

Chestnuts Primary School

Black Boy Lane, Tottenham, London N15 3AS

Inspection dates	2–3 February 2016
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

- Leadership and management are good. The headteacher and senior leaders are very clear about what remains to be done for the school to become outstanding.
- Leaders, including the governing body, have a positive impact on teaching and pupils' outcomes. As a result, these are good and are improving rapidly.
- Teaching and learning are good because teachers have good knowledge of the subjects they teach and motivate the pupils with interesting activities.
- Teachers check pupils' work carefully and provide good advice on how they should improve their work.
- The school's work to support pupils' personal development and welfare is outstanding. The headteacher has established a nurturing ethos where every child, parent and member of staff is valued and their needs are considered carefully.
- Pupils feel very safe at school and behave well. Their attendance is high, demonstrating that they are enthusiastic about coming to school.
- Attainment is rising; pupils of differing abilities all make good progress and do well over time.
- Provision for children in the early years is good. Children settle into routines well and learn quickly.
- The school has an exceptionally close partnership with parents and they are overwhelmingly pleased with the provision.
- Pupils' spiritual, moral, social and cultural development is very well supported. Pupils learn to become considerate and well-rounded individuals and are prepared well for life in modern Britain.

It is not yet an outstanding school because

- Occasionally, activities for the children in the early years lack a clear purpose and members of staff miss opportunities to help children to extend their learning.
- Teachers do not always have the same high expectations for the pupils when working in subjects other than English and mathematics.

Full report

What does the school need to do to improve further?

- Strengthen activities in the early years provision so that they are consistently purposeful and fully extend the children's learning.
- Ensure that teachers always have the same high expectations for pupils' learning in other subjects as they have in English and mathematics.

Inspection judgements

Effectiveness of leadership and management is good

- The senior leadership team, led by the extremely competent headteacher, is relentless in moving the school forward and improving teaching and learning. There is a very clear understanding of what remains to be done to take the school from being good to outstanding.
- Teachers and other members of staff trust the leaders and are fully behind their drive for improvement. They appreciate the care taken to support their welfare. The school is successful in retaining members of staff because their work/life balance is considered carefully before bringing in new expectations for work.
- There is a strong ethos that promotes whole-school development and provides the right climate for good teaching and learning. Performance management and support for new teachers is very thorough and is ensuring that teachers are reflective, well-trained and constantly seeking to improve their work. All members of staff are clear about what they are doing next to secure excellence.
- The school's partnership with parents is a key strength of the school. Strong relationships have been forged, including with hard-to-reach families and those who are going through difficult times. Parents typically make positive comments, such as: 'The school is fantastic and bent over backwards to support the children and me.' Specific funding for disadvantaged pupils is sharply focused on their specific needs and, as a result, these pupils do well.
- The curriculum is broad and carefully designed to prepare pupils well for the next stage of their education. Pupils appreciate the opportunities they are given to be involved in deciding what they will learn in various topics. The new curriculum has been running for a year and, following an evaluation of its effectiveness, leaders are developing the provision further to ensure that all subjects have the best possible outcomes. There is a wide range of additional activities and clubs to extend the pupils' learning and to engage interest.
- Funding for physical education and sport is used well to ensure that all pupils receive specialist teaching and learn to swim. The proportion of clubs and competitions has increased, leading to greater health and fitness. Pupils feel well motivated to take part, with one pupil saying: 'I did the 5K run after reading one of the quotations about sport.'
- A particular strength is the provision made for developing the pupils' spiritual, moral, social and cultural development. All aspects are covered well in the curriculum. Pupils gain a very good insight into democracy and British values. For example, they carry out their own hustings and vote to help run the school for a day. In lessons, pupils show sensitivity towards other faiths and have a real understanding of what it means to carry out certain actions, such as fasting. These activities prepare them well for life in modern Britain.
- The local authority provides effective support for this rapidly improving school. The school works closely with another school in the authority to share expertise and good practice.
- Middle leaders are developing their roles well and are particularly effective in English and mathematics. New leaders are in place to monitor and oversee the development of other subjects through the new curriculum. Until recently, they have not had the opportunity to monitor teaching and learning with enough rigour. As a result, some inconsistencies remain and teaching is not always challenging enough across the curriculum.
- **The governance of the school:**
 - Most governors joined the governing body after the previous inspection. They have a thorough understanding of the school, and provide the right level of support and challenge to help leaders maintain its development.
 - Governors have a good awareness of performance management and the part it plays in improving teaching, learning and the outcomes of the pupils.
 - Governors are well trained and make effective use of a wide range of skills to monitor all aspects of the school's work, including finances, safeguarding and the progress of the pupils. They are very knowledgeable about what works well and why, and are instrumental in helping to plan for the future. They are clear about how special funding for disadvantaged pupils and for sport is being spent and ensure that it is being used prudently.
 - Governors are especially proactive in communicating with parents and provide a designated email account for parents to air any concerns.

- The arrangements for safeguarding are effective. Checks on members of staff and volunteers to ensure that they are suitable for working with pupils are kept up to date. Training is frequent and comprehensive, so all members of staff know what to do if they have any concerns. Information about individual pupils is very thorough and securely kept. The school takes swift action when any concerns are noted. The safe and caring culture within the school ensures that pupils and their parents feel exceptionally well supported.

Quality of teaching, learning and assessment is good

- Teachers across the school provide work for the pupils that is interesting and relevant, and consequently pupils are keen to learn. For example, in Year 5 pupils enjoyed discussing true and false statements about the planet Mars as part of their space topic.
- There are positive relationships between members of staff and the pupils, enabling pupils to become confident and to have good self-esteem. Praise is used well and pupils say that the teachers are friendly.
- Teaching assistants provide valuable additional support, including for disadvantaged pupils and for disabled pupils and those who have special educational needs.
- Good use is made of questioning to check pupils' learning and pupils are encouraged to explain their answers.
- Teachers have good knowledge of the subjects they teach and share key vocabulary well. For example, in science in Year 6, the teacher shared knowledge about magnetism effectively and helped pupils to consider how magnets are used in everyday life.
- Pupils who are at the early stages of learning to speak English receive valuable support in class and in additional group work with specifically trained teachers.
- Teachers' marking of pupils' work has developed well since the previous inspection and is helpful in moving learning forward, especially in English and mathematics.
- Occasionally, work does not provide enough challenge, particularly when pupils are working in subjects other than English and mathematics. When filling time rather than extending or consolidating learning, pupils do not learn as quickly as they could.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Supporting the personal development of pupils is at the heart of the school's work. All pupils, including the disadvantaged, are cherished and their specific needs are meticulously identified and supported. For example, some families meet with the school every two weeks to make sure that the right help is in place for their children.
- Pupils become considerate citizens who are confident and very respectful. They celebrate each other's cultural differences and are very keen to help others at work and play. They typically make comments such as: 'Don't separate people because of their culture' and 'It is important for British society to learn from one another'.
- Pupils are keen to take responsibility by helping others and share tips and advice with their work partners. They appreciate the help they receive from the peer mediators. As one pupil commented: 'We help each other when someone doesn't have anyone to play with. We look after them.'
- Pupils have a thorough understanding of various types of bullying and why these are wrong. They are very clear about what they should do if they have any concerns and are confident that they will be very well supported at school should incidents arise.
- The school is very vigilant in monitoring attendance and encouraging pupils to come to school. As a result, attendance at the school is high.
- Parents are very positive about how safe their children feel at school and have full trust in the way the school handles any safeguarding issues. The pupils say that they feel safe and know how to stay safe. They are very knowledgeable about risks, such as using social media, and the school supports them well in developing good physical and emotional well-being.

Behaviour

- The behaviour of pupils is good. Pupils, parents and members of staff all agree that behaviour at the school is typically good.
- Most pupils know how to be a successful learner. They take pride in their work and in their school, and are quick to take turns and to share resources.
- Pupils play together sensibly on the playground and move around the school in an orderly fashion.
- Pupils are keen to learn, and show independence by referring to information in class displays to prompt their memories and to help them to complete their work. They have a clear understanding of how well they are doing.
- Lessons are rarely disrupted by poor behaviour. Occasionally, when pupils are not given sufficient challenge, they are less attentive and do not listen as well as they should.

Outcomes for pupils

are good

- The majority of children joining the early years provision do so working within the levels expected for their age. The proportion achieving a good level of development at the end of the Reception Year compared favourably with other schools in 2015.
- Attainment has been rising across the school since the previous inspection. In 2015, attainment was broadly average by the end of Year 6 in reading, writing and mathematics. Pupils are prepared well for the next stage of their education.
- Pupils are now doing well in phonics (learning about letters and the sounds that they make) and make use of this information to help them with their reading and spelling. Pupils enjoy reading and are confident about discussing what they have read. They read regularly at home and at school, and are clear about their next steps to improve.
- Progress over time is good for all groups of pupils at the school. The needs of disadvantaged pupils are carefully identified and their progress is monitored rigorously. In 2015, these pupils were doing as well as or better than other pupils nationally in all subjects except reading. Any remaining gaps are narrowing fast.
- Disabled pupils and those who have special educational needs do well. They receive well-judged support in class, enabling them to take part in most activities.
- Pupils at the early stages of learning to speak English are very well supported and learn English rapidly. They receive enthusiastic encouragement from members of staff and other pupils.
- The most-able pupils do well over time and there are worthwhile links with a local secondary school to provide additional challenges in literacy and numeracy to help raise attainment further.
- Pupils' progress between classes and in some lessons is slightly uneven, especially in subjects other than English and mathematics. There are occasions when progress slows because pupils are not completing tasks that consolidate or extend their knowledge and understanding well enough.

Early years provision

is good

- Clear routines are well established, including in the newly opened Nursery class. For example, before story time the children were happy to join in singing 'Join hands and make a circle'. Children are confident and settle quickly at the start of the day because members of staff have a calm and gentle approach to managing behaviour. Children enjoy coming to school, and work and play together sensibly.
- Attainment by the end of the Reception Year is rising and children, including disabled children and those who have special educational needs, make good progress from their starting points. Children are prepared well academically and socially for joining Year 1. In the Nursery class, children, including the two-year-olds, already sit and listen well, and can name a range of tropical fruits from their story.
- Teaching, including of phonics, is good. Members of staff are enthusiastic and intervene well when children have not understood what they are learning. They provide good role models in speaking and listening, and support the children well in making choices about their work.
- Children behave well and are good at taking turns and helping each other. They are keen to explain what they are learning and feel safe at school.

- Leaders know what needs to be done to make the provision even better. For example, they are making sure that additional funding for disadvantaged children is used as effectively as possible to help narrow any gaps in their learning.
- New arrangements for checking up on how well children are learning are proving to be practical and informative for staff and parents. The school has close and productive relationships with parents. Frequent meetings to share and discuss the children's work with parents are helping them to become fully involved in their children's education.
- Safety is emphasised at all times and children are kept safe and healthy. For example, in the Nursery children learned about healthy fruits when sharing the story 'Handa's Surprise'.
- Occasionally, some tasks do not have a clear purpose and some opportunities are missed for members of staff to extend the children's learning and their interests.

School details

Unique reference number	134680
Local authority	Haringey
Inspection number	10001997

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

Type of school	Primary
School category	Foundation
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	The governing body
Chair	Hannah D’Aguiar
Headteacher	Cal Shaw
Telephone number	020 8800 2362
Website	www.chestnutsprimary.com
Email address	admin@chestnutsprimary.com
Date of previous inspection	10–11 October 2013

Information about this school

- Chestnuts is larger than the average-sized primary school. There is a Nursery and two Reception classes in the early years provision. The nursery opened this term.
- There is a well-above average proportion of pupils who speak English as an additional language. Only a few are at the early stages of learning to speak English. Pupils come from a variety of ethnic backgrounds, and speak a wide range of languages.
- The proportion of pupils for whom the school receives the pupil premium is above average. This is additional funding for disadvantaged pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government’s current floor standards, which set the minimum expectations for pupils’ attainment and progress in reading, writing and mathematics at the end of Year 6.

Information about this inspection

- The inspection team observed teaching and learning in 24 lessons, six jointly with the headteacher or the deputy headteacher.
- Meetings were held with leaders, other members of staff, pupils, a member of the local authority and members of the governing body.
- The inspection team took into account the 146 responses to the online survey (Parent View) and held informal discussions with a number of parents. Surveys completed by 10 members of staff and nine pupils were scrutinised.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. Inspectors also looked at the school development plan and records relating to behaviour, attendance and safeguarding procedures.

Inspection team

Alison Cartlidge, lead inspector	Ofsted Inspector
Gary Rawlings	Ofsted Inspector
Neil Harvey	Ofsted Inspector

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