

# Christ Church Charnock Richard CofE Primary School

**Address:** Church Lane, Charnock Richard, Chorley, Lancashire, PR7 5NA

**Unique reference number (URN):** 119463

## Inspection report: 10 February 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 ●

### Achievement

Strong standard ●

Pupils learn well and achieve highly. They gain secure knowledge and a wide range of skills across the curriculum. Consistently high-quality written work and pupils' confidence when they speak about their learning reflect this. Pupils make links across what they have learned in different subjects to demonstrate depth in their understanding. Disadvantaged pupils, including those with special educational needs and/or disabilities, build securely on what they already know.

Over time, the proportion of pupils achieving the expected and higher standards in key stage 2 national tests for reading, writing and mathematics has been above the national average. Pupils also achieve highly in the phonics screening check at the end of Year 1 and the multiplication tables check in Year 4. This means pupils are prepared very well to decode words as they learn to read and build their fluency, and in their use of number, which supports pupils' secure learning in mathematics.

Pupils are very well prepared for their next stage of education.

### Attendance and behaviour

Strong standard ●

Leaders consistently promote and expect high attendance. They have regular and robust processes in place to monitor and track absences. The positive relationships leaders and staff have with families mean they are able to take appropriate action to address attendance concerns as soon as they arise. As a result of leaders' highly effective approaches, absence rates continue to decrease and attendance remains high.

Pupils' behaviour across the school is exemplary. Staff have consistently high expectations. From the early years, children are taught 'koinonia', which is the importance of teamwork and togetherness. Older pupils take a lead role in promoting this and the shared responsibility of living out the school's values. The school is a calm, positive place for pupils to learn without disruption. Bullying is rare. Leaders take swift action to manage any incidents.

Pupils are incredibly proud to be part of their school. They enjoy attending and are highly motivated to do their best. Leaders put in place carefully thought-through support to help pupils who may struggle to manage their behaviour. For example, some pupils benefit from targeted support in small groups to manage their emotions. Pupils then apply these strategies to resolve conflict maturely and with growing independence.

### Personal development and wellbeing

Strong standard ●

Leaders have embedded an ambitious and extensive personal development and wellbeing programme that has a very positive impact on pupils. It prepares pupils very well for life beyond school. Leaders ensure it is inclusive and that all pupils, including disadvantaged pupils, benefit from it.

From the early years, children are supported by staff to develop their curiosity about the world and learn the difference between right and wrong. Across school, pupils engage in discussions eagerly. They are reflective and have a firm sense of justice. Pupils recognise the benefits of listening to and learning from others to challenge their own thinking. Pupils learn about British values, such as tolerance. They visit places of worship and develop a deep understanding of different world faiths. Pupils talk sensitively about different cultures and backgrounds, showing a secure appreciation for equality.

Pupils learn how to keep themselves safe and well. They know the importance of keeping healthy. For example, in science, pupils develop their understanding of the benefits of regular exercise and a balanced diet. Pupils have an age-appropriate understanding of healthy relationships. They know how to manage risks to their wellbeing, including when they are online.

Pupils are keen to contribute to their community. They show compassion through charitable activities and fundraising. Leaders provide plenty of opportunities for pupils to develop their talents and interests. Many pupils take up this offer. Pupils learn to play musical instruments and watch live performances. They are proud of their sporting achievements and relish the chance to participate in competitions.

Pastoral support, alongside this wider offer, helps pupils to grow socially and personally. Everyone at Christ Church Charnock Richard sees this as a distinctive feature of the school. The care and support pupils receive is the driving force behind their academic success and pupils' genuine love of school.

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## Expected standard

### Curriculum and teaching

Expected standard 

Leaders regularly check the impact of the curriculum to ensure that pupils secure the appropriate knowledge and skills across subjects. The curriculum is broad and ambitious. Leaders make well-considered changes to refine what pupils learn. For example, they have recently developed ways to enrich pupils' use of technical vocabulary across a range of subjects.

Leaders ensure that pupils secure firm foundations in communication, reading, writing and mathematics from the start. The school's approach to the teaching of phonics is highly successful. Pupils are skilfully taught the sounds that letters make and letter shapes quickly so that they learn to read and write with accuracy from the early years. They build their knowledge of number steadily through logically ordered learning. They solve more complex mathematical problems as they move through school. If pupils have gaps in their knowledge, appropriate support is put in place to help them catch up.

Typically, teachers deliver new learning with clarity and demonstrate appropriate subject knowledge. They carry out checks on learning to make sure pupils understand what has been taught, and this enables them to shape further learning. Staff provide additional

support so that pupils with special educational needs and/or disabilities can access the curriculum successfully.

## Early years

Expected standard 

Leaders prioritise the early years. Effective partnerships with parents, carers and other professionals ensure a smooth transition for children into the early years. The curriculum focuses on embedding positive learning habits, such as taking turns and listening carefully, as well as securing children's knowledge and skills. Staff know the children well and provide high-quality activities that help children to learn, apply and practise what they have been taught. The learning environment inspires children to explore and learn with growing independence. Children demonstrate high levels of sustained engagement and an interest in their learning and play. They benefit from the familiar routines and warm relationships with adults. This creates a secure and nurturing environment.

Children develop their communication skills and extend the range of vocabulary they use due to the high-quality interactions staff provide. Phonics is taught with precision. Children have opportunities to apply and practise the sounds that they have learned and their letter formation in the provision. They begin to read and write quickly and with accuracy. Children develop a secure understanding of number.

Leaders recognise the importance of supporting children who may find learning more challenging. Staff help children, including those with identified barriers to their learning, to make suitable progress. As a result, most children are well prepared for Year 1.

## Inclusion

Expected standard 

Leaders are committed to inclusion and are ambitious for all pupils. Children's needs are identified quickly when they join the school in the early years. Staff work proactively with parents, carers and external professionals to gain an accurate understanding of any potential difficulties children may face. They use this well to provide carefully tailored teaching and targeted support at every point in the school day. For example, staff provide individualised support for some pupils to catch up with their learning in English and mathematics, or extra help to manage friendships. This helps pupils with special educational needs and/or disabilities (SEND) and those who face barriers to learning and/or wellbeing to feel safe, experience success and develop their sense of belonging.

Leaders continually develop staff expertise. Staff are well trained to adapt activities to meet the diverse needs of pupils, including those with education, health and care plans. As a result, pupils with SEND access learning alongside their peers successfully.

Leaders use additional funding, such as the pupil premium, effectively. They understand pupils' changing needs. However, the support that a small number of pupils receive is not consistently helpful. Leaders recognise that systems for monitoring the impact of their actions, and adjusting support for pupils accordingly, are not always as robust as they could be. Occasionally, this means some pupils do not get the precise support they need.

Leaders have a deep understanding of the school's context. They focus on appropriate priorities to further drive improvements. Leaders have a clear vision for the school, which focuses on pupils flourishing academically, socially and emotionally. They successfully place great emphasis on delivering high-quality education through a well-planned curriculum and an extensive personal development programme.

Governors play an active role in school life. They have a clear understanding of the school's work and the positive impact it is having on pupils. Governors provide effective challenge to leaders. They also ensure leaders are supported so that everyone in the school community is able to flourish and succeed.

Leaders have developed a positive culture for professional learning in which staff take responsibility for developing their practice. Due to recent staffing changes, leaders are further building staff confidence and expertise across year groups and subjects to ensure that pupils experience consistently high-quality teaching.

Staff speak positively about the support they receive. They appreciate leaders' commitment to managing their workload. Staff value working at a school that prioritises wellbeing. They feel valued and trusted and are highly committed to doing their very best for pupils.

Parents and carers value the education their children receive. They are full of praise for the caring ethos and the community spirit that leaders have developed.

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

This is a school that values inclusion, strives to develop the whole child and promotes a sense of belonging. Pupils feel part of the school community. They arrive happily each morning and attend well. Warm and positive relationships are the bedrock of the work that the school does. Pupils are safe and are taught to protect themselves from harm, including online, and to manage their mental health. They know that trusted adults will be on hand to address any concerns they have.

Staff have high expectations of pupils. From the early years, children are taught the importance of learning. They build independence and resilience. Beyond early years, pupils thrive as they learn a curriculum that extends beyond the academic. Teachers support pupils to overcome any barriers they face to learning or wellbeing effectively. Pupils achieve highly, including in national tests. They flourish as a result of the extensive opportunities offered to develop their interests and talents and to explore the wider world. Leaders make sure these experiences are accessible for all pupils, including those with special educational needs and/or disabilities.

Pupils' behaviour is excellent. They know what is expected of them and love to impress staff. Bullying is not a concern here. Older pupils are positive role models for children in the early years. Through the 'buddy' system, children learn self-care skills such as how to use a knife and fork. Older pupils excel when given opportunities to make a positive difference to others in their school community. They relish the leadership roles they hold such as 'play at

lunchtime' leaders and eco-councillors. They understand how these responsibilities help them become active and involved citizens. Pupils are well prepared for the next stage of their education and for life beyond their school community.

Parents and carers view the school as a safe space where their children are nurtured. They value the 'family feel' of the school and the high levels of care.

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## Next steps

- Leaders should ensure that they check the impact of support for disadvantaged pupils and pupils with special educational needs and/or disabilities with greater rigour and precision, to ensure that adjustments to meet pupils' changing needs are effective.
  - Leaders should further develop staff expertise to ensure consistently high-quality teaching across year groups and subjects.
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## About this inspection

The chair of the board of governors in this school is Jill Henderson.

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.

Inspection activities:

Inspectors spoke with school leaders, including the headteacher, the deputy headteacher, the special educational needs and disabilities coordinator and other leaders. They also spoke with governors, a representative of the local authority and a representative of the diocese during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The last section 48 inspection of the school's religious character took place in February 2023.

This school does not use any alternative provision.

Headteacher: Helen Brooks

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**Lead inspector:**

Emily Morris, His Majesty's Inspector

**Team inspectors:**

John Littler, Ofsted Inspector

Sarah Price, 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 10 February 2026

**School and pupil context****Total pupils**

**197**

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: 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)**

**8.63%**

Well below 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**

**2.03%**

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: 3.5%

**Pupils with special educational needs (SEN) support**

**21.32%**

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 below 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	77%	61%	Above
2024/25 (revised)	77%	62%	Above
2023/24 (final)	71%	61%	Above
2022/23 (final)	82%	60%	Above

### 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	85%	74%	Above
2024/25 (revised)	92%	75%	Above
2023/24 (final)	82%	74%	Above
2022/23 (final)	82%	73%	Above

### 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>	84%	72%	Above
<b>2024/25 (revised)</b>	85%	72%	Above
<b>2023/24 (final)</b>	82%	72%	Above
<b>2022/23 (final)</b>	86%	71%	Above

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

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	93%	73%	Above
<b>2024/25 (revised)</b>	92%	74%	Above
<b>2023/24 (final)</b>	89%	73%	Above
<b>2022/23 (final)</b>	96%	73%	Above

### **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.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	71%	46%	Above
<b>2024/25 (revised)</b>	S	47%	S

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	S	46%	S
<b>2022/23 (final)</b>	S	44%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged 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>	71%	62%	Above
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	S	62%	S
<b>2022/23 (final)</b>	S	60%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged 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>	100%	59%	Above
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	S	58%	S
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	100%	60%	Above
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	S	59%	S
<b>2022/23 (final)</b>	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## **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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	71%	68%	4 pp
<b>2024/25 (revised)</b>	S	69%	S
<b>2023/24 (final)</b>	S	67%	S
<b>2022/23 (final)</b>	S	66%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	71%	80%	-8 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	80%	S
<b>2022/23 (final)</b>	S	78%	S

### **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.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	100%	78%	22 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	S	78%	S
<b>2022/23 (final)</b>	S	77%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	100%	80%	20 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	79%	S

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

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## 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 (2 term)	3.2%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	3.7%	5.9%	Below

### 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 term)	1.8%	13.3%	Below
2023/24 (3 term)	4.6%	14.6%	Below
2022/23 (3 term)	5.3%	16.2%	Below

## 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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