

# Chaddesden Park Primary School

Tennessee Road, Chaddesden, Derby, DE21 6LF

## Inspection dates

12–13 September 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils of all abilities do not always make good progress throughout Key Stage 2.
- The quality of teaching is not consistently good.
- Teachers do not always expect pupils to produce enough work and present it carefully.
- Sometimes the work teachers set does not provide enough challenge to all pupils.
- Teachers do not always make effective use of marking and feedback to help pupils improve their own learning.
- The school's analysis of pupils' performance data is not rigorous and systematic enough to secure the best rates of school improvement and to enable leaders at all levels to fully measure the impact they are having.

### The school has the following strengths

- Children make a good start to their learning in the Early Years Foundation Stage. Progress through Key Stage 1 in reading, writing and mathematics is good.
- The headteacher, with enthusiastic support from the governing body, has quickly established a clear and positive sense of purpose across the new school.
- Leaders, managers and governors are improving the quality of teaching and pupils' achievement. As a result, staff morale is high and parents are appreciative of changes made.
- Pupils behave well. They feel safe and take good care of each other.

## Information about this inspection

- The inspectors observed 18 lessons including two joint observations with the headteacher. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with two groups of pupils, the Chair and other members of the Governing Body and members of staff including senior leaders and other leaders with particular responsibilities. Inspectors also heard pupils read.
- Inspectors took account of 52 responses to the online questionnaire Parent View and the outcomes from the school's consultations with parents. Inspectors also spoke to several parents during the school day.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current progress, the school development plan, performance management, the use of pupil premium funding and documentation and records relating to pupils' behaviour and safety.

## Inspection team

Andrew Clark, Lead inspector	Additional Inspector
Janet Drinkall	Additional Inspector
Gwen Onyon	Additional Inspector

# Full report

## Information about this school

- Chaddesden Park Primary School opened in September 2012 following the amalgamation of the separate junior and infant schools.
- The school is larger than the average primary school.
- The large majority of pupils are from White British families. There is a small proportion of pupils from Eastern European countries.
- A small proportion of pupils speak English as an additional language.
- The proportion of pupils who are known to be eligible for the pupil premium is average. This is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been a significant number of recent staff changes, particularly at Key Stage 2.

## What does the school need to do to improve further?

- Raise standards and improve achievement, particularly at Key Stage 2, through improving the quality of teaching to consistently good or better by:
  - making sure that teachers have consistently high expectations of the work pupils produce and the presentation of all their work
  - ensuring all work set is consistently challenging to pupils of all abilities throughout the lesson
  - making full use of accurate marking and feedback so that pupils improve and manage their own work.
- Improve the effectiveness of leadership and management by:
  - establishing rigorous procedures to analyse, use and apply data on all aspects of pupils' performance to set highly challenging targets for school improvement and for leaders and managers at all levels to measure their effectiveness.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not make consistently good progress in all subjects through Key Stage 2. This is because the overall quality of teaching is not always good.
- Pupils attained broadly average standards in reading, writing and mathematics by the end of Year 6, reflected in 2013 national tests and assessments. However, too few pupils made better than expected progress over time and a few did not make the normally expected progress from their starting points in Year 2 national assessments.
- Pupils in Years 3, 4 and 5 generally make broadly expected progress in all three subjects during the year but few pupils make better than expected progress. This largely reflects the overall quality of teaching.
- Pupils' achievement in writing is variable because they do not always take enough care in presenting it carefully and writing in a clear and legible handwriting. There are, however, indications that recently improved policies are making an improvement.
- In mathematics, standards are also broadly average by Year 6. Pupils quick recall of mathematical facts and calculations is not always secure enough to make sure they make the best progress they can.
- Pupils do not consistently produce enough work in the time available to help them reach higher standards and develop the stamina for further success. This is because teachers' expectations of what they can do vary.
- The school is increasingly addressing the areas of pupils' work which need improvement. For example, through new approaches to teaching writing and mental mathematics. However, the procedures to precisely measure the progress of all groups of pupils in lessons and over time are not systematic and rigorous enough to boost learning even more quickly.
- Disabled pupils and those who have special educational needs make similar progress to that of other pupils, as do pupils from minority ethnic groups and those who speak English as an additional language. Their progress requires improvement because pupils are not always challenged enough in their lessons.
- Pupils who are known to be eligible for the pupil premium achieve standards which are slightly above those seen nationally for similar pupils. Currently these pupils are approximately a term below average compared with other pupils in the school. Well-planned use of additional funding has led to progress which has been better than expected and indicates that the gap is narrowing between their achievement and that of others throughout the school in English and mathematics.
- More-able pupils generally make expected progress, but they are not always challenged to make the best progress they could, particularly through teachers using marking and feedback to challenge them.
- Children start the Early Years Foundation Stage with skills which are generally typical for their age and sometimes below in communication language and literacy. They make good progress at this stage and develop inquisitive minds and their basic skills in reading and writing are well

established.

- Pupils continue to make good progress through Key Stage 1 and leave Year 2 with standards which are above average in reading, writing and mathematics. This largely reflects the quality of teaching at this stage.
- Pupils make a particularly good start in learning to read because they acquire good skills in matching letters to their sounds. They read for a wide range of purposes throughout the school. However, progress is not yet good overall because the teaching of more advanced reading skills is not always challenging enough in Key Stage 2.

### **The quality of teaching**

### **requires improvement**

- While the quality of teaching is improving, it is not leading to all pupils achieving well, especially at Key Stage 2. Although inspectors saw a number of lessons in which teaching was good and occasionally outstanding, over time not enough teaching is good or outstanding.
- While teachers generally mark work regularly, they do not always provide clear guidance for pupils to follow to reach the next steps in their learning. They do not make sure that pupils address weaknesses, such as in spelling or misunderstandings in their mathematical calculations and clearly identify the next steps for improvement.
- Teachers do not always set work which provides the right challenge to all abilities. Consequently the more-able pupils sometimes have work which is too easy while the less-able do not always have the guidance they need. Teachers do not make full use of their knowledge of pupils' progress to increase the level of challenge during the lesson.
- Teachers do not consistently make it clear how pupils should present their work and the care that they should take. Consequently, handwriting and other basic skills are not as securely established as they could be.
- Teachers' questioning skills are often a strength of lessons and reflect the focus on preparing pupils for writing. They provide increasingly good opportunities for pupils to talk to each other and sharpen their learning skills.
- Teachers make good use of skilled teaching assistants in most lessons. They are well deployed to support and challenge pupils through careful questioning and good demonstration of ideas.
- In the Early Years Foundation Stage, activities are well planned to build children's enthusiasm and interest in learning. This is arranged through attractively resourced activities that children select for themselves, such as the role-play in outdoor areas. Reading, writing and number skills are introduced through counting and listening games. Good use is made of information and communication technology to engage children.
- Parents are particularly appreciative of the new procedures for homework and increasing information they receive on their child's learning. This is contributing to improving teaching and learning.

### **The behaviour and safety of pupils**

### **are good**

- Pupils behave well and are friendly towards each other and adults.

- Pupils say they feel safe because they are well cared for by teachers and other adults. They say that bullying seldom happens and school records confirm this. They have a good understanding of different types of bullying especially cyber-bullying. If it takes place, pupils are confident it will be quickly dealt with.
- Racist incidents are rare. Pupil exclusions from school are also very rare.
- Pupils enjoy school. They have positive attitudes to work and want to do well. They are keen to answer questions and offer their opinions. They particularly relish the opportunities to discuss their ideas prior to writing and giving one another advice about their work in lessons.
- Parents express positive views about pupils' behaviour and enjoyment of school. They feel behaviour and attitudes are improving through the common approach to managing it throughout the school. They feel the school supports pupils with emotional and social difficulties well and helps them take responsibility for themselves.
- Pupils' behaviour is not outstanding because in lessons where they are not challenged enough they lose concentration and focus.

### **The leadership and management**

### **requires improvement**

- The school's leaders, at all levels, do not have rigorous enough procedures to thoroughly collate and analyse data on all aspects of the pupils' performance, especially their progress.
- As a result, senior and subject leaders do not consistently use the information to full effect to target and organise school improvements and precisely measure their success. Consequently there are too many inconsistencies in the quality of teaching and learning for it to be good. This undermines some of the clear gains that have been made in establishing the amalgamated school.
- The headteacher has brought the staff and governors together as a cohesive working unit with common aims and values. There is a sense of urgency to raise standards of teaching and learning.
- The development and use of the school's able 'coaching team' of subject and other leaders is leading to increasing improvements to the quality of teaching despite significant staff changes at Key Stage 2, which has limited its full effectiveness.
- The local authority is providing appropriate support and challenge to the school. The reviews over the last year show that the school is making progress in tackling and improving the provision, including the quality of teaching and learning.
- The school provides a balanced and overall engaging curriculum. It contributes well to pupils' spiritual, moral, social and cultural development as a result. The school places strong importance to the development of pupils' health and physical well being and provides a good range of clubs, activities and team games. The school is extending this through the use of Primary Sports Funding for professional coaching in, for example, gymnastics.
- The school tackles any rare issues of discrimination well and this contributes to the harmony within the school community. All pupils are treated equally, but not all make the same progress

because the quality of teaching varies.

#### ■ The governance of the school:

- The governing body is well led and informed through detailed reports from the headteacher and its own increasingly systematic checks on the school's work and pupils' progress. However, governors are limited in their full effectiveness by the weaknesses in the school's data systems. The governors make good use of training opportunities provided by the school and local authority to develop their roles. They are involved in the school's self-evaluation process and have clear understanding of the quality of teaching. They ensure priorities for improvement are focused on addressing underperformance through, for example the use of the pupil premium and the development of the 'coaching team'. They appropriately decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	112763
<b>Local authority</b>	Derby
<b>Inspection number</b>	424927

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Phelps
<b>Headteacher</b>	Helen Smith
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01332 673533
<b>Email address</b>	admin@chaddpark.derby.sch.uk

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