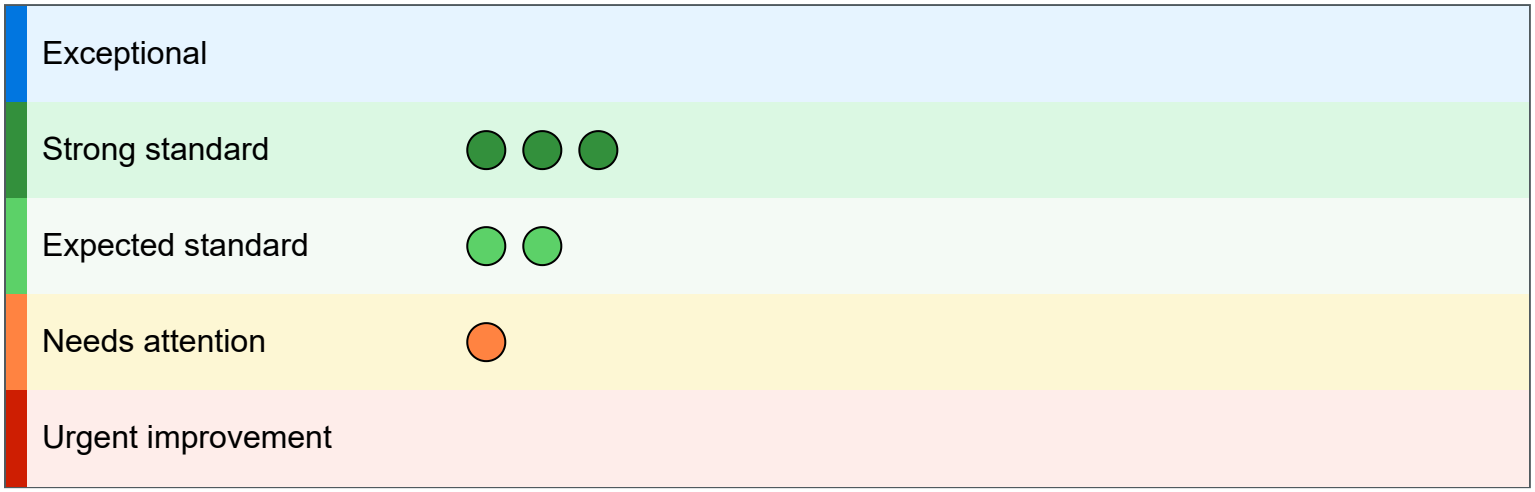
Chesterton Community Sports College

Address: Castle Street, Chesterton, Newcastle, Staffordshire, ST5 7LP

Unique reference number (URN): 140470

Inspection report: 14 July 2026



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

Attendance and behaviour

Strong standard

Leaders work with determination to improve pupils' attendance. They have an accurate and informed understanding of the factors affecting pupils' attendance. Leaders have a highly effective approach to early identification of needs. This means they offer tailored interventions for those who face barriers to attending school regularly. Staff work closely with families and outside agencies to build positive habits around attendance. Overall, attendance is in line with the national average and improving. Notably, attendance for pupils with special educational needs and/or disabilities and disadvantaged pupils is consistently above the national average.

Leaders have created a culture of high expectations for behaviour. Clear routines are consistently applied. As a result, pupils behave extremely well in lessons and around school. Pupils are polite, highly respectful and courteous. Lessons are consistently free from disruption. This means pupils learn in a calm and purposeful environment. Relationships between staff and pupils are warm, respectful and supportive. As a result, pupils develop resilience and are motivated to succeed. Older pupils, particularly those with 'ambassador' roles, act as role models for younger pupils. Bullying is rare. When it does occur, pupils trust staff to deal with it effectively. Incidents of discrimination are rare and not tolerated. Suspensions are consistently below the national average.

Inclusion

Strong standard

This is a highly inclusive school. Leaders have detailed knowledge of each individual pupil and their needs. Leaders' identification of pupils' needs begins before they start, through effective partnerships with primary schools and families. This ensures a smooth transition and enables leaders to put the right provision in place quickly where needed. A wide range of interventions is implemented to support each individual's needs. The impact of interventions for pupils with special educational needs and/or disabilities (SEND) is rigorously monitored and tracked. As a result, pupils with SEND make progress from their starting points and attend school regularly.

The pupil premium strategy is evidence informed. It includes identification of barriers to achievement for disadvantaged pupils. It informs leaders' actions to support these pupils and is implemented effectively. This means that disadvantaged pupils make progress from their starting points and attend regularly.

Leaders use alternative provision appropriately to meet pupils' needs. The school has invested in an internal alternative provision. This enables expert staff to provide tailored support for the most vulnerable pupils. As a result, pupils who might otherwise be at risk of exclusion remain engaged in a broad and balanced curriculum and develop a strong sense of belonging.

Leaders ensure that pupils known (or previously known) to social care receive impactful support that helps them to feel safe and be successful.

Personal development and wellbeing

Strong standard

Leaders have carefully considered the content of the personal development curriculum, which includes relationships and sex education. It is well sequenced, age appropriate and designed to reflect the national and local context.

Leaders provide training and support for staff who teach personal development. This has led to sustained improvements in the quality of the lessons. Leaders have strengthened the curriculum through cross-curricular links, assemblies and ‘drop-down’ days. Staff make adaptations to the delivery of personal development lessons to ensure they are accessible to all pupils, including pupils with special educational needs and/or disabilities. Leaders assess pupils' understanding regularly. They use this information to revisit essential learning. Pupils' work shows their progress over time. As a result, pupils develop detailed knowledge across personal, social, financial and citizenship education.

Pupils are very well supported to make informed decisions about their future. Leaders have carefully designed a comprehensive careers programme that broadens pupils’ awareness about the opportunities available to them. The programme includes careers days and weeks, work experience and visits to local employers. Pupils receive impartial advice about the education, training and employment pathways open to them.

Pastoral care is a significant strength of the school. Leaders have established a coordinated approach to pastoral support and have strengthened the wellbeing team. They draw effectively on a range of internal and external services. This leads to timely and targeted support for the pupils who need it. Pupils feel safe, well cared for and valued.

Leaders provide pupils with a wide range of opportunities that they might not otherwise experience. These include trips, visits and ‘creative learning’ weeks. Pupils also make meaningful contributions to school life through leadership roles, including prefects, subject leaders, peer mentors and primary ambassadors. As a result, pupils develop confidence, responsibility and leadership skills.

Expected standard

Curriculum and teaching

Expected standard

Leaders have an accurate and informed understanding of the quality of the curriculum and teaching. They have created an ambitious and challenging curriculum. For example, all pupils study Spanish in key stage 4 and may take an additional language if they choose. The curriculum is well sequenced and builds on pupils’ prior knowledge. Leaders have taken appropriate action to improve the curriculum and teaching to ensure all subjects are now taught effectively.

The inclusive curriculum meets the needs of all pupils. Leaders prioritise strong foundations through the ‘crucial knowledge’ curriculum. They have ensured that quality resources focus on what is the most important learning in each subject. This supports vocabulary and spelling development. Leaders and teachers know their pupils very well. As a result, pupils

with special educational needs and/or disabilities and those who are disadvantaged access the curriculum and make steady progress from their starting points.

Teachers' secure subject knowledge means that they typically plan for pupils' misconceptions and address them effectively. Pupils receive regular subject quizzes for recapping crucial knowledge. Teachers typically provide precise feedback throughout the lesson to strengthen pupils' understanding.

Leaders and teachers use assessment to track the development of pupils' knowledge and skills. They use this information to adapt teaching and provide extra support where needed.

Leadership and governance

Expected standard

Leaders have an accurate understanding of the school's context, strengths and areas for development. They have established clear improvement priorities and have taken largely appropriate action to drive improvement across all key areas of the school. However, monitoring is not consistently precise enough to identify where further action is needed. As a result, standards are not consistent across all aspects of the school's work.

Governors and trustees are highly committed to the school. Alongside school leaders, they contribute to and share a clear vision, ethos and strategic direction for the school. They take into account the context of the school and make sure that resources are used effectively. Governors and trustees are very supportive of the school and typically challenge leaders appropriately.

Staff, including early career teachers, are well supported by leaders across the school. Staff wellbeing is very important to leaders. This means that they take appropriate action to ensure workload is manageable. Staff speak highly of the school's leadership. They value leaders' support, approachability and their ambition for the school. Staff are happy and enjoy working in the school. Leaders are committed to 'growing their own' staff. As a result, staff retention is high. Professional learning is evidence informed. Leaders have a clear and well-thought-out professional development plan. This helps staff to continue to develop their expertise.

Leaders have engaged effectively with parents and the community. They collaborate with other local schools to share expertise in order to improve their offer.

Needs attention

Achievement

Needs attention

Published key stage 4 data is below the national average. Examination results show underperformance in some subjects and for particular pupil groups over time. As a result, these pupils are less well prepared for their next steps as they should be. However, the examination results of disadvantaged pupils are broadly in line with those of disadvantaged pupils nationally.

Pupils with special educational needs and/or disabilities make secure progress from their starting points.

The development of foundational knowledge is supported through specific interventions. Pupils are getting the help they need with reading, writing and mathematics. Pupils who receive these interventions make progress from their starting points and are able to keep up with their peers.

Recent improvements in identifying pupils who are not making enough progress mean that they are increasingly well prepared for their next stages of education, employment or training.

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

Pupils of Chesterton Community Sports College are encouraged to ‘be the best you can be’. Pupils feel included, safe and supported. They value the guidance they receive and say it supports them in making decisions about their next steps.

All pupils have access to a well-planned curriculum. They learn the key knowledge they need to progress well. Lessons are well resourced to meet the needs of all pupils, including pupils with special educational needs and/or disabilities. Pupils are well known by staff. Lessons are free from disruption. This helps pupils focus on their learning. Pupils value the resources provided for them. For example, they have access to electronic devices that allow them to complete their homework and engage in independent reading. Pupils who receive additional support make progress from their starting points. This helps them keep up with the ambitious curriculum. Some pupils, however, do not achieve as well as they should in examinations.

Pupils feel included in all aspects of school life. They enjoy positive relationships with their peers and with staff. Pupils are recognised for meeting this school’s high expectations with rewards. They take part in a wide range of extra-curricular clubs, trips and visits. Pupils also benefit from visiting speakers who work with them. Pupils are well prepared for life in modern Britain. They show respect and tolerance towards others. Pupils speak highly of these experiences and value the opportunities the school provides.

Pupils attend school regularly. They arrive to lessons on time and settle quickly to their learning. They display positive behaviour and attitudes to learning. Pupils rarely need reminding of the school’s expectations. Pupils feel safe and know how to keep themselves safe. Bullying is rare. Pupils trust that, when bullying does happen, staff will deal with it quickly and effectively.

Next steps

- Leaders should strengthen their analysis of all aspects of the school’s work so that they can evaluate the impact of their actions and identify where further improvements are

needed.
- Leaders should take effective action to raise achievement at the end of key stage 4, especially for middle prior attainers.

About this inspection

This school is part of 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), Robert 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 the headteacher, leaders from the school and the trust, trustees, governors, members of teaching and non-teaching staff and several groups of pupils during the inspection. An inspector spoke with the CEO of the trust.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 2 registered alternative provisions.

Headteacher: Stephanie Waterhouse

Lead inspector:
Debbie Tremble, His Majesty's Inspector

Team inspectors:
Philip Lloyd, Ofsted Inspector
Darren Bishop, Ofsted Inspector
Guy Shears, Ofsted Inspector
Mark Sims, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 14 July 2026

School and pupil context

Total pupils

903
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: 1,067

School capacity

870
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: 1,154

Pupils eligible for free school meals (FSM)

35.77%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 28.9%

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

2.44%
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: 3.09%

Pupils with special educational needs (SEN) support

27.46%
Well above average

What does this mean?

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

National average: 13.4%

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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	22.8%	45.4%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	29.2%	45.9%	Below
2022/23 (final)	35.8%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	41.2	46.1	Below
2023/24 (final)	43.8	45.9	Close to average
2022/23 (final)	46.3	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.10	-0.03	Close to average
2022/23 (final)	0.01	-0.03	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	13.5%	25.8%	Below
2023/24 (final)	17.1%	25.8%	Close to average
2022/23 (final)	19.6%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	32.7	34.9	Close to average
2023/24 (final)	38.9	34.6	Close to average
2022/23 (final)	38.6	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.18	-0.57	Above
2022/23 (final)	-0.11	-0.57	Above

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	13.5%	53.1%	-39.7 pp
2023/24 (final)	17.1%	53.1%	-36.1 pp
2022/23 (final)	19.6%	52.4%	-32.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	32.7	50.4	-17.8
2023/24 (final)	38.9	50.0	-11.1
2022/23 (final)	38.6	50.3	-11.7

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.18	0.16	-0.35
2022/23 (final)	-0.11	0.17	-0.28

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	88%	92%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	96%	94%	Average

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 (3 term)	8.6%	8.4%	Close to average
2023/24 (3 term)	9.8%	8.9%	Close to average
2022/23 (3 term)	10.7%	9.0%	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 (3 term)	26.0%	23.4%	Close to average
2023/24 (3 term)	27.8%	25.6%	Close to average
2022/23 (3 term)	33.7%	26.5%	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.

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