

Chaddesden Park Primary School

Tennessee Road, Chaddesden, Derby DE21 6LF

Inspection dates

2–3 December 2015

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and her team provide strong leadership. They have worked vigorously to improve teaching, learning and systems to check pupils' progress since the previous inspection. This has led to improvements in both teaching and outcomes.
- Because they are now well taught, current pupils learn well, make good progress from their starting points and reach the standards expected for their age.
- Pupils learn in a supportive environment where their teachers know them well. As a result, pupils have positive attitudes to learning and work well together.
- Disadvantaged pupils are making good progress and are catching up with their classmates.
- The school's work to keep pupils safe and secure is effective.
- Pupils enjoy school life and they behave well. Their conduct around the school is good. Pupils of all ages get on well together.
- Pupils work hard and take pride in their work. They take great care to ensure that their work is always neat and well presented.
- The provision for pupils' spiritual, moral, social and cultural development is good. They are well prepared for life in modern Britain and their next stage of education.
- Children in the early years benefit from good-quality provision and they are well prepared for Year 1
- The governing body supports the school well and has a good awareness of its strengths and weaknesses. It is rigorous in holding the school to account for pupils' progress and ensuring that it continues to improve.

It is not yet an outstanding school because

- Teachers do not do enough to help pupils develop their reasoning and problem-solving skills in mathematics.
- Marking is not consistently good in all subjects.
- Sometimes the work for more-able pupils is not hard enough, which means they do not learn as well as they could.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make the best possible progress by ensuring that:
 - teaching in mathematics consistently enables pupils to develop and apply their reasoning and problem-solving skills
 - the level of challenge is well judged and stretches the more-able pupils
 - marking and feedback across all subjects is of the same high quality as that in English and mathematics.

Inspection judgements

Effectiveness of leadership and management is good

- Leadership and management are good because actions taken are improving the quality of teaching and improving outcomes for pupils. Leaders have created a very positive ethos in the school in which all pupils are valued, behave well and are keen to learn.
- The headteacher provides strong and focused leadership with high aspirations for pupils' achievement. She has created an effective senior team and together they provide good challenge and support for staff. All staff who responded to the questionnaire are very supportive of the work of the headteacher and her team to bring about further improvements. As one teacher put it: 'this is a wonderful school for children and staff to learn and grow'. Many agree that the school has improved since the last inspection.
- Systems to track and analyse pupils' progress have been greatly improved. Staff use the tracking information well to carefully plan the learning of their classes. Information on progress is collected regularly and staff use this to identify where and when pupils need additional help and support. As a result, rates of progress are improving across the school.
- There are strong systems in place to manage performance and check the quality of teaching through planned observations, scrutiny of work and analysis of information about pupil progress. Leaders have an accurate view of the strengths and areas for development across the school and any inadequate teaching is quickly addressed. Teachers appreciate the opportunities they are given to improve their skills through coaching and seeing good practice either in this school or at other schools.
- Newly qualified teachers are supported well. Those spoken to were full of praise for the support they received.
- The school's self-evaluation of its effectiveness is accurate. It clearly identifies strengths as well as what can be done to improve further. Leaders recognise that they did not act quickly enough to take actions to improve teaching and learning in mathematics so that all pupils, especially the most-able, make good progress.
- Plans for improvement are organised effectively and set out appropriate actions to address the areas for improvement. Leaders ensure that the plan is understood by the whole school community. Recent work with the pupils resulted in them contributing to the school improvement plan and creating their version called 'Best Path', which is prominently displayed in the hall.
- Leaders spend additional funds from the pupil premium wisely. This includes spending on additional support in reading, writing and mathematics, learning mentors, drama therapy for vulnerable pupils and provision of music lessons for those who cannot afford them. The spending is closing the gap between disadvantaged pupils and others.
- All teachers are encouraged to take on leadership roles and senior leaders have invested in training for teachers to take on responsibility for subjects such as science, art and history. They value the training and say it has helped them understand the role better. They are already having a positive impact as seen through their action plans to improve learning in their subjects.
- The school makes good use of its primary physical education and sports premium. Leaders have increased the range of sports clubs available to pupils and participation in them has risen. Specialist sports teachers have been employed to work alongside class teachers to improve their skills. As a result, pupils say that physical education lessons are interesting and fun.
- The range of subjects that the school offers is broad and balanced and promotes pupils' academic achievement and personal development well. English and mathematics have the necessary prominence to ensure that pupils gain essential skills at a good rate while other subjects such as science, art, history and French are also covered. It is enriched by a range of trips and residential visits as well as after-school clubs such as the 'mad science club'. The curriculum supports pupils' spiritual, moral social and cultural development well.
- Leaders ensure that pupils are well prepared for life in modern Britain. They foster good relations and tackle discrimination by ensuring that pupils learn about the different beliefs and lifestyles of others. Regular 'R time' sessions in class help pupils to learn how to listen to and respect each other's views.

- The local authority has a good understanding of the school's performance. It has provided appropriate support since the school's last inspection to assist it in its improvement.
- **The governance of the school**
 - Governance has improved and is now very effective. After the previous inspection, governors carried out an audit of their skills and produced an action plan to improve their effectiveness. They attended numerous training events, which have helped them to become very skilful. They now provide a good level of challenge and support for the school's leaders.
 - Governors know the school very well. They rigorously monitor the work of the school by visiting lessons, scrutinising progress, attendance and behaviour data and meeting with parents at parents' evenings. They join leaders when they are making checks on teaching and talk to pupils about their learning. These activities enable them to have an accurate view of the strengths and areas for improvement in the school.
 - Governors have a detailed knowledge of the quality of teaching at the school and know and understand the school's arrangements for improving teaching. They have been very supportive of the headteacher in her work to eradicate inadequate teaching. They ensure that decisions about teachers' pay are appropriately linked to their performance and responsibilities.
 - They are fully involved in working with school leaders to create the school improvement plan and recently worked with school staff on a training day to finalise it. At a recent governors meeting, subject leaders all gave a presentation on their action plans and this enabled governors to have a strong understanding of their work.
 - Governors track finances well and support leaders in deciding how additional funding such as pupil premium funding should be spent.
 - Governors not only ensure that the school's statutory requirements for safeguarding are fulfilled but they also visit the school to talk to pupils and staff to check for themselves that policies and procedures are fully implemented.
- The arrangements for safeguarding are effective. Leaders create a safe environment where pupils feel supported and safe. Parents and carers are well informed through the website about arrangements for safeguarding. Staff training is kept up to date and staff members know the action they should take when concerned about a pupil's welfare.

Quality of teaching, learning and assessment **is good**

- Teaching is improving quickly as a result of the strong drive by leaders to ensure that all teaching is at least good. The regular and rigorous monitoring of the quality of teaching along with a commitment to continually train and develop teachers and learning support assistants means that good teaching is now evident across the school. As a result of improvements in teaching, pupils are making better progress and standards are rising.
- Classrooms are attractive and organised effectively. Teachers use vibrant displays and examples of pupils work imaginatively both in the classrooms and around the school to show what good work looks like and stimulate pupils' learning.
- Teachers know the pupils well and have very positive school relationships with them. They have high expectations of their classes and are committed to raising pupils' aspirations and self-confidence so that they believe they can do well. Across the school, teachers insist on high standards of handwriting and presentation in all subjects. As a result, pupils take a pride in their work, and their books are beautifully presented, with neat handwriting and calculations.
- Teachers are effective at encouraging pupils to work together. Pupils readily work with partners to talk about and share their ideas. In a history lesson, for example, pupils did their own research on Benin artefacts, so that they became an 'expert' and then worked in pairs to build up their knowledge by teaching each other about what they had found out about their artefacts.
- Teachers make good use of learning support assistants, and they make a strong contribution to pupils' learning. Targeted support by assistants often helps disabled pupils and those with special educational needs to concentrate as well as to make progress. Both teachers and learning support assistants use

questioning well to check pupils' understanding and encourage them to think for themselves. However, sometimes the questioning does not do enough to encourage pupils to think deeply about their answers and this leads to a lack of challenge for the more-able pupils.

- Teachers have strong subject knowledge and use it to plan creative and imaginative activities that engage and interest pupils. Younger pupils in the Reception class enjoyed experimenting with a tray of ice to find out for themselves what happened when it melted.
- The teaching of reading and writing is good and all teachers place strong emphasis on developing pupils' reading and writing skills across different subjects. As a result, standards in writing and the use of correct grammar spelling and punctuation are rising.
- The teaching of mathematics is improving. Good emphasis is placed on developing pupils' mathematical vocabulary and staff ensure that pupils learn skills of calculation well. However, the development of reasoning and problem-solving skills is more limited because pupils who have the ability to move on more quickly are occasionally held back by repeating a procedure they have already mastered. This leads to a lack of challenge, particularly for the most-able pupils.
- Marking has improved and teachers now give pupils detailed and helpful feedback in English and mathematics which helps them to improve their work. In other subjects such as science and history, marking is much less detailed and does not do enough to help pupils move forward in their learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- Pupils are very proud of their school. They talk enthusiastically about their lessons and other aspects of school life. They trust their teachers and know that if they have any worries or want help with their work they can always talk to them. As one pupil put it: 'the teachers never give up on you'.
- Pupils enjoy their learning. Pupils of all ages work well together as talk partners listening carefully to each other and contributing to discussions so that they can learn from one other. This helps them make good progress.
- Pupils have a good understanding of the different forms bullying can take, including those relating to race and derogatory language. They say recent events such as the school council assembly on bullying helped their understanding of how to deal with bullying. Pupils value lessons such as 'R time' because they say they help them to learn to talk to each other, respect differences and get on together. They say that incidents of bullying are very rare but, if it did happen, they could tell a member of staff and it would be dealt with. Their views are supported by school records.
- Pupils say they feel safe in school and parents agree that the school keeps their children safe. The school site is kept secure and visitors are carefully checked.
- Pupils know how to keep themselves safe. They know they must not talk to strangers and are aware of the risks associated with using mobile phones and the internet.
- The school provides a great deal of support for pupils whose circumstances make them vulnerable. Teachers and learning mentors all spend a significant amount of time working with pupils, their families and outside agencies. This enables the pupils with difficulties to make good improvements in their behaviour.
- A series of well-planned visits to the secondary school ensure that pupils in Year 6 are well prepared for the move to their new school.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well around the school, during breaktimes and at lunchtimes. They are courteous and respectful towards one another and adults and they treat the building with respect. They hold the doors open for visitors and leave assembly in a very orderly manner. Parents' views reflected this positive picture that behaviour is consistently good at the school.

- The school sets high expectations for handwriting and presentation and pupils respond accordingly. They take pride in their work, producing pieces that are beautifully written, neat and well presented.
- In the great majority of lessons, pupils are well behaved. They understand the school expectations for good behaviour and respond quickly to instructions from staff, allowing lessons to flow smoothly and without interruption. Occasionally, when the work is not very interesting, a few pupils lose concentration and become distracted. In these instances, pupils do not get on with their work as well as they should.
- Attendance has improved and is now average. Rates of attendance of disadvantaged pupils have improved and this is having a positive effect on the achievement of these pupils.

Outcomes for pupils

are good

- From their starting points on entry to the school, pupils currently at the school make good progress overall. This represents an improvement since the previous inspection.
- Current pupils are making at least expected progress in reading, writing and mathematics in Key Stage 1. Overall, Key Stage 2 pupils are also making at least expected progress in reading and writing, although there are some inconsistencies in progress in mathematics across year groups.
- Results in the Year 1 phonics check (letters and the sounds they make) improved in 2015 but were below the national average. Current school information indicates that many more pupils are on track to reach the expected standard this year.
- Results for Year 2 pupils in 2015 were in line with the national average for all subjects and this represents good progress from their below-average starting points at the beginning of Year 1.
- In 2015, Year 6 pupils who had been at the school since the beginning of Key Stage 2 attained standards that were similar to the national average in all subjects. The proportion of pupils achieving the higher levels was similar to the national average in reading and English grammar, punctuation and spelling but below in writing and mathematics. The proportion making more than expected progress was similar to the national average in reading but below average in mathematics and writing.
- Pupils who joined the school during Year 6 made good progress from their low starting points.
- Disadvantaged pupils make good progress. In reading, writing and mathematics in the 2015 national tests at the end of Year 6, they were just over a year behind other pupils nationally and just under a year behind other pupils in the school. Across the school, disadvantaged pupils now progress at a similar rate to their classmates and any gaps between their performance and that of other pupils nationally are closing rapidly.
- Disabled pupils and those who have special educational needs make good progress because of the targeted support they receive in lessons.
- Outcomes in writing are improving rapidly as a consequence of the work the school has done to raise standards in English. Pupils enjoy writing in styles that are suitable for a variety of purposes and audiences. They enjoy extended writing tasks and increasingly use more adventurous vocabulary and techniques to make their work more interesting to the reader. School information shows that more pupils are on track to reach the standards expected for their age at the end of the year. More-able pupils are now achieving better, producing writing of a high standard.
- Outcomes in mathematics are improving but at a slower rate than writing. Pupils develop confidence in calculation and mathematical operations at a good rate. They are less secure in problem solving and reasoning and this slows down the progress of some, particularly the more-able pupils.
- Pupils continue to make good progress in reading.
- Progress across other subjects is good overall. In science, Year 6 pupils have good knowledge of different parts of the skeleton and how they vary across different species of animal.
- By the time they leave the school, pupils are well prepared for their secondary education.

Early years provision

is good

- The early years is led and managed well. The early years leaders have established effective links with parents and as a result, children settle quickly into the Nursery and grow in confidence and independence.
- Children enter Nursery with levels of development below those typical for their age, particularly in communication and language. They make good progress from their different starting points so that by the end of Reception, the proportion of children reaching a good level of development is just above the national average. This means they are well prepared for their work in Year 1.
- Children learn in a stimulating and vibrant learning environment both inside and outdoors. Staff take excellent care of the children and ensure their safety and well-being through close supervision at all times.
- Good teaching makes sure that children quickly get used to routines and expectations. They behave well and get on with each other, learning to develop their social skills through sharing and taking turns. When they were playing outside, children in the nursery patiently waited for their turn to go in the climbing frame because they knew it was wrong to push in front of their classmates.
- Staff encourage children to develop their reading, writing and mathematics skills well, through a range of interesting, well-planned activities including exploring and experimenting. In one group activity, children made good progress in their mathematical understanding when they explored and identified three-dimensional shapes wrapped up as Christmas presents. Others practised their writing skills when they wrote letters in Santa's grotto. Reading is taught well and daily sessions help children to learn their letters and sounds and begin to enjoy books.
- All staff work closely together, regularly assessing and recording the progress of each child, planning their next steps in learning. Sometimes the next steps are not challenging enough for the more-able children to make the rapid progress they are capable of. Opportunities for parents to contribute their views about the progress their child is making are sometimes missed as the new electronic system of recording progress is implemented.
- Disabled children and those with special educational needs settle well and make good progress because of the care and support they receive from staff. Additional funding is used well to narrow the gaps between disadvantaged children and their classmates. As a consequence most make good progress.
- Leaders encourage parents to be involved in their child's learning. For example, several parents attended the 'stay and play session' in the nursery class and helped the children to celebrate 'Kipper's birthday', joining in the party games. Parents hold the early years provision in high regard.

School details

Unique reference number	112763
Local authority	Derby City Council
Inspection number	10001864

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	367
Appropriate authority	Local authority
Chair	Mr C Tague
Headteacher	Helen Smith
Telephone number	01332 662115
Website	www.chaddesdenparkprimary.org.uk
Email address	head@chaddpark.derby.sch.uk
Date of previous inspection	12–13 September 2013

Information about this school

- This school is larger than the average-sized primary school. Almost all pupils speak English as their first language. The proportion of pupils from minority ethnic backgrounds is well below average.
- The proportion of disadvantaged pupils who are supported by the pupil premium is average. This is additional government funding to support pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those with a statement of special educational needs or an education, health and care plan is above average.
- Last year, several pupils with complex learning, social and emotional needs joined the school at the end of Key Stage 2.
- Early years provision is part time in the Nursery and full time in Reception.
- There have been seven new teachers appointed since the last inspection.
- The school works closely with other local primary schools. It is receiving support from the Derby Teaching School Alliance.
- The school meets the government's current floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in 22 lessons, four of which were seen jointly with the headteacher. In addition, inspectors made several short visits to lessons accompanied by the headteacher. They also attended an assembly.
- The inspection team observed the behaviour of pupils in lessons and at break and lunchtimes.
- Inspectors listened to pupils read and examined their work in books as well as that on display around the school.
- Meetings were held with two groups of pupils, a group of governors, a representative of the local authority and school leaders.
- Inspectors took account of the 59 responses to Parent View, Ofsted's online questionnaire and also spoke to parents as they brought their children to school at the beginning of the day.
- Inspectors considered the views of 26 staff that completed the staff questionnaire.
- The inspection team looked at a wide range of documents including: the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; the school's plans for improvement; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Frances Le Pla, lead inspector	Ofsted Inspector
Peter Strauss	Ofsted Inspector
Gillian Weston	Ofsted Inspector

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