

William Stockton Community Primary School

Address: Heathfield Road, Ellesmere Port, Cheshire, CH65 8DH

Unique reference number (URN): 149675

Inspection report: 9 September 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 ●

Early years

Strong standard ●

Leaders have an excellent understanding of the experiences and teaching that children need to develop and achieve as well as they can. They make sure that children are successfully prepared for their next stage of education. Children progress through the curriculum very well from their differing starting points.

Highly skilled teachers identify children's different stages of development. Staff swiftly identify and respond to children's additional learning and developmental needs, including any special educational needs and/or disabilities. They ensure that appropriate support is implemented at the earliest opportunity.

Teachers expertly adapt how they present learning activities to ensure that all children learn what they need to succeed in Year 1 and beyond. For example, children develop a secure understanding of phonics. They also learn how to create accurate letter and number shapes.

Leaders prioritise children's welfare and wellbeing. Teaching staff know how to support and enhance children's all-round development. Leaders ensure that staff do not miss any opportunity to develop children's language and communication skills. Similarly, staff focus on children's personal, social and emotional wellbeing. Children in the school's Nursery Year are amply prepared for the Reception Year as a result. This is also true of children progressing from the Reception Year to Year 1.

Inclusion

Strong standard ●

Teaching staff expertly overcome pupils' differing barriers to learning. Leaders make sure that teachers quickly and accurately identify and meet pupils' needs. This includes pupils with special educational needs and/or disabilities (SEND). Leaders provide high-quality and well-chosen additional resources for pupils. For example, some pupils with SEND access the Rainbow Room at times. Here, expert staff support these pupils in developing important skills, such as communication or social interaction.

Leaders ensure that all pupils can access the curriculum. This includes pupils who join the school at different points within the academic year. Leaders provide carefully targeted additional support when needed. Pupils grow in confidence in embracing new learning. This is particularly true for pupils at the early stages of learning to speak English as an additional language or those who struggle with reading, writing or mathematics.

Leaders have clear and precise plans in place to support the most vulnerable pupils, including those who are disadvantaged. These plans support pupils who face additional challenges in life to access all aspects of school life. Leaders ably support pupils to attend school and to achieve as well as they can. Leaders adapt strategies skilfully to meet pupils' differing needs. They liaise closely with other relevant personnel, including external professionals, as well as parents and carers.

Expected standard

Achievement

Expected standard 

Pupils attain well in reading, writing and mathematics. This is reflected in the end of key stage 2 published results. Pupils with special educational needs and/or disabilities make the progress that they should from their differing starting points. This is also true for pupils who join the school at non-standard times. The gap between the attainment of disadvantaged pupils and their peers in school is narrowing.

The school's focus on developing correct letter and number formation from the beginning of the early years pays dividends. Pupils develop fluency in writing as well as reading. They also recall mathematical facts quickly. These skills support pupils' learning in other areas of the curriculum. They also help pupils to explain and apply their developing knowledge with ease as they progress through the school.

Pupils' recall of their learning in subjects other than English and mathematics is more variable. Although most pupils can remember much of their learning, this is less secure in some subjects.

Attendance and behaviour

Expected standard 

Leaders have high expectations for pupils' attendance and behaviour at school. Most pupils attend regularly and on time. They strive to uphold the school's values. Leaders prioritise the most vulnerable pupils with poorer attendance or punctuality rates. They use a wide range of strategies to improve the attendance of these pupils. The impact of leaders' work is clear in the improvement for many pupils. Current rates of attendance are better than published data suggests. However, the absence levels for some disadvantaged pupils are not reducing as quickly as those of other groups in the school. This means that some disadvantaged pupils are missing out on learning.

Leaders provide effective routines and systems for encouraging positive behaviour and attitudes from pupils. They ensure that staff use consistent approaches. Pupils behave well in class and as they move around the school, with little need for reminders by adults. Pupils who struggle with social interaction or managing their emotions successfully make use of the strategies and resources that leaders provide. Leaders deal with infrequent incidents of name-calling, including bullying, well. Pupils know that this kind of behaviour is not acceptable.

Curriculum and teaching

Expected standard 

Leaders ensure that teachers are clear about what pupils need to know. They make sure that teachers have the subject knowledge that they need to deliver the curriculum with confidence. This supports pupils to develop secure reading, writing and mathematical knowledge. Pupils steadily develop their fluency in these as they progress through the school. Teachers regularly check that pupils understand prior learning before moving on to something new. This is most successful in English and mathematics. In some other subjects, the effectiveness of pupils' learning is more variable. Pupils' recall of their learning is not

equally secure across the curriculum.

Teachers are experts in supporting pupils to use their phonics knowledge to read words. Leaders ensure that pupils who struggle with reading receive high-quality additional support until they can read accurately and with fluency. Pupils find reading pleasurable. They use their reading knowledge well to support other learning. This broadens their understanding of language and vocabulary.

Teachers make learning accessible for all pupils in their class. The approaches that they use are especially effective for pupils with special educational needs and/or disabilities. Teachers also support pupils who speak English as an additional language well. Teachers adapt resources and strategies skilfully to meet pupils' differing needs. They ensure that pupils build up their knowledge successfully.

Leadership and governance

Expected standard 

Leaders have a clear and accurate view of the strengths of the school. They identify suitable priorities for improvement. Leaders, trustees and members of the local governing body work in close collaboration. Those responsible for governance provide effective support and challenge for leaders. They make sure that leaders stay on track with the agreed school improvement work. In most cases, leaders achieve the targets that they set for themselves and the school. For example, leaders have focused on making sure that all pupils receive the support that they need to achieve well in English and mathematics. The impact of this work is evident in pupils' workbooks and their confidence in approaching new learning. However, at times leadership strategies are not as effective as they could be. This includes with regard to improving attendance among disadvantaged pupils.

There is a sense of common purpose in ensuring that all pupils achieve as well as they can. Leaders, local governors and trustees understand their roles in upholding their statutory duties. There are high levels of respect and professional dialogue to enable this to happen. There are similar positive and professional relationships between staff and leaders. Staff feel valued and well supported. They make effective use of the regular and high-quality professional development on offer. This, in turn, impacts on the positive experiences pupils receive while at school. Leaders also build effective relationships with parents and carers. Pupils and their parents trust leaders to act in pupils' best interests.

Personal development and wellbeing

Expected standard 

The school's personal development and wellbeing programme supports pupils well. Pupils grow in confidence and independence. Leaders ensure that pupils access a suitable range of experiences to enhance their personal growth. For example, all pupils access artistic, sporting and musical events. Leaders arrange trips and visitors to enrich pupils' learning. Some of these inspire pupils to try new skills or foster different talents. Clubs and leadership roles at the school are open to all pupils. However, leaders have not ensured that all pupils participate regularly in these opportunities. This includes some disadvantaged pupils and pupils with special educational needs and/or disabilities. They miss out on opportunities to develop new interests as a result.

Pupils value learning about how to stay safe and well. They have a secure understanding of how to maintain positive physical and mental wellbeing. The school's relationships and sex education programme successfully prepares pupils for the changes that will happen to their bodies when they are older. Pupils regularly learn how to protect themselves from potential danger in the world beyond the school gates. This includes when using online devices or resources.

Pupils learn about social norms that make society a better place for everyone. They start to develop a secure sense of how to behave towards others in the early years. Pupils build on this successfully and apply this knowledge well. This is evident in the politeness and consideration that pupils show to their peers, staff and visitors to the school. Pupils take part in voting and other democratic processes in the work of the school council. They understand why equality is important and recognise when people are excluded or ignored. Pupils are quick to respond when this happens. For example, they make sure that everyone has a friend to play with at breaktimes.

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

Pupils achieve well at school. They are well prepared for their next stages of education. This is underpinned by the flying start that they make in the early years. Pupils readily respond to leaders' high expectations. They quickly learn the effective routines in place to support all aspects of their learning. Staff quickly get to know pupils' strengths, interests and areas for development.

The school is a calm and welcoming place. Pupils develop firm friendships and enjoy being at school. They get along with staff and each other well during lessons and at social times. Pupils embrace the diversity within the school community. They participate with enthusiasm in the activities that leaders provide at lunchtime. Leaders make sure that pupils receive the support that they need to overcome any additional barriers that they face. Pupils with special educational needs and/or disabilities and disadvantaged pupils flourish. This success is due to the well-thought-out and effective support that they receive. This is also true for pupils who speak English as an additional language and for pupils who help to care for other members of their family.

Pupils behave well. They are respectful, kind and caring towards each other. Leaders deal with any incidents of unacceptable behaviour quickly and thoroughly. This helps pupils feel safe at school.

Most pupils attend school regularly. They develop positive attitudes to their learning. Pupils particularly enjoy developing their art skills and knowledge about different artists from around the world. They are keen to learn about their own locality and the wider community that members of the school belong to. For example, pupils have a secure understanding of the different religions and cultures that are represented in modern Britain. They understand how their school rules and values prepare them for living successfully in British society. Pupils are well prepared for their roles as citizens in later life.

Next steps

- Leaders should ensure that teachers support pupils to embed their knowledge more securely in subjects other than English and mathematics to help them prepare more effectively for their next steps in learning.
 - Leaders should ensure that disadvantaged pupils attend school as regularly as they can.
 - Leaders should ensure that pupils who face additional barriers in their life develop their talents, strengths and interests as well as they can. They should make sure that these pupils access wider opportunities at school to enhance their personal development.
-

About this inspection

This school is part of the Concordia Multi Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Davis, and is overseen by a board of trustees, chaired by David Keith.

The chair of the local governing body is Peter Quayle.

This inspection took place on 9 and 10 September 2026.

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. They also spoke with the CEO and other leaders during the inspection. An inspector spoke with representatives from the board of trustees and the local governing body. She also spoke with a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision for pupils.

The proportion of pupils who speak English as an additional language has increased in recent years. Some of these pupils come from other countries and often enrol at non-standard times.

Headteacher: Mark Allen

Lead inspector:

Claire Cropper, His Majesty's Inspector

Team inspectors:

Keith Pullen, Ofsted Inspector

Suzanne Blay, 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 9 September 2026

School and pupil context

Total pupils

367

Above 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: 268

School capacity

360

Close to 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)

41.67%

Above average

What does this mean?

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

National average: 26.5%

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

2.18%

Below 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: 4.1%

Pupils with special educational needs (SEN) support

21.25%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Well 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		61%	
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	53%	61%	Close to average
2022/23		60%	

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		74%	
2024/25 (final)	68%	75%	Below
2023/24 (final)	67%	74%	Below
2022/23		73%	

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		72%	
2024/25 (final)	71%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23		71%	

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		73%	
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	69%	73%	Close to average
2022/23		73%	

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		46%	
2024/25 (final)	56%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	52%	46%	Close to average
2022/23		44%	

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		62%	
2024/25 (final)	61%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23		60%	

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		59%	
2024/25 (final)	61%	59%	Close to average
2023/24 (final)	67%	58%	Close to average
2022/23		58%	

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		60%	
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	63%	59%	Close to average
2022/23		59%	

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		68%	
2024/25 (final)	56%	69%	-14 pp
2023/24 (final)	52%	67%	-16 pp
2022/23		66%	

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		80%	
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	67%	80%	-13 pp
2022/23		78%	

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
Latest 3 year average		78%	
2024/25 (final)	61%	78%	-17 pp
2023/24 (final)	67%	78%	-11 pp
2022/23		77%	

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		80%	
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	63%	79%	-16 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

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)	5.7%	5.2%	Close to average
2023/24 (3 term)	6.8%	5.5%	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)	17.0%	13.0%	Above
2023/24 (3 term)	19.6%	14.6%	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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted
© Crown copyright 2026



