

Inspection of Kelsall Primary and Nursery School

Kelsall Primary and Nursery School, Flat Lane, Kelsall, Tarporley, Cheshire CW6 0PU

Inspection dates: 6 and 7 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is David Wearing. This school is part of Cheshire Academies 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), Steven Ellis, and overseen by a board of trustees, chaired by Janet Myers.

Ofsted has not previously inspected Kelsall Primary and Nursery School under section 5 of the Education Act 2005. However, Ofsted previously judged Kelsall Community School to be outstanding, before it opened as Kelsall Primary and Nursery School as a result of conversion to academy status.

What is it like to attend this school?

The shared vision that 'no one is left behind' underpins the amazing experience that pupils have at this highly successful school. Pupils have a thirst for learning and strive to meet the high expectations that staff have of them. Pupils achieve exceptionally well across a broad range of subjects. They leave Year 6 very well prepared for their next steps, both academically and in terms of their excellent understanding of the world around them.

The school encourages pupils to speak up for what they know is right. Starting in the early years, children learn how to do this in a safe and supportive environment. Pupils develop the self-belief and resilience that they need to learn from setbacks. They encourage others to do the same. Pupils' behaviour is exemplary. This is because they learn to understand the impact of their actions on others. Pupils relish being part of the 'Kelsall Crew' and do all that they can to make the school a happy and safe place to learn.

Pupils enjoy a vast range of extra-curricular experiences. The school goes to great lengths to find out about and support pupils' talents and interests. All pupils have responsibilities and fulfil their roles with pride. Pupils spoke with tremendous enthusiasm about their determination to make the school the best that it can be.

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

The curriculum enables children in the early years, and pupils across the rest of the school, to build a rich body of knowledge over time. This is because the most important knowledge that pupils need to know and remember is set out clearly. The order that pupils learn helps them to build on what they already know. Staff use their expertise to identify where pupils can make links between subjects. This helps pupils to deepen their understanding and remember their learning. Pupils regularly revisit their previous learning and understand how this will help them with their next steps. The school checks pupils' understanding and uses this information to ensure that learning follows on from pupils' prior knowledge. Pupils leave the school with the knowledge and skills that they need to succeed at their next stage.

Corridors are abuzz with pupils sharing their favourite books with a sense of excitement. This is because the school makes reading a priority. From the Nursery classes, children develop the key listening skills that they need to start the phonics programme with gusto. Children build on this in the Reception Year as they learn the sounds that letters represent. Pupils write with increasing accuracy. They benefit from reading books that match the sounds they know. Staff have a secure understanding of the approach to phonics. They quickly identify pupils who fall behind with the pace of the phonics programme. These pupils then receive effective support so that they become confident and fluent readers by the end of key stage 1.

Pupils aspire to be 'daring and different'. They have the confidence to take risks, knowing that they learn the most from their mistakes. Pupils gain an impressive

understanding of difference and what makes everyone unique. Starting in the early years, books and resources are carefully chosen to reflect a range of cultures and lifestyles. Pupils have a strong desire that everyone should be treated the same and with equal respect. They have a deep-rooted understanding of fundamental British values. This prepares pupils well for life in modern Britain.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) well. They make regular checks on the effectiveness of the support that pupils receive. Consequently, pupils with SEND learn with success.

Pupils' behaviour is exemplary. This begins as soon as children join the two-year-old provision. Staff encourage them to set high standards for their own conduct and attitudes to learning. Pupils across the school struggle to remember a time when their learning was interrupted. The school's work to improve attendance is highly effective.

Staff appreciate the school's consideration for their well-being and workload. They value the time that they are given to understand changes and adopt new ways of working.

The trust has an accurate view of the school's current effectiveness. The support and challenge that the trust and members of the governing body provide is highly effective. This makes a considerable contribution to the school's continued success. The school is highly effective in making sure that everyone in the community understands and shares a common goal. From those responsible for governance through to pupils, there is a deep-rooted desire that pupils should have every opportunity to be the best that they can be. This means that pupils time in school is highly memorable and incredibly successful.

Safeguarding

The arrangements for safeguarding are effective.

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	138742
Local authority	Cheshire West and Chester
Inspection number	10294370
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	Board of trustees
Chair of trust	Janet Myers
CEO of the trust	Steven Ellis
Headteacher	David Wearing
Website	www.kelsall.cheshire.sch.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Kelsall Primary and Nursery School is part of Cheshire Academies Trust.
- Kelsall Primary and Nursery School converted to become an academy school in October 2012. When its predecessor school, Kelsall Community School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school runs an on-site before- and after school club.
- The school does not make use of any alternative provision.
- There is provision for two-, three- and four-year-old children in the Nursery classes.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, computing and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to the school about the curriculum in some other subjects.
- Inspectors heard some pupils read to a trusted adult.
- Inspectors spoke with school leaders, subject leaders, pupils and parents and carers.
- An inspector met with members of the local governing board, including the chair of governors, and representatives of the trust, including the CEO.
- 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 considered the responses to Ofsted Parent View. This included the free-text responses. Inspectors also considered responses to Ofsted's online staff and pupil surveys.

Inspection team

Jane Dennis, lead inspector	His Majesty's Inspector
Liz Davidson	Ofsted Inspector
Kelly Butler	Ofsted Inspector

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