

Inspection of Childer Thornton Primary School

New School Lane, Childer Thornton, Ellesmere Port, Cheshire CH66 1QY

Inspection dates: 28 and 29 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

The headteacher of this school is Hannah Yarranton. This school is part of Concordia Multi Academy 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), Tracy Webb, and overseen by a board of trustees, chaired by David Keith.

What is it like to attend this school?

Childer Thornton Primary school is a place where pupils thrive. There is a strong sense of community where pupils, including children in the early years, feel happy, valued and safe. Pupils make a tangible contribution to the life of the school through the roles and responsibilities that they hold.

Pupils are acutely aware of how they can make a difference to the lives of others, for example by raising money for homeless charities. They are keen to learn about people from other cultures and religions. Pupils said that everyone is accepted for who they are in their school.

The school has extremely high expectations of pupils' achievement, including those pupils with special educational needs and/or disabilities (SEND). These expectations are fully realised across the broad and ambitious curriculum. Pupils achieve exceptionally well. They spoke about their learning with great enthusiasm.

Pupils are incredibly confident and articulate. They particularly enjoy meeting visitors to the school, such as authors and parents and carers who speak to pupils about their jobs. The school ensures that all pupils have the opportunity to take part in a variety of extra-curricular activities, including sports and learning musical instruments. This enables pupils to hone their talents and pursue a diverse range of interests.

Pupils work conscientiously in lessons. They take pride in their work and want to do well. Pupils' exemplary behaviour contributes to the smooth running of the school.

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

Reading is at the heart of the school's curriculum. Children in the early years eagerly recite rhymes and songs in readiness for learning phonics. In the Nursery class, children quickly learn to recognise sounds in words. Well-trained staff ensure that, over time, pupils become fluent and confident readers.

Skilled staff deliver the phonics programme consistently well. Those pupils who need to catch up with their phonics knowledge receive frequent, expert support. Children in the early years benefit from meaningful and regular opportunities to read with older pupils who have been trained in the school's phonics approach. Older pupils delight in the progress made by their younger schoolmates.

Leaders foster a love of reading across the school community. To this end, leaders have carefully chosen high-quality texts for each year group. Pupils read with fervour, for example they like using the Enchanted Forest Library to explore non-fiction books. Moreover, the curriculum library enables pupils to find out more about the subjects that they study. Pupils spoke excitedly about the books that they read, and they relish making recommendations for others.

The school has designed an aspirational curriculum which, in many subjects, exceeds the breadth and ambition of the national curriculum. Leaders have identified the important knowledge, skills and vocabulary that pupils must learn. The curriculum is designed to enable pupils to systematically deepen their knowledge and understanding. For example, in the early years, children use tools and techniques needed for work in art and design in Year 1 and beyond.

Across the school, pupils are taught the vocabulary that they will need for future learning. Pupils are equally well prepared to become fluent mathematicians. The school ensures that important knowledge is frequently revisited. Teachers support pupils to make strong links between the subjects that they are learning, for instance using knowledge of electrical circuits in science when working in design and technology.

Teachers have exceptionally strong subject knowledge. They use this to deliver the curriculum with flair and expertise. Teachers are adept at checking that pupils have understood what they have been taught. This enables teachers to identify and correct pupils' misconceptions swiftly. Pupils develop a deep and rich body of subject knowledge across the curriculum.

The school identifies the additional needs of pupils with SEND quickly. These pupils are well supported to work through the same curriculum as their peers.

The school is an oasis of calm. Clear and consistent routines contribute to the orderly atmosphere in the school. Pupils demonstrate extremely positive attitudes to learning. Low-level disruption is very rare. Support for families to ensure that their children attend school regularly and on time is highly effective.

The school provides a wide range of enrichment activities. Leaders ensure that all groups of pupils have opportunities to access clubs, represent the school and hold positions of responsibility. 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.

Leaders, including trustees and local governors, have created a culture of constant improvement and high aspirations. The needs of pupils, and their families, are at the heart of decision-making. Staff reflect on all aspects of the school's work. They feel exceptionally well supported by leaders professionally and personally. This helps staff to manage their workload and understand the importance of the tasks that leaders ask them to do.

Safeguarding

The arrangements for safeguarding are effective.

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	144529
Local authority	Cheshire West and Chester
Inspection number	10267992
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	Board of trustees
Chair of trust	David Keith
CEO of the trust	Tracy Webb
Headteacher	Hannah Yarranton
Website	www.childerthorntonprimary.com
Dates of previous inspection	4 and 5 May 2022, under section 8 of the Education Act 2005

Information about this school

- Childer Thornton Primary School is part of the Concordia Multi Academy Trust.
- The school runs a Department for Education funded English hub and school staff contribute to the work of a mathematics hub to support other schools.
- The school runs its own breakfast club and after-school provision.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the CEO, the trust education officer, members of the local academy board and members of the board of trustees.
- Inspectors carried out deep dives in early reading, mathematics and geography. 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.
- Inspectors also discussed the curriculum with subject leaders and pupils, and looked at pupils' work in music, art and design, design and technology, and science.
- Inspector reviewed a range of documents, including safeguarding records, records of meetings from the local academy board, reports from trust advisers, the school development plan and school policies.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses.
- Inspectors considered the views of staff and pupils through meetings, informal discussions and through their responses to Ofsted's online surveys.
- 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
Ian Cooper	Ofsted Inspector

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