

# Inspection of Cheapside CofE Primary School

Watersplash Lane, Cheapside, Ascot, Berkshire SL5 7QJ

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Inspection dates: 10–11 December 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Outstanding

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

Pupils, staff and parents are rightly proud of Cheapside CofE Primary School. One parent, reflecting the views of many, said, 'This is a brilliant school where our children thrive, achieve and succeed in every which way.' Pupils told us they like the small size of the school because everyone knows each other. We saw good-humoured and respectful conversations between staff and pupils. These positive relationships create the school's calm, inclusive and purposeful environment.

This school is a place where pupils cooperate and deeply value others. Pupils appreciate the unique opportunities that they have for learning beyond lessons. They are especially proud of the forest school and allotment. Pupils described how these help them become 'resilient, resourceful and more independent'.

Pupils work well together in lessons. Pupils are almost always attentive in lessons because they want to learn. Pupils told us that bullying is rare and if it does happen, staff deal with it successfully. They feel that staff listen to them and help them when they have a problem. One pupil said the school was like 'family'.

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

Cheapside is a vibrant school where learning is engaging, exciting and fun. Leaders and staff have high aspirations for all pupils in this school. They have been supported effectively in the school's recent expansion by an equally skilled and knowledgeable governing body.

Leaders have designed an ambitious and broad curriculum. They have made sure that pupils study every subject in the national curriculum. The curriculum is organised so that pupils learn the right things in the correct order. The curriculum provides all pupils with rich experiences which broaden their horizons further.

Teachers expect the best from pupils, and pupils rise to the challenge. Teachers introduce new ideas to help pupils make links to what they know already. The careful planning helps pupils to remember important information well. Teachers link subjects through a topic-based approach which pupils enjoy. Leaders provide effective training for staff. Overall, staff have secure subject knowledge. They use this to deliver high-quality lessons in most subjects. However, in some subjects, some teachers' subject knowledge is not as strong. Where this is the case, leaders have put additional support in place to ensure that pupils achieve the very best they can.

Pupils experience a positive culture of reading. Teachers read stories and poems to pupils so that reading becomes an important part of their everyday life. Year 6 pupils listen to Reception children read and read to them every week. Pupils told inspectors that they enjoy reading the books that they take home. One pupil told us, 'Our

teachers give us lots of amazing books to read in our topic work.' Leaders have put plans in place to further ensure that pupils have more opportunities to use and apply their reading comprehension in all subjects.

Children begin to learn phonics as soon as they start in Reception. Early reading is taught effectively. The school has a well-planned and systematic phonics programme. However, some staff in key stage 1 do not have enough expertise to help all pupils to learn to read effectively. Work is underway to address this. As a result, current pupils are achieving better in phonics.

Pupils with special educational needs and/or disabilities (SEND) receive high-quality support to make sure they do well in all their work. Teachers skilfully adapt their planning in order to meet the wide range of needs in their class. Staff work well with other professionals to set and review appropriate targets for pupils.

Children make a flying start to their education in the Reception class. They develop curiosity and are extremely enthusiastic about their work. They are motivated to learn and do well with early reading, writing and mathematics. We observed children concentrate and try their best to use phonics to write interesting Christmas messages for their friends and family members. They are well prepared for Year 1. Children's behaviour is good. The relationships between adults and children are positive.

Pupils take a keen interest in news and current affairs. They hold thoughtful debates in lessons. Pupils make good use of their right to free speech and making school-wide decisions through the very proactive school council. Pupils respect others' religious beliefs and traditions. Assemblies provide valuable opportunities to learn about and reflect on important aspects of life in modern Britain, such as mutual respect, tolerance and rule of law.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has strong systems to keep pupils safe. There are rigorous checks in place to assure the suitability of staff to work with children. Staff are well trained in safeguarding procedures. They know what to do if they have a concern. School records show that the school responds immediately if staff have identified a problem.

Staff teach pupils about the risks that they might face in their everyday lives, including road safety. Pupils know how to keep safe when online. Pupils know that they should speak to a trusted adult if they are worried or upset.

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

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

- Some teachers' subject knowledge is not yet strong enough in all subjects. Leaders need to continue to make sure that all teachers have the skills to teach well in all subjects. This will further ensure that pupils do their very best in all subjects.
- At present, there are a few inconsistencies in the teaching of phonics in key stage 1. Some staff need additional training to improve their expertise and knowledge. This will help all pupils use their phonics knowledge to read with greater fluency. Leaders need to also continue to make sure that teachers provide pupils with greater opportunities to use and apply their reading comprehension skills in all 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're 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>	110020
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10111430
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tommy Lau and Dan Littleboy
<b>Headteacher</b>	Kate Searle
<b>Website</b>	<a href="http://www.cheapsideschool.org.uk">www.cheapsideschool.org.uk</a>
<b>Date of previous inspection</b>	21 March 2007

## Information about this school

- The school underwent an expansion programme in 2017/18. There are now seven classes in school.

## 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 met with the headteacher, assistant headteachers, curriculum leaders, members of the governing body, including the chair of governors. We met with a representative from the local authority. We made a telephone call to a representative from the diocese.
- We did deep dives in the following subjects: reading, mathematics, physical education (PE) and history. In each subject, we met with curriculum leaders, visited lessons, talked to pupils, spoke to teachers and looked at pupils' work.
- We reviewed safeguarding records, including the central record of recruitment checks on staff.

- We spoke to parents during the inspection and considered the views of 79 parents who responded to Ofsted’s parental questionnaire, Parent View.
- We also spoke with pupils formally and informally about their day-to-day experiences at the school.

### **Inspection team**

Shazia Akram, lead inspector

Her Majesty’s Inspector

Michael Green

Her Majesty’s Inspector

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