

# Chistleton Primary School

Quarry Lane, Chistleton, Chester, Cheshire, CH3 7AY

**Inspection dates** 2–3 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils thrive both personally and academically in this happy and caring school.
- Pupils make outstanding progress throughout the school. By the end of Year 6 they reach standards which are well-above average.
- The proportions of pupils reaching the higher level in reading and writing are well-above average. They are above average in mathematics but not yet as high as that in reading and writing.
- The Early Years Foundation Stage provides an excellent start to school life; as a result children are already highly motivated learners by the time they join Year 1.
- The quality of teaching has continued to improve and is now outstanding. Teachers know pupils exceptionally well and set them challenging work which is precisely at the right level of difficulty.
- The school's lively, rich curriculum engages pupils' interests fully and they are often seen to be deeply absorbed in their learning activities in lessons.
- Pupils' behaviour is exemplary. They are considerate, friendly and polite. They feel very safe and secure in the school. Parents express great confidence in the care the school provides for their children.
- Pupils' pride in their work is evident in their exceptionally neat and well-presented books.
- The school has improved continuously since the previous inspection. Staff morale is high and everyone shares the headteacher's high expectations and ambitions for the pupils and the school.
- Very effective senior and middle leaders drive forward the school's programme of ongoing improvements.
- All school leaders make regular checks on teaching, providing excellent guidance and practical advice; this has helped to raise the quality of teaching from good to outstanding.
- Governors know the school well and are actively involved in all aspects of the school's life. They keep a careful check on how well pupils are doing in both their academic achievements and their personal development.

## Information about this inspection

- Inspectors observed 15 lessons or parts of lessons, three of which were undertaken jointly with the senior leadership team.
- The inspectors also looked at examples of pupils' work from all classes and listened to pupils read. They observed the teaching of reading skills and talked to pupils about the books they have enjoyed and those that they were currently reading.
- Meetings were held with four groups of pupils and inspectors spoke to pupils about their work. Inspectors held meetings with six governors. They spoke to a representative of the local authority, the external consultant who works with the school and met with members of the school staff.
- Inspectors spoke to parents at the start of the school day and took account of 46 responses to the online questionnaire (Parent View) and the school's own parent survey. Inspectors also took account of 26 responses to staff questionnaires completed during the inspection.
- Inspectors observed the school's work and looked at a wide range of documentation, including external reviews of the school's work, safeguarding documents, records of current standards and progress, the school's strategic plan and documents relating to pupils' behaviour and attendance. Minutes from governing body meetings and reports produced by the headteacher were also considered.

## Inspection team

Lyn Pender, Lead inspector

Additional Inspector

Sheila O'Keeffe

Additional Inspector

## Full report

### Information about this school

- The school is similar in size to most other primary schools.
- Most pupils are White British. Very few pupils are at an early stage of learning to speak English as an additional language.
- The proportion of pupils supported through school action is below average. A well-below average proportion of pupils is supported at school action plus or has a statement of special educational needs.
- The proportion of pupils eligible for support through pupil premium funding is well-below average. This additional funding is provided for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school is a member of the local Cheshire East Network of Schools.

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

- Ensure that the proportion of pupils gaining the higher levels in mathematics is as high as that in reading and writing.

## Inspection judgements

### The achievement of pupils is outstanding

- Most children's skills are at a typical level when they join the Reception class. They make excellent progress so that by the end of the Early Years Foundation Stage many children exceed the expectations for their age group across all areas of learning. All gain extremely positive attitudes to learning, which they take with them as they move up through the school.
- Progress has improved in recent years in Key Stage 1. By the end of Year 2 pupils make excellent progress and standards are well-above average in reading, writing and mathematics.
- In Key Stage 2 pupils make excellent progress from their individual starting points. Standards are higher than that seen in most other schools and the proportion of pupils who make more than the usually expected progress in reading, writing and mathematics is above average.
- The school's progress records and the exceptionally high quality of work in lessons and in workbooks show that excellent achievement is being sustained in the current year. Pupils' work in all subjects reflects these same high standards. For example, the art work of pupils of all ages, which is displayed throughout the school, is of a very high quality and reflects the careful teaching of skills and the great enjoyment fostered in pupils through the rich and vibrant curriculum.
- The school's most able pupils are achieving increasingly well. An above-average proportion of pupils reach the higher levels in reading, writing and mathematics at the end of Year 6. However, the proportion reaching the higher levels in mathematics is not yet as high as those in reading and writing.
- Early reading skills are developed extremely well and pupils use these to good effect in the older classes. The proportion of pupils who met the expected standard in the Year 1 national screening check of their phonic skills (knowledge of letters and the sounds they make) improved significantly in 2013 when the vast majority of pupils met the standard. Pupils' great thirst for knowledge and passion for reading is evident in their work, and standards in reading throughout the school are well-above average.
- In Key Stage 1 in 2013, the attainment of pupils known to be eligible for free school meals and supported by the pupil premium was around a term behind other pupils in the school but at least similar to that of this group of pupils nationally. The very small number of pupils supported by the pupil premium funding in Key Stage 2 in 2013 made the same very good progress as other pupils given their starting points and abilities. The school targets pupil premium funding with care and takes positive actions to ensure equal opportunities for all pupils. As a result current school records show no significant difference between the attainment of this group and that of others in the school.
- Pupils who are disabled or have special educational needs make excellent progress from their individual starting points as a result of the first-rate support and guidance the school provides for them.

### The quality of teaching is outstanding

- Teaching over time is outstanding. This can be seen in pupils' rapid progress throughout the school, their well-above average attainment in national tests and assessment and the excellent work in their books.
- Teaching in every class inspires pupils to learn and to do their best. Teachers and teaching assistants have high expectations of what pupils can achieve. They know pupils extremely well and set work which challenges all. Pupils understand and rise to the challenges set for them; one pupil summed it up, 'Teachers push us out of our comfort zone.' During a Year 6 activity, pupils were challenged to use their writing skills to predict what a lead character in the class text would do next. The writing produced was extremely mature and reflected an extensive

vocabulary and understanding of how to write convincingly using many of the conventions of writing to draw the reader in. Pupils' showed a great passion for writing and many made outstanding progress.

- Activities are planned well and resources used extremely thoroughly. Pupils' learning is built on as lessons progress, and plenty of examples and opportunities are provided for pupils to practise skills and apply knowledge so that they develop a secure grasp of new learning. A key feature of most activities is the opportunity for pupils to reflect on what they are learning about and to judge how well they are doing and where they may need some extra help.
- Pupils enjoy sharing ideas and understand that they need to listen to others to work as an effective team. During the inspection, Year 4 pupils were busily planning a garden for the Chelsea Flower Show making great use of each other's ideas and confidently applying their mathematical skills to calculate the perimeter and area.
- Marking is of a consistently high standard in all of pupils' work. It is detailed and provides helpful next steps to help pupils improve their work and move to the next level. Pupils always make corrections and act on the advice given.
- Many opportunities are provided for pupils to increase their understanding of other cultures and develop their creativity. In every classroom and corridor, the wealth of art, design and pupils' written work on display is of a very high standard. It is also clear that information and communication technology skills are highly valued and taught well.
- Warm and positive relationships are a typical feature of all lessons. Staff ensure that disabled pupils and those with special educational needs are supported effectively to achieve as well as their peers.
- Leaders are aware that fewer pupils reach the higher levels in mathematics compared to reading and writing. More opportunities to practise and apply mathematical skills to problems is speeding up the progress for the most able in this area and the school is confident, and inspection evidence shows, that gaps in attainment are closing quickly between mathematics and the other subjects.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding.
- Pupils behave exceedingly well around the school. For example, lunchtimes are sociable occasions and pupils' behaviour is excellent. In the playground, pupils play happily together.
- In lessons and in meetings held with pupils, their attitudes and behaviour were exemplary. Across the school, pupils show great enthusiasm for learning. They are very quick to participate and are keen to do their very best for the teachers and teaching assistants.
- The school's work to keep pupils safe and secure is outstanding. Pupils have an excellent understanding of how to keep safe and are very confident that their views are heard and any issues they raise will be dealt with promptly. They recognise potential dangers when using the internet and know how to avoid these problems. Pupils have an excellent understanding of the different forms that bullying can take for their age.
- A scrutiny of the school's records and observations during the inspection, show that behaviour over time is excellent. Isolated incidents of unacceptable behaviour, for example, where pupils may have been unkind to others, are rare and are dealt with well.
- Pupils' spiritual, moral and social development is at the heart of much of the work in this school. Pupils hold highly positive views on the importance of helping others, including those who may be less fortunate than themselves.
- Pupils take part in a range of activities, including sporting events, and are very proud of what they achieve. The annual celebration evening, 'Strawberries and Wine', took place during the inspection and allowed many pupils the opportunity to show off their musical and performance talents to parents, staff and governors.
- Pupils attend school regularly and on time; attendance is high.

## The leadership and management are outstanding

- The school's motto, 'Be the best you can be', is an integral part of everything the school stands for and believes in. This phrase is referred to regularly by adults and pupils and sums up the high aspirations leaders, staff and governors instil in the pupils of Christleton.
- Staff and governors work as a well-organised, highly effective and committed team. Under the strong and determined leadership of the headteacher, very ably supported by the deputy headteacher, the school has successfully maintained its strong focus on improving the quality of teaching and developing the breadth and richness of the curriculum. All aspects are now outstanding and the school is very well-placed to continue to improve.
- Regular and systematic checks on the quality of teaching have ensured its improvement. Senior and middle leaders ensure that staff have every opportunity to develop and improve their skills.
- The school development plan is based on accurate self-evaluation and rigorous analysis; it identifies well-chosen actions to help the school meet the ambitious targets it sets itself.
- Pupils' progress is tracked very carefully and regularly. This ensures that every pupil is provided with levels of challenge and of support that are closely matched to their individual needs. Leaders are taking prompt action to help make sure that the proportion of pupils reaching the higher levels in mathematics is as good as those in reading and writing.
- The curriculum is rich and varied. Subjects are taught in themed topics which reflect the views and interests of pupils well. Many topics include visits to places of interests or visits from expert contributors, such as authors and specialist sports coaches, all of which add to pupils' strong motivation to learn. Further enrichment comes through residential trips and through a range of well-attended after-school clubs. The school has prepared well for the new 2014 curriculum. Reviews and amendments to the existing curriculum are in place to ensure that the school gets off to a flying start in September.
- Parents are highly appreciative of the school. Many opportunities are provided for parents to see how well their children are doing. Some of these visits form part of the curriculum. For example, in the autumn term each classroom becomes part of the 'school museum' where parents can visit and experience the history curriculum that their children are studying.
- The school uses the primary school sports funding effectively to provide specialist tuition. Pupils of all ages enjoy very good sport and physical education activities in lessons. The school is proud of its participation in competitive sports. For example, the girls' cricket team has experienced much success in the regional competition and were taking part in the County Finals during the inspection.
- The local authority rightly provides limited support for this outstanding school.
- **The governance of the school:**
  - The governing body is strongly committed to supporting the school to continue to improve. Governors receive detailed and valuable information from school leaders about the progress of pupils and they make regular visits to the school to gain accurate and comprehensive first-hand views of the school's performance. As a result governors are well-placed to hold the school firmly to account and do so by asking searching questions of leaders from a well-informed standpoint.
  - Governors ensure that performance-management systems are thorough and that leaders' and staff' targets are linked firmly to pupils' progress and school priorities. They are fully aware of the link between achievement of progress targets and salary progression. They ensure that safeguarding policies are fully in place and meet requirements.
  - Governors make sure that school finances are in order and that extra funding, like the pupil premium grant, is used effectively to support eligible pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111149
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	439547

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anna Barnes
<b>Headteacher</b>	David Harker
<b>Date of previous school inspection</b>	10 February 2009
<b>Telephone number</b>	01244 981189
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