

# Inspection of Bunbury Aldersey CofE Primary School

School Lane, Bunbury, Tarporley, Cheshire CW6 9NR

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Inspection dates: 8–9 January 2020

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

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

Pupils are happy and proud to be members of this school. They are allowed to excel in their talents and interests. Pupils thoroughly enjoy the opportunities available to be creative, play sport and learn instruments. Staff have high expectations of all pupils regardless of their background.

Pupils thoroughly enjoy participating in school life and feel that their voice is valued. The school council, the ethos committee and the safety officers are proud of the work they do to support the school community. Bullying is not tolerated in this school. Staff take immediate action if pupils have any worries. Pupils feel safe and well cared for.

Pupils behave extremely well. The school is a harmonious community. Children in the early years feel safe and work together happily. They are kind to one another and take turns. Pupils across the school show respect and tolerance for each other. Teachers make lessons fun and engaging. Pupils are excited to learn and want to do well

Pupils' achievements are celebrated on Fridays and 'Are you smarter than' events. Parents and carers are very positive about the school. A typical comment from a parent was, 'I couldn't recommend this school highly enough.'

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

Leaders have designed a well-thought-out curriculum from early years to Year 6 which meets the needs and interests of pupils. Children in early years achieve highly and are prepared well for Year 1. Teachers help pupils to gain a deep understanding of topics by making links between different subjects. This helps them to develop a range of skills and knowledge as they move through the school. For example, in Year 4, pupils learn about ancient Rome in history, while studying a poem about Romulus and Remus, the founders of Rome, in English. Pupils achieve well in a range of subjects.

Reading is promoted well throughout the school. Teachers are skilled at teaching phonics. The vast majority of pupils reach the expected standard in the national phonics screening check by the end of Year 1. Teachers help pupils who fall behind to catch up and become confident readers. Pupils love reading. Children in early years relish story time. Pupils talk about the books that they have read with enthusiasm and make full use of the reading shed in the playground. The books in the school represent the diverse society in which we live. Some teachers require further support to teach reading comprehension skills effectively. The consistent approach to develop pupils' writing skills is strong and effective. Children in the Reception Year learn good pencil grip and form letters early. Older pupils edit their work meticulously and write at length. Pupils in Year 2 showed confidence in writing their biographies, for example, because the planning and discussion stage of their learning was so effective.

Pupils also achieve well in mathematics. Teachers are confident and skilful in teaching mathematics at all key stages. Pupils become fluent in their number skills because they practise arithmetic frequently. The history curriculum is well planned and the aims are demanding. However, leaders know that they need to continue to provide training for teachers to strengthen their knowledge of history. Art is a strength of the school. Pupils enjoy the subject and achieve highly. The artist in residence helped Year 6 pupils produce skilful and exquisite paintings of Bunbury Church on canvass. Pupils demonstrated high levels of concentration and were able to build on their previous knowledge well.

Teachers and teaching assistants provide effective support for pupils with special educational needs and/or disabilities (SEND). This is helping the pupils to learn more and remember more.

Leaders support pupils' personal development exceptionally well. There is a wide range of activities after school. The personal, social, health and economic (PSHE) curriculum is well thought out. Pupils develop sound and caring attitudes towards each other and the world in which they live. Pupils learn about faiths and cultures other than their own. They know about eating healthily and being active. For example, in the Reception class, children learn about hygiene when making a fruit salad. All pupils have many opportunities to play sport and be competitive. Pupils show excellent behaviour and attitudes to learning in lessons and around the school.

Leaders, including governors of the trust, are true to their values. The aims and ethos inform all that happens in this school. The faculty teams across the trust provide valuable training and development opportunities for staff. The school is a happy place to work and learn.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are highly skilled and knowledgeable about safeguarding matters. Staff receive regular training and updates on safeguarding procedures. They know every pupil and provide the necessary care and support for them and their families. The support for vulnerable pupils is strong. Parents and staff agree that the school is a safe place.

Pupils are supported well to maintain their mental health. The PSHE programme help pupils to manage risk and keep themselves safe, for example when they are online.

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

- Leaders have devised a coherent curriculum in most subjects. Teachers have received training to support their subject knowledge and subject pedagogy expertise. However, teachers in some subjects, such as history and reading

comprehension, require further training to ensure that they can implement a strong and effective curriculum.

## **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

<b>Unique reference number</b>	143155
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10122025
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Piers Bostock
<b>Principal</b>	Nicola Badger
<b>Website</b>	<a href="http://www.bunburyaldersey.cheshire.sch.uk">www.bunburyaldersey.cheshire.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5

## Information about this school

- The principal took up her post in January 2016. In May 2019 she took up post as acting executive headteacher of the Rural Church Schools Academy Trust.
- The school runs a before- and after-school club called Bunbury Badgers.

## Information about this inspection

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

- Inspectors met with the principal, other senior leaders, members of the local governing body and directors of the trust. Inspectors also met with subject leaders, teachers and support staff.
- Inspectors examined in depth the quality of the curriculum in reading, mathematics, writing and history. This involved examining curriculum plans, speaking with leaders, visiting lessons and speaking with pupils about their work. An inspector also listened to pupils read and spoke with teachers about the learning in the lessons they visited.

- Inspectors evaluated the safeguarding arrangements in the school by examining the school's child protection records, talking with safeguarding leaders, and speaking with pupils, staff and parents. An inspector examined the school's safeguarding and the anti-bullying policies. Inspectors checked the school's recruitment practices. Inspectors considered staff and parents' views about safeguarding as part of their review of the responses to Ofsted's online surveys.

### **Inspection team**

Zarina Connolly, lead inspector

Ofsted Inspector

Christine Howard

Ofsted Inspector

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