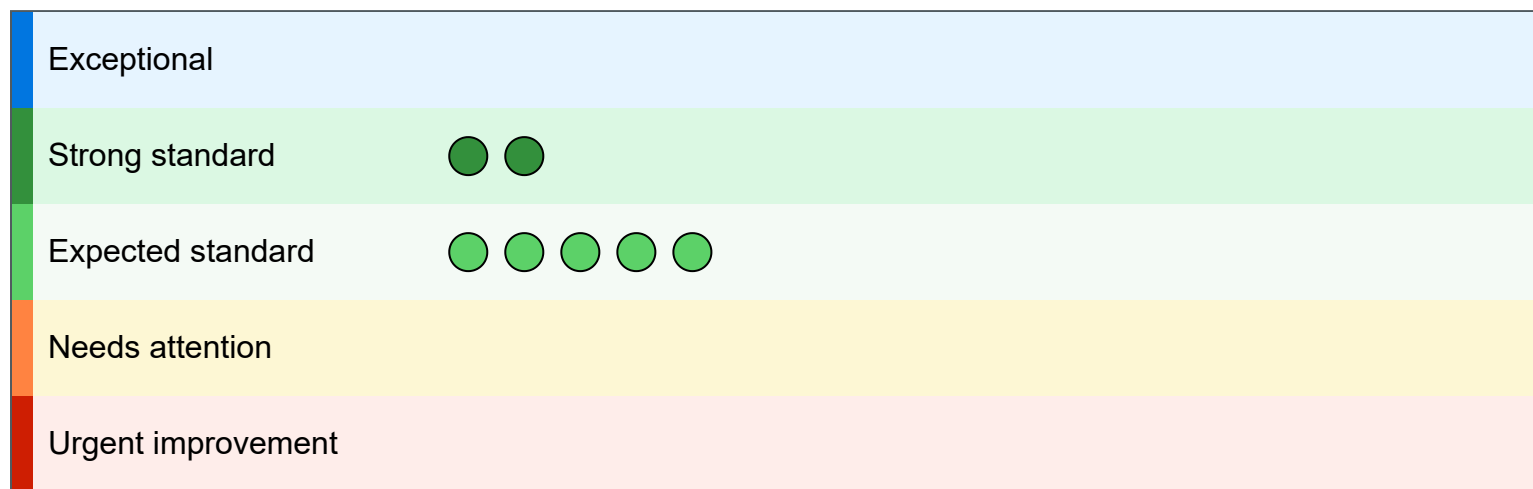


# Chesterton Primary School

Address: Brittain Avenue, ST5 7NT

Unique reference number (URN): 143345

## Inspection report: 9 December 2025



### **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 ●

### Inclusion

Strong standard ●

Leaders have established an effective, inclusive ethos with high expectations for all vulnerable pupils. The school's ambition for inclusion is palpable across classrooms and communal spaces. Leaders prioritise meeting the needs of pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Pupils who are known (or previously known) to children's social care receive the tailored support they need to succeed educationally and socially.

Staff are diligent in ensuring pupils' needs are identified early. Staff use effective strategies to address barriers to learning for all pupils. Leaders use comprehensive and well-considered systems to make sure that these strategies address pupils' needs effectively. For example, interventions for pupils with SEND are rigorously checked and skilfully adapted where necessary for maximum impact on pupils. Staff are well supported by leaders through high-quality professional learning and discussion. This enables them to provide purposeful and effective provision for pupils with SEND.

Leaders are determined that disadvantaged pupils should thrive. They use pupil premium funding effectively to ensure that disadvantaged pupils feel included and are successful in all aspects of school life. Leaders ensure that funding has the intended impact. Disadvantaged pupils achieve well here.

### Personal development and wellbeing

Strong standard ●

Pupils benefit from a rich, well-structured personal development programme that reflects the school's values. Pupils think deeply about their beliefs, respect others' views and explore moral issues.

From the early years, the curriculum builds pupils' understanding of cultural diversity and fundamental British values. Through visits to places of worship, themed pupil-led assemblies and workshops, pupils broaden their outlook and stay informed about current affairs. They demonstrate effective social skills, work well together and help to shape an inclusive school community. This prepares them well for life in modern Britain. Across the personal, social and health education and relationships and sex education and health education curriculums, pupils develop appropriate, deep and detailed knowledge. This strengthens their self-awareness, helps them to understand risks to their wellbeing and make informed choices online and in the local community. They speak confidently about the impact of bullying, what makes healthy relationships and the importance of respect for all. Pupils also speak of their understanding that 'we are all different, but we are all friends'.

Disadvantaged pupils and those with special educational needs and/or disabilities access a full range of enrichment opportunities alongside their peers. These include leadership roles, clubs and trips, which build pupils' resilience, independence and confidence. Leaders monitor and adapt this offer carefully, keeping it relevant and impactful. The school is proactive in supporting and developing pupils' talents and interests. Disadvantaged pupils

particularly benefit from music lessons. The school choir is proud to be active in the school and the local community.

The school promotes pupils' aspirations for the future. Pupils learn about a wide range of careers through assemblies, workshops and themed career days.

Pupils benefit from high-quality pastoral care to support their wellbeing. This is because staff have detailed knowledge of each pupil. The school provides carefully crafted support to nurture those pupils who need it. Leaders maintain strong links with families, including, for example, through open communication and tailored workshops. This work is helping pupils be successful at school.

---

## Expected standard

### Achievement

Expected standard 

On the whole, pupils make suitable progress through the curriculum. This equips them well for later learning in secondary school. Pupils achieve well in reading. This is reflected in their achievement in the Year 1 phonics screening check and outcomes at the end of Year 6 in the last two years. There have also been evident improvements in pupils' achievement in writing during this same time. However, pupils do not achieve as well as expected at the end of Year 6 in national tests in mathematics. Recent results have been affected by a significant number of pupils joining the school in Years 5 and 6 with gaps in their mathematical knowledge. While the school addressed many of these gaps, there was insufficient time to address all of them, resulting in lower outcomes in 2025. The current picture is far better. For example, for the last two years, pupils have achieved above national averages in the multiplication tables check at the end of Year 4.

Ensuring that disadvantaged pupils achieve well is a clear focus for leaders and staff. In many respects, they are achieving as well as those nationally and, in the case of reading, achieving as well as all pupils nationally.

### Attendance and behaviour

Expected standard 

Leaders systematically track attendance to ensure that pupils attend school regularly and benefit fully from their education. Attendance is broadly in line with national averages for all pupils. Leaders offer effective support to families and work closely with them to overcome any barriers to attendance. This consistent approach has led to a recent significant reduction in persistent absence.

Leaders have established clear expectations for pupils' behaviour through a well-defined behaviour policy. Staff usually apply this with consistency. Behaviour across the school is generally positive. Pupils behave well in class and around school. They are keen to learn and develop positive attitudes to learning. Any low-level disruption to learning is dealt with well. Pupils are polite and respectful and show this, for instance, by holding doors open and being well mannered. Pupils who struggle with their behaviour are supported well. For

example, they are given regular opportunities to take time to calm and refocus when needed. Pupils understand what bullying is and know how to report it to staff. Staff act quickly to prevent any issues from escalating. This results in incidents of bullying being rare and dealt with effectively. Leaders have created a culture where discrimination or harassment are not tolerated at this school.

## Curriculum and teaching

Expected standard 

Leaders, supported by the trust, make astute decisions about the school's curriculum. They have identified the crucial knowledge in each subject and year group that pupils need to learn over time. Skilled staff deliver the curriculum as expected. Consequently, pupils are typically ready for their next steps in education. Staff identify gaps in learning and generally address these well. However, while teachers regularly check how well pupils learn, there are times when approaches to assessment are not used consistently to secure pupils' knowledge. This means that some pupils do not make progress through the curriculum as well as they could.

The school is determined that pupils gain the important foundations in mathematics, reading and writing that they need to succeed. The development of pupils' communication and language skills underpins this. Leaders ensure that pupils learn to read as soon as possible. The school's phonics programme is delivered effectively. Pupils learn letter sounds and how to segment and blend words effectively. They practise these skills in their reading. Staff focus on ensuring that basic knowledge has been learned in mathematics and writing before pupils move on to other learning. They make appropriate adaptations to learning for pupils to remove barriers to success when needed. For example, pupils with special educational needs and/or disabilities learn successfully alongside their peers through carefully selected use of technology and relevant resources or additional adult support.

## Early years

Expected standard 

Children make a positive start in the early years. The early years curriculum is well sequenced and adapted to children's specific starting points. This effective approach begins in the provision for two-year-old children. Staff focus on making sure that every child, particularly the most disadvantaged, is cared for and learns well. For example, the focus on physical development in the provision for two-year-olds helps to make sure that they are ready to hold a pencil with confidence in the Reception Year. Children develop the essential skills they need to underpin all other areas of learning by the time they leave the early years.

Staff understand the need to focus on the development of children's communication and language skills. They ensure that their interactions with children are a high priority. Those children who need extra support with communication receive effective and focused support, for example through the 'time to talk' sessions. Children love to share books. Younger children explore sounds in the environment. Reception children learn the phonics they need to read and write with increasing confidence.

Children are well prepared for Year 1. Staff work with Year 1 teachers to ensure that children make a smooth transition into their new classes. The school works in partnership with

parents and carers. Parents are well informed. For instance, regular 'stay and play' sessions help them understand how best to support their children's learning at home.

## Leadership and governance

Expected standard 

Leaders are determined to make a positive difference for all pupils. They know pupils well, which helps to make astute decisions based on their individual needs. Parents and carers largely agree. One parent, typical of many views, commented: 'Every child is treated as an individual and their needs catered for in a very supportive and caring way.'

Leaders ensure that staff receive suitable professional learning, both in relation to their individual role and in developing practice linked to whole-school priorities. Leaders are mindful of staff workload and wellbeing. They provide staff with suitable support regarding their work and pastoral needs. Staff work well together as a team. They appreciate that leaders listen to them and have the best interests of the pupils at heart.

The trust and local governors carry out their roles diligently. They provide effective challenge and support for leaders. This makes sure that leaders are focused on the right aspects to benefit pupils and that the school continues to improve. Leaders have an accurate understanding of the school's strengths and what it needs to do to develop. They ensure that these priorities are a focus for improvement. In many respects, this is having a positive effect. For example, subject leaders are supported to fulfil their roles and focus on developing their subjects. However, in a few subjects, some of this work is at an earlier development stage. As a result, it has not fully impacted pupils' learning and achievement as well as possible across the curriculum.

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

Chesterton Primary School is a small school where leaders and staff get to know pupils and their families well. Leaders ensure that pupils are 'learning, growing and achieving'. To fulfil this motto, leaders have established high expectations of all pupils. Pupils typically rise to these expectations. They know that staff keep them safe and care for their individual needs deeply. Pupils enjoy learning a broad range of subjects. They typically achieve well from their starting points and are well prepared for their next steps in education. Their educational and pastoral needs are well considered and supported.

Relationships between staff, pupils and families are warm and positive. Pupils are kind and respectful. They behave well in lessons and at social times. They know that staff will help them with any issues of poor behaviour or if bullying should occur. Pupils attend school regularly because they and their families are well catered for. Leaders provide effective support to ensure that pupils attend well. This enables attendance at school to improve over time. Families appreciate this support. One parent's comment summed up the views of many when they stated, 'I don't know what I'd have done without them.'

Pupils play an active role in school life by being part of the school council or as 'wellbeing ambassadors'. They enjoy clubs and activities that stimulate their talents and interests. Leaders listen to pupils' views and requests when making decisions about which clubs to offer. Pupils also engage in broad and rich opportunities to enhance their learning. For example, pupils describe how a trip to a Victorian-themed town enabled them to understand life and shopping during Victorian times.

The school prepares pupils well for life in modern Britain. Pupils are empathetic, and they learn to understand the perspectives of others. This includes, for example, participating in experiences that develop their awareness of different cultures and religions.

---

## Next steps

- Leaders should ensure that assessment strategies are used consistently well to support pupils in securing their learning over time.
  - Leaders should strengthen subject leadership so that improvements in teaching and learning are embedded, and in turn, pupils learn well and achieve consistently highly across the curriculum.
-

## About this inspection

This school is part of the Collective Vision Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rob Swindells, and overseen by a board of trustees, chaired by Sarah Gribbin.

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 school leaders, including the headteacher, the assistant headteacher and other leaders during the inspection. The lead inspector spoke with trustees, including the vice-chair of the trust, and held meetings with the CEO and the educational development lead.

The inspectors confirmed the following information about the school:

The school uses one unregistered alternative provision.

The school also, under the same registration, runs a Nursery provision, which includes provision for two-year-olds.

The school has undergone a significant change since the last inspection. A new headteacher has taken up post.

Headteacher: Helen Swindells

---

### Lead inspector:

Barry Yeardsley, His Majesty's Inspector

### Team inspectors:

Victoria Jordan, His Majesty's Inspector

Andrew Washbourne, His Majesty's 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 9 December 2025

## School and pupil context

## Total pupils

**177**

Below 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)

**65.03%**

Well above 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

**2.26%**

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

**17.51%**

Close to average

### What does this mean?

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

National average: 15%

## Location deprivation

**Above 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	41%	61%	Below
2024/25	38%	62%	Below

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24</b>	58%	61%	Close to average
<b>2022/23</b>	29%	60%	Below

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	63%	74%	Below
<b>2024/25</b>	76%	75%	Close to average
<b>2023/24</b>	74%	74%	Close to average
<b>2022/23</b>	42%	73%	Below

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

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

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	53%	72%	Below
<b>2024/25</b>	67%	72%	Close to average
<b>2023/24</b>	68%	72%	Close to average
<b>2022/23</b>	29%	71%	Below

### **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	55%	73%	Below
2024/25	48%	74%	Below
2023/24	68%	73%	Close to average
2022/23	50%	73%	Below

## 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
Latest 3 year average	35%	46%	Below
2024/25	41%	47%	Close to average
2023/24	55%	46%	Close to average
2022/23	17%	44%	Below

### 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
Latest 3 year average	59%	62%	Close to average
2024/25	82%	63%	Above

Year	This school	National average	Compared with national average
2023/24	82%	62%	Above
2022/23	22%	60%	Below

### 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
Latest 3 year average	48%	59%	Below
2024/25	71%	59%	Close to average
2023/24	64%	58%	Close to average
2022/23	17%	58%	Below

### 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
Latest 3 year average	48%	60%	Below
2024/25	53%	61%	Close to average
2023/24	64%	59%	Close to average
2022/23	33%	59%	Below

### 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
Latest 3 year average	35%	68%	-33 pp
2024/25	41%	69%	-28 pp
2023/24	55%	67%	-13 pp
2022/23	17%	66%	-50 pp

## 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
Latest 3 year average	59%	80%	-21 pp
2024/25	82%	81%	2 pp
2023/24	82%	80%	2 pp
2022/23	22%	78%	-56 pp

## 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>	48%	78%	-30 pp
<b>2024/25</b>	71%	78%	-8 pp
<b>2023/24</b>	64%	78%	-14 pp
<b>2022/23</b>	17%	77%	-61 pp

### 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
<b>Latest 3 year average</b>	48%	80%	-32 pp
<b>2024/25</b>	53%	81%	-28 pp
<b>2023/24</b>	64%	79%	-16 pp
<b>2022/23</b>	33%	79%	-46 pp

### 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
<b>2024/25 (2 terms)</b>	5.6%	5.2%	Close to average
<b>2023/24</b>	6.2%	5.5%	Close to average
<b>2022/23</b>	7.8%	5.9%	Above

## 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 terms)	17.3%	13.3%	Above
2023/24	18.4%	14.6%	Above
2022/23	23.4%	16.2%	Above

## 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.

**The Office for Standards in Education, Children's Services and Skills (Ofsted)** inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit

[www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026



© Crown copyright