

# Inspection of a good school: Cuddington Primary School

Ash Road, Cuddington, Northwich, Cheshire CW8 2NY

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Inspection dates: 18 and 19 April 2023

## **Outcome**

Cuddington Primary School continues to be a good school.

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

Pupils, including children in the early years, are happy to be part of 'Team Cuddington'. They trust the staff to care for them and they feel safe.

Leaders' high expectations for all pupils are communicated through the school values of 'respect, collaborate, aspire'. Pupils live up to these expectations and they are keen to learn. They are encouraged to 'connect' with each other. Pupils display empathy and kindness in their interactions with each other.

Pupils understand that actions have consequences. They enjoy having their positive contributions to the life of the school rewarded and celebrated. They behave well both in school and at playtimes. There are few incidents of bullying. When they do happen, staff deal with them quickly and appropriately.

Leaders have high aspirations for the achievement of all pupils, including pupils with special educational needs and/or disabilities (SEND). Staff deliver the ambitious curriculum effectively. This enables pupils, including those with SEND, to achieve well.

Parents speak highly of the leaders and teachers in school. They recognise and appreciate the support that they and their children have received from the staff.

Pupils take part enthusiastically in competitive sport both in school and against local schools. Older pupils relish taking on positions of responsibility, such as Reception buddies and bicycle monitors.

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

Leaders have ensured that there is a well-designed curriculum in place for all pupils, including children in the early years. Teachers receive regular training to enable them to deliver the curriculum as leaders intend. They have a strong knowledge of what they are teaching. In the early years, teachers respond quickly to pupils' experiences and interests.

They use every opportunity to develop communication skills. For example, in the Reception class, children were role playing working in a hairdressing salon.

In most subjects, leaders have thought carefully about the knowledge that pupils need to know and the order in which it should be taught. That said, in a few subjects, curriculums are not as well developed. In these subjects, essential learning has not been clearly pinpointed.

For the most part, teachers use assessment strategies well to check what pupils know and to identify misconceptions. They quickly recognise when pupils are experiencing difficulties with their learning and put effective support in place. However, in a few subjects, aspects of teachers' assessment of pupils' learning are better developed than others.

Staff accurately and quickly identify the needs of pupils with SEND. Leaders work closely with external agencies and parents and carers to provide appropriate support for pupils with SEND. Leaders ensure that staff are well trained to adapt the delivery of the curriculum to meet pupils' individual needs. Pupils with SEND learn the same curriculum as their peers and they are fully included in the life of the school.

Pupils begin the phonics programme within a few weeks of starting in the Reception class. Teachers and staff have been trained in how to deliver this programme systematically and effectively. Leaders have invested in books that closely match the sounds that pupils are learning. Staff assess pupils regularly. Effective support helps those who are falling behind with their reading to catch up quickly.

Teachers read to pupils regularly. Texts are carefully chosen to enhance pupils' learning and to develop their social and cultural awareness. Pupils enjoy reading and eagerly recount their favourite books and characters.

Pupils display a mature attitude to their learning. They show pride in the work that they produce. Pupils learn to recognise how their behaviours have an impact on others. Lessons are rarely disrupted.

Leaders are committed to developing the whole child. Pupils are taught about the benefits of healthy eating and regular exercise. They engage in a democratic process to elect class councillors and members of the eco committee. Pupils are taught to celebrate and respect difference, preparing them for life in modern Britain. Leaders provide a range of enrichment opportunities, with something for everyone, including curling, sugarcraft and science clubs.

Governors are knowledgeable about the key priorities to develop further the quality of education for pupils. Staff recognise and appreciate the efforts of leaders to manage their workload and enhance their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding leads and staff are well trained to identify and respond to any safeguarding concerns. Frequent safeguarding training for staff ensures that safeguarding is always front and centre of their minds. Staff know how to report any concerns that may indicate that a pupil is at risk of harm. Leaders liaise effectively with parents and external agencies to ensure that families get the timely support they need.

Pupils are taught about how to keep themselves and their friends safe. They learn about how to resist peer pressure and about the dangers of alcohol misuse and smoking.

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

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

- A few subject curriculums are not fully developed. This means that teachers are unclear about what pupils should learn. As a result, pupils' learning is inconsistent. As leaders finalise their curriculum thinking, they should ensure that they clearly identify the essential knowledge that pupils should learn and when it should be taught.
- In a small number of subjects, teachers do not use assessment methods consistently well to check what pupils have learned before. As a result, pupils struggle to recall key facts and to build on prior learning. Leaders should ensure that teachers use assessment strategies well to identify gaps in pupils' learning and to address any misconceptions.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Cuddington Primary School, to be good in February 2017.

## **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](#)' 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>	146622
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10283661
<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>	193
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mark Butcher
<b>Headteacher</b>	Suzanne Mills
<b>Website</b>	<a href="http://www.cuddington.cheshire.sch.uk">http://www.cuddington.cheshire.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Cuddington Primary School converted to become an academy school in October 2019. When its predecessor school, Cuddington Primary School, was last inspected by Ofsted, it was judged to be good overall.
- Leaders do not make use of any alternative education providers for pupils.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and physical education. For each deep dive, the inspector met with subject leaders to discuss the curriculum, visited a sample of lessons and looked at pupils' work, spoke to teachers and spoke to some pupils about their learning. She also observed some pupils reading to members of staff.
- The inspector also spoke to subject leaders about the curriculum in other subjects.
- The inspector met with the headteacher, the deputy headteacher and other leaders.

- The inspector met with members of the local academy board and members of the trust board. She also spoke with a representative of the local authority.
- The inspector spoke to pupils to discuss their experiences of school.
- The inspector scrutinised a range of documents, including the school's self-evaluation document and minutes of the local academy board meetings.
- The inspector reviewed a range of documents about safeguarding. She spoke with the designated safeguarding lead. She also spoke to staff about their understanding of how to keep pupils safe.
- The inspector spoke to staff to discuss leaders' support for their workload and well-being.
- The inspector considered the responses to Ofsted's staff and pupil surveys.
- The inspector also considered the views of parents received via the online questionnaire, Ofsted Parent View, including the free-text responses.

### **Inspection team**

Niamh Howlett, lead inspector

His Majesty's Inspector

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