

# Chesterton Primary School

Green End Road, Cambridge, CB4 1RW

**Inspection dates** 9–10 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The strong, focused and inspirational leadership of the executive headteacher has had a major impact in establishing good-quality education in this new academy.
- The executive headteacher sets high standards and, along with other leaders, has high aspirations for pupils' behaviour and achievement. There is a determination to provide the best education and a wide range of experiences for every child.
- Pupils achieve well because of consistently good teaching.
- Pupils' achievement is checked thoroughly and regularly. Support is put in place for those not doing well enough, to ensure they catch up quickly.
- Pupils are happy at the academy. Attendance has improved and is now at average levels.
- Behaviour is good and pupils feel safe and well looked after. Pupils have positive attitudes to learning. Procedures to keep them safe are effective.
- As a result of very effective transition arrangements, children in the early years settle quickly in the academy and get off to a good start with their education. They are well taught in a supportive, caring environment and make good progress.
- The curriculum provides a good range of interesting topics and visits that pupils enjoy; these support their learning well.
- The recently formed senior and middle leadership teams show great enthusiasm and growing expertise. The academy's ability to improve continues to strengthen as a result.
- Highly committed governors know the academy well and challenge senior leaders robustly.
- The Trust's central team and the academy's board provide high-quality support and challenge.
- The academy has fostered strong relationships with parents. They show a growing confidence in the ability of the academy to ensure their children achieve well.

### It is not yet an outstanding school because

- Work for the most able pupils sometimes lacks challenge; they are not always moved on to harder work quickly enough.
- The outdoor learning areas, particularly those for the early years, are not always used effectively to support pupils' learning.

## Information about this inspection

- The inspector observed teaching and learning in many lessons involving different teachers. Some observations were carried out jointly with the executive headteacher.
- The inspector talked with groups of pupils to seek their views about the academy, and listened to the views of many other pupils during lessons, playtimes and lunchtimes. The inspector listened to pupils read and looked in detail at the work in pupils' books and files from across the age groups.
- The inspector held meetings with senior and middle leaders. Meetings were held with the executive headteacher, the Chair of the Governing Body, who is also a member of the Trust board, governors and a senior representative of the Active Learning Trust.
- The inspector observed the academy's work and looked at a range of documentation. This included the academy's self-evaluation and development plan, and records of attainment of children in Reception and of pupils in Year 1. Other documents reviewed included minutes of meetings of the local governing body, monitoring and evaluation of teachers' work, and those relating to the provision for disabled pupils and those who have special educational needs. The inspector also considered a range of policies on, for example, behaviour, safeguarding, equality and the curriculum.
- The inspector took into consideration the responses of 11 questionnaires completed by staff. The inspector considered 15 responses to Ofsted's online Parent View survey, and spoke with parents at the start of the day.

## Inspection team

Susan Thomas-Pounce, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The academy is smaller than the average-sized primary school.
- The academy opened in September 2013, with 19 children starting in Reception. The academy now has 19 pupils in Year 1 and 30 in Reception. The academy will add new year groups each year until it contains all year groups from Reception through to Year 6. Places are oversubscribed for September 2015.
- The academy was opened because of the shortage of primary school places in the local community. This is the first inspection carried out since the academy opened.
- The academy provides full-time provision for children in Reception.
- The majority of pupils are White British. A small minority of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below the national average. This is additional government funding for pupils known to be eligible to receive free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs is in line with the national average.
- All key appointments to senior positions have been made. Further appointments will be made to the senior team and other teaching and non-teaching staff as the number of pupils on roll increases.
- The academy serves a very mixed community, with pockets of significant deprivation. A small proportion of pupils attend for short periods of time only before being re-housed, so there is significant mobility within classes and year groups.
- Chesterton Primary School is sponsored by the Active Learning Trust. The Trust currently manages 12 academies in Cambridgeshire and Suffolk, one of which is the Isle of Ely Primary School. The executive headteacher also leads that school.

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

- Improve teaching and learning, particularly for the most able pupils, by making sure that the work set is always sufficiently demanding.
- Improve opportunities for learning and development in the outdoor areas, especially in the early years, by providing a better range of resources.

## Inspection judgements

### The leadership and management are good

- The executive headteacher has high expectations that are clearly recognised by staff and parents. Her inspirational and highly skilful leadership, in conjunction with the support of other senior leaders and members of the Trust, has enabled the academy to make good progress since its opening. The academy's senior leaders provide a clear vision for the academy and have quickly created a very positive ethos.
- The academy's self-evaluation and development plans are accurate and identify priorities to improve pupils' achievement. There are thorough, strong and consistently applied systems for managing behaviour and monitoring pupils' attendance. Leaders systematically check the quality of teaching and learning through regular lesson observations, book checks and meetings to discuss pupils' progress. They meet frequently with teachers to review their work. Teachers are provided with a good balance of challenge and support, and receive appropriate training and development. As a result, the quality of teaching is never less than good.
- The leadership of subject leaders is strong. As a small academy, leaders fulfil multiple roles and they carry these out effectively. They are passionate about the education they provide and work closely together to ensure pupils receive the best. Together, they actively identify areas of weakness and implement detailed action plans to support each other in improving these areas.
- Teachers' performance is managed thoroughly. Leaders review pupils' progress and additional staff responsibilities regularly. Effective monitoring ensures that feedback is consistent. Staff are reflective and know that salary increases are not given unless pupils make rapid progress. The academy has developed successfully a rigorous and effective approach to assessing the rates of progress pupils make.
- Leaders make effective use of the pupil premium funding to ensure that disadvantaged pupils make good progress, often better than that of their peers. The academy has recently received the primary academy sport funding. Plans are in place for expert physical education and sports coaching to help staff improve their knowledge and skills and raise expectations, and to provide more opportunities for pupils to take part in sports.
- The curriculum is well matched to pupils' needs. Listening to the interests of pupils is an essential feature in the planning of topics. Consequently, activities excite and motivate, resulting in pupils developing a love of learning and achieving well. High-quality enrichment is a distinctive feature of the academy, and this aspect of the curriculum adds immense value to pupils' all-round development including their preparedness for the next stage of their education and for life in modern Britain. Although the academy does not yet have pupils above Year 1, leaders have already introduced visits to businesses such as law firms into the curriculum to raise pupils' aspirations for future careers.
- The academy promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils have good opportunities to reflect on the importance of being kind and helpful in assemblies, clearly know right from wrong, and have many cultural opportunities through art and music. They know bad language or acts of unkindness, such as discrimination, are not tolerated in the academy.
- Pupils understand the concept of equality; for example, they know that although everyone is different, all should be treated equally. They develop an appreciation of life in modern Britain through the academy's core values, such as cooperation and respect, through their understanding of the academy's rules and through their role as academy councillors.
- The executive headteacher has been well supported by the Trust. With its strong support, she was instrumental in setting up this academy. Together, they have worked closely with governors, parents and staff in developing the academy's vision and have worked effectively to ensure positive communication with parents. Members of the Trust understand the academy well and provide highly effective support and challenge to ensure the academy continues to progress. For example, they have provided very useful opportunities for leaders and teachers to visit other academies, as well as using specialist staff for advice and support as the academy grows.

■ The academy meets its statutory requirements for safeguarding pupils. There is a secure and robust culture of safeguarding in the academy, which is meticulously monitored by leaders, ensuring the safety of pupils both in and beyond the academy.

■ **The governance of the school:**

- The governing body is knowledgeable about the academy and has a good range of skills, which are used well to provide very effective support and challenge for the academy's leaders.
- Governors share the ambition and drive of the executive headteacher. They have a good and accurate understanding of the strengths and weaknesses of the academy. They know how well children in the early years are performing in relation to other schools nationally and within the local authority.
- Through visits to classes, talking to pupils and meeting with leaders, governors have a good understanding of the quality of teaching and the impact on learning. Records show that governors are knowledgeable about the criteria for teachers' pay progression and have ensured that the routines are in place to manage and, if necessary, improve staff performance.
- Governors ensure the financial stability of the academy by close monitoring. For example, they have a good knowledge of how pupil premium funding is spent and the impact it has on the achievement of disadvantaged pupils.
- Governors make sure that safeguarding arrangements meet statutory requirements and that the academy works effectively to keep pupils safe.

**The behaviour and safety of pupils** are good

**Behaviour**

- The behaviour of pupils is good. Pupils typically behave well in lessons, during assemblies, at play and around the academy. Only occasionally, when lessons do not engage them fully, do a small minority become fidgety and lose interest.
- Clear and effective policies and procedures for monitoring behaviour are applied consistently by staff. As the pupils walk away from their classroom to go to play or assembly, they say, 'When we are walking we are not talking.' This helps to remind them of the high expectations staff have of them.
- Pupils say that behaviour is good because they are clear about what is and what is not acceptable behaviour. The academy is successful in promoting tolerance, mutual respect and an acceptance of diversity. This underpins the academy's approach to fostering good relationships across the academy and results in a harmonious and calm learning environment.
- Pupils enjoy taking on responsibilities, such as being academy councillors and are pleased with the contribution they make to the academy. They have put forward many ideas to make the outside learning environment more exciting.
- The academy has a strong focus on rights, respect and responsibility to encourage pupils to be kind, caring and thoughtful towards each other. The 'seven C's' of Chesterton – communication, confidence, curiosity, connecting, commitment, consideration and creativity – are a significant part of the academy's way of working and an example of the high expectations of all the staff. Children know and understand what is expected of them and demonstrate positive behaviour.
- The academy has effective systems in place to monitor attendance and follows up any concerns quickly, especially any pupils who are persistently absent. Academy leaders, including the governing body, have worked closely with parents to improve attendance, and attendance is now broadly average.

**Safety**

- The academy's work to keep pupils safe and secure is good. Academy leaders' commitment to safeguarding pupils is reflected in the effective provision and robust processes in place in the academy.
- Pupils say that they feel safe in the academy and are confident that adults will help them if they need it.

- Pupils across the academy are well aware of how to stay safe, including when using the internet and social media. They move around the academy safely and sensibly.
- Pupils are clear about what constitutes bullying. They say that there is very little bullying in the academy and, when it does occur, it is dealt with quickly by staff. Academy records indicate that there are very few bullying incidents.
- The academy works well with agencies in the local area to provide support for the pupils and to raise awareness of how to stay safe in the local community outside the academy.
- Parents are confident that the academy keeps their children safe and that they behave well.

### **The quality of teaching** is good

- Inspection evidence, strongly supported by the academy's own very detailed monitoring records, confirms that teaching is consistently good. Consequently, pupils enjoy their learning and make at least good progress in reading, writing and mathematics.
- Staff are enthusiastic and have positive relationships with pupils. Teachers use their good subject knowledge to plan activities that excite pupils and promote good learning and sustained progress. Teachers mark pupils' work carefully and regularly and give pupils helpful feedback.
- Teachers plan well for reading sessions. They are particularly successful when focused on developing key reading skills, enjoyment and discussion. Pupils talk enthusiastically about reading. They told the inspector that teachers encourage them to read at the academy and home.
- The teaching of mathematics is good across the academy so that pupils learn well and enjoy the subject. Pupils consolidate and strengthen their basic mathematical abilities effectively through regular revision of calculation skills.
- The teaching of writing is good. Pupils are given opportunities to write across a variety of subjects. Books viewed show that pupils are confident writers and enjoy writing about a wide range of topics. As a result, pupils make good progress in their writing.
- Teaching assistants support pupils well. For example, in Year 1, pupils were encouraged to write a story about a pirate adventure. The teaching assistant sat alongside them writing her own story, modelling effectively the key skills needed to be a successful writer.
- Pupils identified as having special educational needs receive work appropriate to their needs. Interventions and one-to-one sessions are helping pupils quickly gain the skills they need in English and mathematics. This gives them confidence to try activities in other areas of their learning. As a result, pupils are making good progress in reading, writing and mathematics.
- Pupils of all ages are motivated and engaged by their tasks and activities. Teachers' assessments of what pupils already know and can do are regular and accurate and are used well to plan future learning. Activities generally meet pupils' varying needs and abilities and have a clear purpose. Expectations of what pupils are capable of achieving are generally high. However, sometimes work for the most able lacks challenge and this can slow their progress. Additionally, the outdoor areas on the academy site are not always used effectively to support pupils' learning and development.

### **The achievement of pupils** is good

- After a good start to learning in the early years, all groups of pupils continue to make good progress from their varying starting points.

- Pupils enjoy reading. Most are confident in using their knowledge of letters and the sounds they make to read unfamiliar words. Consequently, nearly all are on track to meet the expected standard in the end of Year 1 phonics check.
- Pupils' early writing skills are well developed, and teachers provide pupils with a range of opportunities to practise these skills across a wide range of topics. Letter formation and sentence construction are accurate, and books show an expectation of high-quality work. Books show that pupils make at least good progress in their writing.
- Most pupils achieve well in mathematics and are making good progress. Pupils are currently on track to make better than expected progress by the end of Year 1.
- From their starting points, disadvantaged pupils make good progress in reading, writing and mathematics. Any remaining gaps between their attainment and that of other pupils continue to close at a good rate as a result of rigorous tracking of the achievement of pupils and due to good teaching.
- Disabled pupils and those who have special educational needs make good progress because of the effective support that they receive from teaching assistants and specialist support teachers.
- Pupils who speak English as an additional language and those who are new to speaking English as an additional language make good progress because they are well supported in their learning.
- Academy data and inspection evidence show that the most able pupils across the academy make good progress overall. However, occasionally, the most able do not reach their full potential because they are not always fully challenged in their learning.

### The early years provision

is good

- Most children start in the Reception class with levels of skills, knowledge and understanding that are below those typically seen in children of this age. Some children start school in the Reception class having had no previous nursery education. There are high levels of communication between home and the academy. For example, the academy provides regular 'taster sessions' in the term before children start full time. This not only helps children to settle quickly into school life, but it also helps parents to feel involved in their children's learning. During the inspection, the children joining the academy in September came in and worked with their new teacher on how they could work and play together. They came up with plenty of good ideas and suggestions, all of which were used to form their 'rules for learning'.
- Children make good progress because of the good quality of teaching and effective support, especially in acquiring literacy and numeracy skills. Most leave the Reception class with skill levels in line with the national averages in all areas of learning. This ensures they are well prepared as they move into Year 1. The proportion of children who are on track to achieve a good level of development is higher this year than in 2014.
- Teachers provide a calm atmosphere so children feel safe and secure. Relationships are good and teaching ensures that learning is enjoyable and that the activities provided meet children's varying needs and abilities. For example, children enjoy sharing familiar stories, rhyming songs, dressing up in the role-play area, or learning about the many different mini-beasts. Children get actively involved and thoroughly enjoy the broad variety of activities.
- A strong emphasis is placed on developing children's social skills so that they are ready for learning before they enter Year 1. Children clear up after themselves both inside and outside. They confidently make their own decisions about what they want to play and learn next. They follow instructions from all the adults carefully and behave well.
- Leaders have an accurate view of the quality of the provision and children's learning in the early years.

They have taken effective action to ensure assessments are reliable, using both internal moderation and drawing on external support to ensure data are secure.

- Good leadership and management ensure that provision in the early years is good. Leaders ensure that safety procedures are robust so that children are kept safe. Leaders forge a strong partnership with parents early on in the child's school life. Home/school books are used to good effect to share information about children's well-being and their learning. Parents agree that the provision in the early years is good. They appreciate the warm and friendly welcome given by staff.
  
- There is a well-planned balance between teacher-led activities and opportunities for children to learn by working independently to apply new skills. However, the outdoor classroom is not developed sufficiently in resources and equipment. Consequently, learning outdoors is not as rich as it could be because there are not enough appropriate resources to develop the pupils' skills across all areas of learning.



## 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 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>	139556
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	450276

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>	Academy sponsor-led
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marion Lloyd
<b>Headteacher</b>	Bryony Surtees (Executive headteacher)
<b>Date of previous school inspection</b>	Not previously inspected
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