

# Inspection of a school judged good for overall effectiveness before September 2024: Frodsham CofE Primary School

School Lane, Overton, Frodsham, Cheshire WA6 6AF

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Inspection dates:

28 and 29 January 2025

## Outcome

Frodsham CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Pupils value the positive relationships they have with adults in the school. They frequently demonstrate the school's values, including friendship, compassion, kindness and respect. Pupils feel safe in school, and they are well cared for. They describe the school as 'one big family'.

Pupils meet the school's high expectations for their behaviour. Clear and consistent routines contribute to the calm and orderly school environment. Pupils are polite and welcoming. They enjoy their lessons and work hard. Pupils are highly supportive of each other.

The school has designed a curriculum that motivates the pupils. It is ambitious for pupils' achievement. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well in most areas of the curriculum.

Pupils appreciate the opportunities to represent the school in a wide range of sporting competitions. They also enjoy the extensive selection of clubs on offer and the visits that enhance the curriculum. Pupils contribute to the work of the school through numerous roles.

Pupils are well prepared for life in modern Britain. They have a deep understanding of concepts including equality and prejudice. They also understand how to keep themselves healthy both physically and mentally.

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

The school has mapped the knowledge that pupils should learn from the early years to Year 6. This includes the vocabulary that pupils should learn in each subject. In most subjects, pupils use this knowledge well to explain their learning. For example, in physical education lessons, pupils were able to use technical vocabulary when they were evaluating gymnastic sequences. In mathematics, pupils have frequent opportunities to practise their arithmetic skills. This helps pupils to become confident mathematicians.

Reading is prioritised. Starting in Nursery, children learn the sounds that letters make, and they are introduced to books to promote their love of reading. This continues as pupils move through the school. When pupils need to catch up with their phonics knowledge, they receive effective additional support. Pupils read with confidence and enthusiasm. They are exposed to a wide range of high-quality texts. Pupils are able to talk about their preferences and enthusiastically recommend books for others to read.

Staff have benefited from regular professional development. This ensures that they have strong subject knowledge and understand the teaching strategies used at the school. The school makes effective use of partnerships, for example with other local schools and specialists, to check that the curriculum is being delivered effectively.

In core subjects, teachers frequently check what pupils know. Teachers use skilful questioning to help pupils to explain their thinking. When pupils make errors or have misconceptions, teachers respond quickly. For example, teachers remodel the formation of sounds in phonics lessons so that pupils use them accurately. However, in a small number of subjects, teachers do not check that pupils have a secure understanding of the knowledge needed to access new learning. When this is the case, pupils' knowledge does not build as successfully as it should because gaps and misconceptions are not corrected.

There are effective systems in place for identifying the additional needs of pupils with SEND when they join the school. The school works closely with parents and carers to organise support for pupils. Teachers ensure that pupils with SEND can access learning successfully.

Pupils are taught to understand how emotions impact on their behaviour. This helps them to have empathy for others who occasionally find it difficult to manage their emotions. When pupils work together on tasks in lessons, they are supportive and encouraging of each other.

The school has effective systems for promoting attendance. Changes in patterns of attendance are reviewed frequently. The school gives support to parents to help them to overcome barriers to strong punctuality and attendance. As a result, pupils attend well.

The school prioritises the personal development of pupils. Pupils learn about a wide range of different cultures and religions. They have opportunities to make contributions to changes in the school. For example, the school council collected the views of pupils and parents to inform decisions about changes to the school uniform. Pupils have numerous

opportunities to represent the school. This includes sporting and mathematics competitions and work in the community, which includes visiting elderly residents.

Staff value the support they receive from leaders in the school and each other. They say that leaders prioritise their workload and well-being. Staff feel that they are recognised as important members of the school community.

The governing body provides effective support and challenge to review the work of the school. Governors access regular training to help them to fulfil their responsibilities. Leaders at all levels understand the school and the community.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a few subjects, teachers do not check that pupils have remembered important knowledge from their past learning when introducing something new. When this is the case, gaps in pupils' knowledge prevent them from building securely on what they already know. The school should ensure that gaps in pupils' knowledge are identified and addressed swiftly so that pupils are ready for new learning.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 school to be good for overall effectiveness in February 2020.

## 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

<b>Unique reference number</b>	111247
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10377934
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rob Allerston
<b>Headteacher</b>	Lucy Kirby
<b>Website</b>	<a href="http://www.frodshamce.cheshire.sch.uk">www.frodshamce.cheshire.sch.uk</a>
<b>Dates of previous inspection</b>	25 and 26 February 2020, under section 5 of the Education Act 2005

## Information about this school

- The school is a voluntary controlled Church of England school. Its most recent inspection under section 48 of the Education Act 2005 was in October 2017. The next section 48 inspection is likely to take place by October 2025.
- The school does not currently use alternative provision.
- The Nursery offers provision for two-year-old children.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector spoke to the headteacher, deputy headteacher, curriculum leaders, teachers and support staff. This included discussions about the school's development priorities and the organisation of the curriculum.

- The inspector met with members of the governing body, including the chair of governors. He also met with representatives of the diocese and local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also observed pupils, from key stages 1 and 2, reading to a familiar adult.
- The inspector discussed the school's approach to behaviour and attendance. He spoke with pupils about behaviour and observed pupils at lunchtime and when moving around the school.
- To evaluate the effectiveness of safeguarding, 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.
- The inspector considered the responses to Ofsted Parent View, including the free-text responses, and the responses to Ofsted's online survey for pupils and staff.

### **Inspection team**

Keith Pullen, lead inspector

Ofsted Inspector

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