth of understanding as they do in others.

Leaders have made sure that pupils are very well prepared for life in modern Britain. Pupils understand that respect for other people is vital. They receive excellent opportunities for their ongoing personal development. Leaders plan learning so that pupils become active, compassionate citizens of the future. Pupils engage in a wide range of projects. They routinely support charities and volunteer to help others in the local parish. They have also worked alongside the community to raise awareness of palm oil harvesting.

Teachers manage pupils' behaviour well. Pupils' learning is not disrupted. Pupils concentrate and work well together. Their behaviour is exemplary.

Governors understand their statutory duties. They receive regular and detailed information from school leaders. They are proud of the school's work within the community. Staff are also proud to work at the school. They say that leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff have received relevant safeguarding training. They understand that they play an important role in safeguarding. Staff are alert to potential safeguarding concerns. The staff we spoke with are aware of their safeguarding responsibilities. There are clear systems in the school for recording and reporting concerns. Leaders are alert to the dangers that pupils face. They are vigilant in their duties. Leaders know the pupils well. They are proactive in ensuring that pupils and their families receive effective support from appropriate agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The leadership of a minority of subjects is at an early stage of development. Senior leaders need to ensure that all subject leaders develop their subject expertise and that of teachers. This will help staff to deliver the curriculum with

higher levels of expertise, thus deepening pupils' knowledge, skills and understanding in these subjects.

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 Ofsted Parent View information 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

Unique reference number	111247
Local authority	Cheshire West and Chester
Inspection number	10111083
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair of governing body	Mrs Fleur MacCready
Headteacher	Mrs Lucy Kirby
Website	http://www.frodshamce.cheshire.sch.uk
Date of previous inspection	11 July 2007

Information about this school

- The last Section 48 inspection under the Education Acts 2005 and 2011 was on 5 October 2017.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same act.

- We held meetings with the senior leadership team. Meetings were held with four governors. We also spoke with a representative from the local authority. We spoke to pupils to find out their views about school life. Inspectors also spoke to parents before school started.
- We considered 56 responses to Parent View, Ofsted's online questionnaire.
- We spoke to staff, governors and pupils about how the school keeps pupils safe. Inspectors examined the single central record. Inspectors also reviewed the checks undertaken to make sure that staff are suitable to work in a school and other documentation relating to safeguarding.

- We heard pupils read and talked with pupils about how the school teaches reading.
- As part of this inspection, we did deep dives in these subjects: reading, writing science and history. For each of these subjects, we undertook the following activities: discussions with senior leaders and subject leaders; visits to lessons; discussions with pupils about their experience of learning; discussions with teachers from the lessons visited; and scrutiny of the work in pupils' books.

Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

Christine Howard

Ofsted Inspector

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