

Inspection of Christleton Primary School

Quarry Lane, Christleton, Chester, Cheshire CH3 7AY

Inspection dates: 15 and 16 October 2024

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

What is it like to attend this school?

Christleton Primary is a happy school. Pupils enjoy learning, and they feel safe. There are caring relationships between staff and pupils. Pupils show tolerance and respect for others. They said that everyone is welcome in their school.

Pupils strive towards the school's vision to 'Be The Best You Can Be.' This begins in the early years, where children quickly adapt to the school's routines and high expectations for behaviour. Pupils in all year groups are courteous, caring and supportive of each other. They are proud to attend this school.

The school is ambitious for pupils, including those with special educational needs and/or disabilities (SEND). In many subjects, pupils leave the school well prepared for secondary school.

Pupils play in a beautiful outdoor space. They take part in a range of outdoor activities as part of their learning in the forest. They enjoy off-site trips that enhance the curriculum. These include residential visits where they complete adventurous outdoor activities.

Members of the school council, Reading Buddies and Sports Masters talk proudly of the work they do. Pupils' responsibilities include clearing litter and organising dance activities on the playground each week.

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

The school has designed a broad and ambitious curriculum for pupils that has reading at its centre. The knowledge that pupils learn in each subject has been precisely identified and organised into a logical sequence. In the early years, the curriculum is adapted to respond to the specific needs of the children. They are exceptionally well prepared for key stage 1.

Starting in the early years, pupils, including those with SEND, quickly and securely learn phonics knowledge. Where pupils need extra help to keep up with their peers, this is coherently planned and delivered by skilled and knowledgeable staff. Pupils are exposed to a wide range of high-quality texts. They particularly enjoy the books read to them by their teachers each day. Pupils enthusiastically recommend books for others to read. Pupils practise reading skills frequently and become fluent when reading a wide range of texts.

The school has prioritised improving pupils' knowledge of number facts. The school ensures that pupils use this knowledge with confidence when solving mathematical problems. Overall, the school ensures that pupils leave the school as confident mathematicians.

The curriculum is delivered by skilled teachers. There is a comprehensive programme of professional development which ensures that knowledge is taught precisely and accurately. Curriculum leaders work with colleagues in other schools and external

specialists, and they read research about their subjects. This helps them to support their colleagues to deliver learning effectively.

The school has effective assessment systems that identify pupils' strengths and gaps in their knowledge. In most subjects, this is used to reshape learning so that pupils, including those with SEND, can work through the curriculum successfully. However, in a few subjects, this work is less successful. This leaves pupils with knowledge gaps that can hinder them when new knowledge is introduced.

The additional needs of pupils with SEND are identified quickly when they join the school. Parents and carers of pupils with SEND value the positive relationships with staff. They say that the school has their children's best interests at heart. The support provided to pupils with SEND enables them to access the same curriculum as their peers.

Pupils' behaviour is exemplary. They respond to the high expectations in the school. Clear and consistent routines contribute to an orderly environment. Pupils take pride in their learning. They work hard, want to do well and enjoy their lessons.

The school has robust systems for monitoring attendance and reducing persistent absence. Pupils attend school regularly and on time. Staff work successfully with the few parents who need to overcome barriers to good attendance.

Pupils are incredibly well prepared for life in modern Britain. They learn deeply about the differences between people. Pupils develop a sophisticated understanding of concepts such as diversity and democracy. The school ensures that all groups of pupils enjoy the numerous opportunities to follow their interests and talents, including through the broad range of clubs on offer.

Governors have a broad range of experience and access regular training. They have a deep understanding of the school and the community it serves. This enables them to fulfil their roles effectively. They provide appropriate support and challenge to the school and check that all groups of pupils receive a high-quality education.

Staff feel exceptionally well supported by leaders. They appreciate the support for their well-being and the help to manage their workload. They value the training they receive to enable them to fulfil their responsibilities effectively.

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 small number of subjects, the school does not use the outcomes of assessment well enough. On occasion, teachers do not adapt learning for pupils with gaps in their

knowledge. As a result, some gaps in some pupils' knowledge persist. The school should ensure that teachers use the outcomes of assessment to make adjustments to the delivery of the curriculum to close gaps in pupils' knowledge.

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	111149
Local authority	Cheshire West and Chester
Inspection number	10348051
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair of governing body	David Lewis
Headteacher	Oliver Mitchell
Website	www.christletonprimaryschool.co.uk
Dates of previous inspection	2 and 3 July 2014, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.
- The school has a breakfast and after-school club that is run by an external provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This is the first routine inspection that 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 met with the headteacher, other staff and a representative of the local authority. They met with members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The lead inspector observed pupils, from key stages 1 and 2, reading to a familiar adult.
- Inspectors also discussed the curriculum in some other subjects with subject leaders and pupils. Inspectors also looked at pupils' work in art and design, computing, design and technology, geography, music and science.
- Inspectors discussed the school's development priorities and the organisation of the curriculum with senior leaders.
- Inspectors reviewed a range of documents, including safeguarding records, behaviour records, records of meetings from the governing body, school policies and reports from the local authority and other external services.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also spoke to some parents at the start and end of the school day.
- Inspectors considered the views of pupils and staff through meetings and informal discussions.
- 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.

Inspection team

Keith Pullen, lead inspector

Ofsted Inspector

Maira Atkins

Ofsted Inspector

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