

# Goostrey Community Primary School

**Address:** Main Road, Goostrey, Near Crewe, Cheshire, CW4 8PE

**Unique reference number (URN):** 111171

## Inspection report: 24 March 2026

|                    |             |
|--------------------|-------------|
| Exceptional        |             |
| Strong standard    | ●           |
| Expected standard  | ● ● ● ● ● ● |
| Needs attention    |             |
| Urgent improvement |             |

### ✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Personal development and wellbeing

Strong standard ●

Pupils are confident, articulate and deeply aware of the world around them. Leaders have built a personal development programme that responds directly to their community. For instance, they identified that pupils would benefit from greater emotional understanding. A structured emotional wellbeing programme is now embedded across the whole school. Pupils do not just know the content, they apply it. They can explain how emotions affect thinking, how to manage their feelings and how to support others. Pupils speak with maturity about fundamental British values, such as democracy. They give specific examples from their own lives. Pupils understand why everyone deserves to be treated fairly and say so with conviction.

Pupils experience a vast range of opportunities beyond the classroom. The school has a long-standing partnership with a school in South Africa, now entering its third decade. It brings pupils face to face with a world very different from their own rural village. South African pupils visit and stay with school families. Goostrey pupils visit back. This is woven into the curriculum and the annual exhibition. Artists visit every year group. Residential trips build progressively year on year, developing independence and resilience. The skilful use of additional funding means disadvantaged pupils take part fully alongside their peers. Community events are adapted so that pupils with special educational needs and/or disabilities participate on equal terms.

Pupils study a wide range of world faiths and welcome visitors, including monks and mosque representatives, into school. Pupils understand why tolerance and respect matter. They can connect this to life beyond school. Relationships and health education is delivered thoughtfully across all year groups and meets statutory requirements. Pupils know how to keep themselves safe, including online. They are resilient, responsible and extremely well prepared for the next stage of their lives.

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## Expected standard ●

### Achievement

Expected standard ●

By the end of key stage 2, published test results in reading, writing and mathematics are above the national average and have been for consecutive years. Pupils' attainment in the Year 1 phonics screening check and the Year 4 multiplication tables check are also high. Pupils generally build their knowledge steadily across the curriculum and can recall much of what they have learned. On occasions, some pupils do not achieve as well as they could. Pupils sometimes do not develop the depth of knowledge that they could.

In the early years, children build secure foundations in reading, writing and mathematics. They make positive progress and most are well prepared for key stage 1. Pupils across the school are well prepared for the next stage of their education.

## Attendance and behaviour

Expected standard 

Overall attendance is above the national average. Few pupils are regularly absent. Leaders know individual families well and take action quickly when pupils begin to miss school. Where pupils are regularly absent, leaders put bespoke support in place. This is beginning to have a positive impact for most. However, attendance for disadvantaged pupils has declined in recent years. It is below the national average for similar pupils. Leaders do not analyse attendance patterns systematically enough to help them identify such issues.

Behaviour across both sites is calm, respectful and positive. Pupils show positive attitudes to their learning and enjoy their lessons. During social times they are considerate and cooperative across different year groups. Leaders have established clear expectations and staff apply them consistently. Pupils say that bullying and discrimination are rare. When these occur, whether online or offline, they are addressed promptly. There has been no recent need for high-level sanctions. Staff know their pupils well and make appropriate adjustments for those with special educational needs and/or disabilities.

## Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that is generally well developed and thoughtfully sequenced. Learning builds step by step towards clear end points. In subjects such as history and geography, teachers carefully plan tasks to help pupils build and retain knowledge over time. The writing curriculum is particularly well structured across key stage 1, with pupils able to build their writing skills quickly. Mathematics is prioritised alongside literacy, so that pupils build secure foundations to help them to learn in other subjects.

Leaders have ensured that staff develop detailed subject knowledge to help them explain ideas clearly. This includes teachers at the beginning of their career, who are well supported. Staff extend pupils' language and vocabulary well. Typically, pupils with special educational needs and/or disabilities and disadvantaged pupils learn the curriculum successfully alongside their peers. However, the feedback given to pupils on their work sometimes does not help them improve or deepen it.

Phonics is taught well across the school. Pupils revisit sounds often and read with confidence and fluency. In the early years, teaching is purposeful. However, the activities planned for children to access during their play sometimes lack clear purpose.

## Early years

Expected standard 

Leaders know children well before they arrive. Staff visit local preschools and build a detailed picture of each child's needs before they start. Leaders work closely with parents and carers to support children's wider development throughout the year.

The early years curriculum is carefully planned to develop the knowledge and skills that children need as they begin their education. It is adapted to meet children's needs, including those with special educational needs and/or disabilities. Classroom teaching is purposeful and well matched to what children need. Phonics is taught systematically. Story time is a daily priority and children listen carefully and engage fully. Staff make the most of moments

to extend children's vocabulary. For example, when children were building outdoors, staff introduced the word 'campsite' in place of 'den'. Most children reach a good level of development so that they are well prepared for Year 1.

Across the indoor and outdoor provision, activities sometimes do not have a clear learning purpose. When children move away from teacher-led sessions, their learning is occasionally not extended or consolidated as effectively.

## **Inclusion**

**Expected standard** 

Leaders support staff to understand pupils' individual needs swiftly and accurately. Identification of needs begins early. Leaders visit local pre-schools so that children's needs are known before they start school. Staff receive training to help them support pupils effectively, including in approaches to supporting speech, language and communication needs. Leaders and staff work well with external specialists and pupils' families to ensure that the support pupils receive is successful. This includes working with specialist outreach teams where needed. Leaders monitor pupils' progress and provide timely support to help them learn.

Pupils with special educational needs and/or disabilities and disadvantaged pupils generally do well. The school works closely with the virtual school for children in care and reviews their individual plans regularly. Additional funding is used well to support disadvantaged pupils to take part and achieve. Leaders use it to access activities that build resilience and independence, such as adventurous residential and outdoor pursuits.

In most learning, activities are well matched to pupils' needs. However, this is not yet consistent across all year groups and subjects. Leaders are working to check the impact of support more systematically across the school.

## **Leadership and governance**

**Expected standard** 

Leaders have a clear and accurate view of the school's strengths and areas for improvement. They know pupils well, including those who face barriers to their learning. Leaders use this knowledge to shape their priorities. They develop the curriculum and support staff to improve their practice. Early career teachers are well supported and feel confident in their roles.

Leaders invest in their staff and want them to thrive. Training is well planned, draws on research and evidence and generally helps staff develop effective practice over time. Leaders are thoughtful about staff workload and wellbeing. They manage expectations sensibly and create a culture where staff feel valued. Staff feel supported by their leaders. Parents and carers speak warmly of the school and describe a strong sense of community.

Governors are well informed about the school's work and meet their statutory duties. They care deeply about pupils and make decisions in their best interests, particularly those who are disadvantaged and those with special educational needs and/or disabilities. Governors know the school's improvement priorities and bring a wide range of skills to their role. However, leaders and governors do not review their systems and records with sufficient rigour. Some oversight processes are not as robust as they could be. This sometimes

hinders how closely governors hold leaders to account. Together, leaders and governors have built a school that is a valued and important part of the community it serves.

## **What it's like to be a pupil at this school**

Pupils are happy and proud to be part of the caring community fostered at Goostrey Community Primary School. They are polite and make a positive contribution to life in the school and beyond. Pupils study a wide range of world faiths. They understand why everyone should be treated fairly. Pupils can explain their values with confidence and maturity. They are very well prepared for life in modern Britain.

From the early years onwards, relationships between staff and pupils are warm and respectful. This is the case on both the infant and junior sites. Incidents of bullying or discrimination are uncommon. Pupils are confident that staff will help them to deal quickly with any concerns they may have. Pupils feel safe and well cared for. Most pupils enjoy school and attend regularly. Children in the early years make a secure and happy start to their education.

Pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, work hard to meet expectations for their behaviour and achievement. Pupils behave well in lessons and around the school. Staff understand the barriers and challenges that some pupils face in their learning. They typically provide the support which pupils need to succeed. Pupils achieve well, particularly in phonics, reading and mathematics. Most pupils build their knowledge and skills effectively over time. They leave school well prepared for the next stage of their education.

Pupils benefit from the long-standing partnership with a school in South Africa. This encourages positive relationships and an understanding of life beyond their small rural village. Pupils also develop their sense of responsibility through leadership roles. They take part in a wide range of clubs and residential trips that build their independence and confidence. Pupils, including those with SEND and those who are disadvantaged, consistently take part in these opportunities.

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## **Next steps**

- Leaders and those responsible for governance should take action to strengthen their oversight of key systems and records, and use information more systematically, so that decisions are clearly evidence-based and governors can hold leaders to account with confidence.
  - Leaders should ensure that the continuous provision in the early years is planned with clear learning purposes, appropriate challenge and key vocabulary, so that children benefit from purposeful learning throughout the day.
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## About this inspection

The chair of the board of governors is Tracey Goodwin.

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, other leaders and staff during the inspection.

The inspector confirmed the following information about the school:

The school does not use alternative provision.

Headteacher: Lyndsey Atkins

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### Lead inspector:

Dianne Holcroft, His Majesty's Inspector

### Team inspectors:

Louise Smith, Ofsted Inspector

Lise Houldsworth, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 March 2026

## School and pupil context

### Total pupils

**203**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### **School capacity**

**210**

Below average

#### **What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### **Pupils eligible for free school meals (FSM)**

**5.91%**

Well below average

#### **What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### **Pupils with an education, health and care (EHC) plan**

**2.46%**

Close to average

#### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**5.91%**

Well below average

#### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 80%         | 61%              | Above                          |
| 2024/25 (revised)     | 86%         | 62%              | Above                          |
| 2023/24 (final)       | 73%         | 61%              | Above                          |
| 2022/23 (final)       | 81%         | 60%              | Above                          |

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.



| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 87%         | 74%              | Above                          |
| 2024/25 (revised)     | 93%         | 75%              | Above                          |
| 2023/24 (final)       | 80%         | 74%              | Close to average               |
| 2022/23 (final)       | 87%         | 73%              | Above                          |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 87%         | 72%              | Above                          |
| 2024/25 (revised)     | 86%         | 72%              | Above                          |
| 2023/24 (final)       | 87%         | 72%              | Above                          |
| 2022/23 (final)       | 87%         | 71%              | Above                          |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 89%         | 73%              | Above                          |
| 2024/25 (revised)     | 89%         | 74%              | Above                          |
| 2023/24 (final)       | 87%         | 73%              | Above                          |
| 2022/23 (final)       | 90%         | 73%              | Above                          |

### Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

**Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 25%         | 46%              | Below                          |
| <b>2024/25 (revised)</b>     | S           | 47%              | S                              |
| <b>2023/24 (final)</b>       | S           | 46%              | S                              |
| <b>2022/23 (final)</b>       | S           | 44%              | S                              |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 50%         | 62%              | Below                          |
| <b>2024/25 (revised)</b>     | S           | 63%              | S                              |
| <b>2023/24 (final)</b>       | S           | 62%              | S                              |
| <b>2022/23 (final)</b>       | S           | 60%              | S                              |

**Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 38%         | 59%              | Below                          |
| <b>2024/25 (revised)</b>     | S           | 59%              | S                              |
| <b>2023/24 (final)</b>       | S           | 58%              | S                              |
| <b>2022/23 (final)</b>       | S           | 58%              | S                              |

## Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 63%         | 60%              | Close to average               |
| <b>2024/25 (revised)</b>     | S           | 61%              | S                              |
| <b>2023/24 (final)</b>       | S           | 59%              | S                              |
| <b>2022/23 (final)</b>       | S           | 59%              | S                              |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 25%         | 68%                              | -43 pp                  |
| <b>2024/25 (revised)</b>     | S           | 69%                              | S                       |
| <b>2023/24 (final)</b>       | S           | 67%                              | S                       |
| <b>2022/23 (final)</b>       | S           | 66%                              | S                       |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 50%         | 80%                              | -30 pp                  |
| <b>2024/25 (revised)</b>     | S           | 81%                              | S                       |
| <b>2023/24 (final)</b>       | S           | 80%                              | S                       |
| <b>2022/23 (final)</b>       | S           | 78%                              | S                       |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                         | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|-------------|----------------------------------|-------------------------|
| <b>Latest 3 year average</b> | 38%         | 78%                              | -40 pp                  |
| <b>2024/25 (revised)</b>     | S           | 78%                              | S                       |
| <b>2023/24 (final)</b>       | S           | 78%                              | S                       |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2022/23 (final) | S           | 77%                              | S                       |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 63%         | 80%                              | -17 pp                  |
| 2024/25 (revised)     | S           | 81%                              | S                       |
| 2023/24 (final)       | S           | 79%                              | S                       |
| 2022/23 (final)       | S           | 79%                              | S                       |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 3.5%        | 5.2%             | Below                          |
| 2023/24 (3 term) | 3.7%        | 5.5%             | Below                          |
| 2022/23 (3 term) | 4.0%        | 5.9%             | Below                          |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 6.9%        | 13.3%            | Below                          |
| 2023/24 (3 term) | 8.6%        | 14.6%            | Below                          |
| 2022/23 (3 term) | 5.9%        | 16.2%            | Below                          |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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