

Dee Point Primary School

Address: Blacon Point Road, Blacon, Chester, Cheshire, CH1 5NF

Unique reference number (URN): 111218

Inspection report: 6 May 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.

Expected standard

Curriculum and teaching

Expected standard 

Since the last inspection, leaders have implemented an ambitious curriculum for each subject. This enables staff to ensure that new learning builds on what pupils already know. The design of each subject's curriculum has had a positive impact on learning, especially for younger pupils.

Teachers have access to high-quality training. Leaders have ensured that staff are confident to teach the basic skills that enable the youngest pupils to have a secure start. This includes teaching pupils to learn the sounds that they need to begin to learn to read, learn how to form letters accurately and learn to count with confidence. Leaders have effective oversight of teaching. They check that staff use consistent approaches, such as knowledge organisers, and focus on important vocabulary for each new topic. This helps pupils, including those with special educational needs and/or disabilities (SEND), to access lessons. In the specially resourced provision for pupils with SEND, known as The Nest, staff teach a curriculum that is well matched to the needs of pupils.

Staff's checks on learning highlight the gaps that older pupils have from the previous curriculum. They use this information to address such gaps, including for reading, writing and mathematics. However, this work has not had sufficient time to impact on test results at the end of Year 6.

Early years

Expected standard 

Early years provision is well led. Leaders have a clear understanding of children's needs and have built a curriculum that supports children's learning and wellbeing. Staff share high expectations for all children.

Teaching supports children in their learning and development well. Staff interact regularly with children and know when to step in to support and when to step back to promote independence. Outdoors, children play cooperatively. They share resources, take turns and talk together about what they are doing. Staff join play sensitively. They model language clearly and repeat key words. This helps children to build vocabulary and confidence in speaking.

Staff focus on building the foundations for writing. Children build their muscle strength and practise mark making throughout the day. Staff model correct letter shapes and help children to use phonics to attempt spelling. Leaders rightly prioritise writing so that children are well prepared for Year 1.

Children feel safe, settled and happy. Warm relationships help children to develop confidence and independence.

During their time in the early years, children typically make positive progress from their starting points. Refinements to the curriculum and the high-quality support children receive from staff contribute towards this. Nonetheless, leaders recognise the need to continue to

develop this area of the school to ensure that children are fully prepared for the demands of the key stage 1 curriculum.

Inclusion

Expected standard 

Inclusion is well established across the school. Leaders identify, assess and meet the needs of pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. This work reduces barriers to learning and helps pupils to access the curriculum. Leaders use additional funding to provide targeted academic support, including one-to-one tuition and reading and writing interventions. Free breakfast club and music tuition also support pupils' wellbeing.

Pupils with education, health and care plans benefit from the school's specially resourced provision for pupils with SEND, known as The Nest. Well-trained staff teach pupils in small classes in a calm learning environment. Staff match work carefully to pupils' needs, which helps pupils to make good progress from their starting points. In the mainstream classes, pupils with SEND also receive effective support. This enables some pupils with SEND to achieve the expected standard, or better, by the end of Year 6.

Pupils who are known, or previously known, to social care receive thoughtful and timely support. Leaders monitor these pupils closely to ensure they feel safe and can thrive. Carefully chosen interventions, such as art and play therapy, give pupils opportunities to talk with trusted adults. Leaders also ensure that there are suitable opportunities for pupils who are young carers to access activities so that they feel well supported.

Leadership and governance

Expected standard 

Leadership and governance are effective. Since the last inspection, leaders have improved the quality of education across the school. They acted quickly to review the curriculum and improve teaching. Leaders have an accurate understanding of the school's strengths and the areas that still need attention. They set clear priorities and keep pupils' learning and wellbeing at the centre of their work. Leaders check the impact of changes carefully and adapt plans when needed. They do not lose sight of the school's next steps for improvement.

Staff value the support that they receive from leaders. Leaders consider staff's wellbeing and manage their workload thoughtfully. Staff say that leaders listen to their views and respond to concerns. Early career teachers receive clear guidance and regular support. Training is well organised and linked closely to the school's priorities. Staff apply this training effectively in classrooms and when discussing pupils' progress.

Parents and carers speak positively about the school. Leaders also work closely with external agencies and professionals. This helps pupils who need additional support with learning, behaviour or wellbeing.

Those responsible for governance understand the school well. They fulfil their statutory duties and maintain a clear overview of the school's work. Governors ask thoughtful questions and hold leaders to account for the quality of education and pupils' outcomes. At the same time, they provide appropriate support.

Leaders work productively with other schools and the local community to broaden pupils' experiences. They recognise that attendance and achievement still need to improve further and have suitable plans in place to address this.

Personal development and wellbeing

Expected standard 

Pupils benefit from a wide range of opportunities that support their personal development and wellbeing. Leaders ensure that all pupils, including pupils with special educational needs and/or disabilities (SEND), take an active part in school life. Pupils with more complex needs receive highly personalised support in the specially resourced provision for pupils with SEND, known as The Nest. Staff support these pupils effectively so that they participate confidently in lessons, daily routines and the wider life of the school.

The personal, social and health education curriculum meets statutory requirements and prepares pupils well for life beyond school. Pupils learn about healthy relationships and how to stay safe online and offline. They speak confidently about protected characteristics and demonstrate a secure understanding of fundamental British values, including the rule of law and tolerance. As a result, pupils treat one another with kindness and respect. Some pupils take on leadership responsibilities. For example, 'Wellbeing Champions' help younger pupils to build friendships and enjoy learning. Pupils value these opportunities and understand how their actions can support others.

Pupils benefit from opportunities to develop their individual talents. Those with creative interests take part in art therapy, and many pupils enjoy singing as an important part of school life. These experiences help pupils to build confidence. Leaders make effective use of the school's location in the heart of the Roman city of Chester. Pupils work with the local theatre and the choir performs at the cathedral. Pupils enjoy visits from the zoo, rangers and the emergency services. Pupils in The Nest enjoy weekly trips in the local area to support their learning and build independence. Leaders put additional funding to good use to ensure that everyone can take part in such experiences.

Needs attention

Achievement

Needs attention 

Achievement in national tests at the end of Year 6 is below the national average. This includes for disadvantaged pupils when compared to other disadvantaged pupils nationally. This means that a number of pupils are not well prepared for secondary school. In addition, some older pupils have gaps in their learning from the previous weaker curriculum.

Leaders' actions have begun to have a positive impact on published results. Achievements in national tests for phonics and the multiplication check have improved and are now close to average. In lessons, pupils achieve well. This is especially the case for younger pupils, who have benefited from the new curriculums from the start of their education. For instance, children in Reception show how they form letters during phonics and pupils in Year 2 explain the stitching techniques they have used to make hand puppets in design and technology.

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

Attendance and behaviour

Needs attention 

Some pupils do not attend school as regularly as they should. Leaders recognise that previous systems were not as robust as they might have been. Leaders have recently strengthened systems to improve attendance more swiftly. Staff identify pupils with lower attendance and the reasons that prevent them from coming to school each day. They use a range of strategies in an effort to improve attendance. The use of the school minibus to collect some pupils each morning, together with free breakfast club and meet-and-greet support, shows leaders' understanding of the pastoral factors that influence attendance. When families do not get in touch, leaders follow this up with welfare checks. This shows that leaders act quickly to make sure that pupils are safe and get help early.

Leaders ensure that there is a very caring approach to behaviour across the school. Staff model kindness and set high expectations that pupils understand. Pupils behave very well in lessons and around the school. Classrooms feel calm, happy and focused. Pupils are polite, thoughtful and keen to learn. Leaders deal with any bullying quickly so that pupils feel safe. Staff address any discrimination without delay. The school welcomes everyone. Pupils feel valued, confident and excited to come to school each day.

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

Pupils at Dee Point are proud of their school. They arrive each day eager to learn and feel welcomed by staff. Staff take the time to get to know pupils and their families well. Pupils reflect the school's high standards in their conduct. They behave very well in lessons and as they move around the school. At lunchtime, pupils demonstrate excellent table manners.

Pupils enjoy learning. They benefit from the school's new curriculums. Consequently, younger pupils achieve well, including those in the early years. However, by the end of Year 6, some pupils do not achieve as well as they should in reading, writing and mathematics. This means that, while many of these pupils make progress from their starting points, some are not fully prepared for the move to secondary school. In addition, some pupils do not attend school as often as they could.

Pupils feel safe and well cared for. They trust staff and know whom to speak to if they have a concern. Staff do not tolerate bullying or unkind behaviour. When incidents occur, staff deal with them quickly and effectively. Pupils learn to reflect on their mistakes and understand how to make better choices.

Pupils benefit from a wide range of enrichment activities. After-school clubs, such as football, choir, running and cooking, are popular. Pupils are pleased to represent the school in sports including dodgeball, basketball and tennis. The girls' football team has enjoyed recent success. Pupils enjoy the school's extensive grounds. They delight in harvesting the many fruits and vegetables that are grown in the school garden. Every year, each class from Reception to Year 6 looks forward to their overnight camp. A particular highlight is to gather

around the campfire with their friends to toast marshmallows and sing songs. These experiences create lasting memories.

Next steps

- Leaders should swiftly address identified barriers to attendance to ensure that pupils attend regularly, including those who are disadvantaged and those with special educational needs and/or disabilities.
 - Leaders should address gaps in learning caused by the previous weaker curriculum. This is particularly important for disadvantaged pupils so that all pupils achieve well by the end of key stage 2 in reading, writing and mathematics.
 - Leaders should refine and strengthen the recently implemented curriculum in early years so that it improves outcomes for children, particularly for those with lower starting points.
-

About this inspection

The chair of the board of governors in this school is Joy Edge.

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 and other leaders during the inspection. They also spoke to members of the governing body, including the chair.

The inspectors confirmed the following information about the school:

The school has a specially resourced provision for 48 pupils in key stages 1 and 2. This provision caters for pupils with complex and moderate learning difficulties.

The school currently uses no alternative provision.

Headteacher: Dave Williams

Lead inspector:

Frith Murphy, His Majesty's Inspector

Team inspectors:

Julie Barlow, Ofsted Inspector

Juliet Francis, Ofsted Inspector

Lee Comber, Ofsted 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 6 May 2026

School and pupil context

Total pupils

489

Well 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: 272

School capacity

420

Above 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)

46.26%

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

10.43%

Well above 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

28.02%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs 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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

OTH - Other Difficulty/Disability, SLCN - Speech, language and Communication, ASD - Autistic Spectrum Disorder, SEMH - Social, Emotional and Mental Health, MLD - Moderate Learning Difficulty

What does this mean?

The type of Special Educational Needs provision provided at the school (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	37%	61%	Below
2024/25 (final)	40%	62%	Below
2023/24 (final)	35%	61%	Below
2022/23 (final)	35%	60%	Below

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	49%	74%	Below
2024/25 (final)	55%	75%	Below
2023/24 (final)	46%	74%	Below
2022/23 (final)	46%	73%	Below

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	54%	72%	Below
2024/25 (final)	60%	72%	Below
2023/24 (final)	44%	72%	Below
2022/23 (final)	56%	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	59%	73%	Below
2024/25 (final)	58%	74%	Below
2023/24 (final)	58%	73%	Below
2022/23 (final)	62%	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	26%	46%	Below
2024/25 (final)	24%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	27%	46%	Below
2022/23 (final)	27%	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	43%	62%	Below
2024/25 (final)	49%	63%	Below
2023/24 (final)	42%	62%	Below
2022/23 (final)	37%	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	46%	59%	Below
2024/25 (final)	46%	59%	Below
2023/24 (final)	38%	58%	Below
2022/23 (final)	53%	58%	Close to average

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	54%	60%	Close to average
2024/25 (final)	49%	61%	Close to average
2023/24 (final)	46%	59%	Below
2022/23 (final)	67%	59%	Close to average

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	26%	68%	-42 pp
2024/25 (final)	24%	69%	-45 pp
2023/24 (final)	27%	67%	-40 pp
2022/23 (final)	27%	66%	-40 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	43%	80%	-37 pp
2024/25 (final)	49%	81%	-32 pp
2023/24 (final)	42%	80%	-37 pp
2022/23 (final)	37%	78%	-42 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
Latest 3 year average	46%	78%	-32 pp
2024/25 (final)	46%	78%	-32 pp
2023/24 (final)	38%	78%	-39 pp
2022/23 (final)	53%	77%	-24 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
Latest 3 year average	54%	80%	-26 pp
2024/25 (final)	49%	81%	-32 pp
2023/24 (final)	46%	79%	-33 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 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
2024/25 (3 term)	6.3%	5.2%	Above
2023/24 (3 term)	6.8%	5.5%	Above
2022/23 (3 term)	7.3%	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 (3 term)	17.9%	13.0%	Above
2023/24 (3 term)	22.7%	14.6%	Above
2022/23 (3 term)	20.7%	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.

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



© Crown copyright