

Chancellor Park Primary School, Chelmsford

Brook End Road South, Chelmsford, Essex CM2 6PT

Inspection dates

8–9 November 2016

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

Summary of key findings for parents and pupils

This is an outstanding school

- Since the previous inspection, leaders and governors have continued to improve the school. Pupils learn and thrive in this caring and highly productive learning environment built upon core values that everyone shares.
- Through the skilled and passionate leadership of the headteacher, adults and pupils alike are provided with an ethos in which to excel personally and academically.
- Pupils' achievement in reading has been significantly above national expectations for a number of years. In 2016, nearly every pupil reached the expected standard by the end of key stage 2.
- Disadvantaged pupils achieve very well across the curriculum. In 2016, by the time they leave key stage 2, these pupils attain above other pupils nationally in reading, writing and mathematics.
- The most able pupils relish the challenge they receive, especially in mathematics. The subject knowledge and explanations from teachers ensure that these pupils excel.
- The quality of pupils' writing is a strength. Pupils have many opportunities to extend and improve their work. The presentation of work in many books is exemplary.
- The school's development of pupils' spiritual, moral, social and cultural skills is exceptional.
- Leadership at all levels is outstanding. Middle leaders are given regular opportunities to ensure high standards in their areas of responsibility. They monitor the achievement of pupils exceptionally well so no one falls behind.
- Children get off to 'a flying start' in the Reception class. They quickly understand the high expectations of school life and behave and achieve very well from their starting points.
- Pupils' attitudes to their learning and behaviour are outstanding. They try hard, persevere and enjoy their learning. Older pupils care for younger ones. Pupils are extremely proud of their school.
- Pupils are safe and well looked after at school. Parents fully agree. Most parents appreciate and understand how well their children are taught and the progress that they make in their learning.
- Pupils who have special educational needs and/or disabilities make very strong progress across the curriculum. Their individual needs are very well catered for.
- The quality of teaching over time is consistently good and often outstanding. Teachers plan learning that is interesting and highly stimulating. Adults help pupils develop skills and abilities beyond those expected for their age.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes even further, by:
 - improving the quality and consistency of pupils' handwriting and letter formation skills, particularly in lower key stage 2.
- Continue to revise and adapt practices to ensure that pupils carry on making the maximum progress, so the school remains outstanding.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and her senior leadership team have very successfully continued to improve and develop the provision for pupils since the previous inspection. The core values of 'care, respect, challenge, enjoyment and confidence' are threaded through every aspect of school life. As a result, pupils thrive personally and academically in a highly stimulating learning environment.
- The school has successfully made its journey from good to outstanding and leaders are still seeking to make further improvements. For example, although pupils' presentation of their work is exemplary, at times the teaching of handwriting and attention to letter formation is not as precise as it could be. Leaders have already credible plans in place to implement an improved, whole-school approach to raise the standard of handwriting so it that the Chancellor Park way of exceptionally high expectations is consistent across the school.
- Staff are proud to work at Chancellor Park Primary school. They feel supported by senior leaders through a highly effective performance management system. All staff demonstrate the school's values and ethos consistently well. Leaders provide staff with high-quality training and resources so all adults have the skills and knowledge to carry out their roles and responsibilities exceptionally well.
- Middle leaders monitor the achievement of pupils in all subjects across the curriculum with great precision and accuracy. They have an in-depth understanding of the strengths and areas for development in their subject areas. Leaders of mathematics and English frequently moderate and check the standard of work in pupils' books against that in other schools. Consequently, these leaders know that the school's information about the quality of pupils' work in writing and mathematics is accurate.
- The special educational needs coordinator monitors the progress of pupils who have special educational needs and/or disabilities very effectively and thoroughly. Thus, leaders know each pupil and their needs very well. Staff are suitably trained to meet these pupils' individual needs. As a result, pupils who receive additional support make good or even better progress through careful and considered intervention.
- Leaders and governors have a clear strategy for allocating the additional money they receive for raising the achievement of disadvantaged pupils. These pupils are carefully and thoughtfully supported. The recently appointed pupil premium manager is highly effective, and closely monitors and analyses the progress that disadvantaged pupils make in every subject area of the curriculum. Disadvantaged pupils achieve well over time. The proportion of these pupils who reached the expected standard by the end of Year 6 in 2016 in reading, writing and mathematics, was above that of other pupils nationally. Disadvantaged pupils are well prepared for the start of secondary school.
- The sports premium is well allocated and increases the proportion of pupils who access sporting activities both during and after school.
- The delivery of the broad, balanced and enriched curriculum is outstanding. Adults provide pupils with many opportunities for their effective spiritual, moral, social and cultural development. Pupils willingly take on responsibilities, either through the school

council, monitor or prefect roles. Older pupils are voted into these positions; the younger Reception pupils are also given the opportunity to contribute ideas highly effectively by participating in school council meetings.

- Leaders ensure that all pupils are well prepared for life in modern Britain. Pupils learn to appreciate and produce high-quality art work from different cultures as part of the curriculum. Pupils have many opportunities to explore and respond maturely to different faiths and beliefs. Each week, leaders pose a 'big question' in assemblies. Through discussion and activities in class, pupils develop their thinking and debating skills. Consequently, pupils have a mature and tolerant approach to their learning and opinions. Pupils are being very well prepared for the next stage of their education.
- The local authority provides appropriately light-touch support for the school. It recognises Chancellor Park's excellent practice and the achievement that the pupils make.

Governance of the school

- The governing body is highly effective.
- Governors are dedicated to the work of the school. Under the guidance and expertise of the highly experienced chair of the governing body, the governing body carries out its statutory duties exceptionally well. Governors are well trained and well informed about the strengths and development areas of the school. Governors have an up-to-date understanding of how well groups of pupils are achieving.
- Governors are very effective in holding school leaders to account for the achievement of pupils. Through regular visits to the school, they check the validity of the information they are given. They place a high priority on the safety and well-being of pupils. Minutes of meetings show that this aspect is discussed as a standard item.
- Governors ensure that the financial management of the school meets statutory requirements. They ensure that the pupil premium is targeted to meet the specific needs of the pupils at Chancellor Park, and have a clear strategy to help these pupils overcome their barriers to learning.
- The website is up to date and compliant and governors keep this under constant review so that the information presented is accessible and easy to use for parents. Currently, they are working on ensuring that all policies and procedures follow the same format to make it easier when parents look for information.

Safeguarding

- The arrangements for safeguarding are effective.
- All statutory safeguarding requirements are currently in place. Staff are well trained and receive updates regularly from senior leadership. Governors ensure that all the necessary checks are completed when new members of staff are recruited. Safeguarding records and the single central register are compliant and in good order.
- Staff are alert to their safeguarding responsibilities and demonstrate an awareness of the 'Prevent' duty. All staff are well trained in identifying concerns and know how to report these concerns appropriately and swiftly. The designated staff then work well with external organisations to ensure that the appropriate action is taken. The school's child protection records are meticulously kept and followed up where necessary.

- Pupils say that they feel safe and know who to speak to if they have concerns. All parents who responded to the Parent View questionnaire stated that they consider their children to be safe. Inspectors agree.
- The provision for teaching pupils the strategies necessary to stay safe online is exemplary. Parents and pupils are provided with effective workshops to increase their understanding and skills when using the internet and mobile devices. Any e-safety incidents that do occur are handled sensitively and well. Consequently, pupils are confident to tell an adult if they are concerned.

Quality of teaching, learning and assessment

Outstanding

- The quality of teaching, learning and assessment over time is consistently good and frequently outstanding. Inspection evidence confirmed this from the school's wide range of assessment records, work in pupils' exercise books, information on pupils' progress and attainment, judgements of advisers and in pupils' good or better progress across many subjects.
- Since the previous inspection, teachers have continued to improve the quality and consistency of the feedback that they provide. During lessons, teachers support and question pupils skilfully, so that pupils have the maximum time to practise their skills. Teachers and pupils fully understand and apply the school's policy for responding to feedback. Pupils confidently redraft and improve their work and can illustrate from their books how rapidly they are making progress in their learning.
- Teachers are extremely adept in planning work that meets pupils' needs, abilities and interests. Topics are often enhanced by additional school trips. For example, in one year group, pupils learning about Charles Dickens spoke highly about their recent trip to a museum which improved their understanding of the author's life and work. Consequently, pupils are writing with an increased knowledge and appreciation of life in Victorian times.
- Teaching assistants make a significant contribution to pupils' learning, whether working one-to-one with individuals, with small groups or with a whole class when they assist the teacher. Teaching assistants use effective questioning skills to help pupils explain their ideas. They are highly trained in supporting pupils who have additional and highly specific learning needs. As a result, pupils who have special educational needs and/or disabilities are making very good progress from their individual starting points.
- Teachers have very strong relationships with pupils that are underpinned by the school's core values. They insist on the highest standard of presentation for pupils in their work. Consequently, pupils take great care over their work and are very proud of their results. Pupils' exercise books, in all subjects, are exceptionally well presented.
- The teaching of reading is exemplary. Adults encourage a love of reading and equip every pupil with a deep understanding of the language used by authors in the chosen texts. For example, in one lesson seen the teacher was deepening pupils' understanding of words used to describe the varying emotions of characters.
- In writing, teachers have an excellent grasp of the skills that the pupils need to acquire. They plan stimulating and highly interesting learning opportunities that meet

the needs of pupils very well. Older pupils write with maturity and sensitivity, using increasingly complex vocabulary accurately and precisely. Pupils, especially boys, were very proud of their writing and the progress that they make. They told inspectors that the adults help them improve their work, and, 'It is good to make mistakes, because that is how we learn.' One boy stated that 'Writing here is fun.' Younger pupils, in Year 2, spoke proudly of how their teacher shows them that using mnemonics or 'little tricks' improves their spelling.

- Teachers have very good subject knowledge, particularly in mathematics. They ensure that the most able pupils are challenged well. For example, in one lesson, the most able pupils were developing their reasoning skills by using their knowledge of place value and number to unravel a complex problem. They were grappling with both mathematical concepts and the manipulation of numbers to prove an answer. Due to the previous teaching they had received, these pupils relished the opportunity to practise their skills and demonstrate their full understanding of place value.
- Teachers are highly skilled at supporting the learning of all pupils, often doing so in a sensitive, calm and thoughtful manner. They ask probing questions and expect pupils to do their best. In one lesson, the teacher explored pupils' understanding and ideas around taking care of our planet. Pupils demonstrated significant maturity and understanding in their explanations.
- Staff provide an attractive learning environment that inspires pupils. Classrooms and corridors are full of high-quality displays of pupils' work and digital images that celebrate their achievements. For example, pupils' aspirations and ideas are thoughtfully encouraged and collected behind a display 'door' in the corridor. Pupils can write what they would like to be when they grow up and place their ideas behind the door. Adults demonstrate a high level of respect for pupils.
- The school's chosen teaching methods and approaches work excellently and maintain pupils' high level of interest in subjects such as science. In one lesson seen, pupils were carrying out an experiment on measuring lung capacity. The teacher had creatively considered how pupils were involved in the learning and developed their scientific skills effectively and well.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are exceptionally proud of their school and the many responsibilities they are given. Pupils care for each other extremely well. For example, the older pupils are particularly proud of their roles as buddies for the Reception children. The school is a harmonious place at all times of the school day.
- The core values of 'care, respect, challenge, enjoyment and confidence' are woven through the school. Pupils fully understand and willingly display these values. Pupils treasure the blue stars they receive as a reward for demonstrating one of these values.
- Pupils demonstrate a mature understanding of keeping themselves safe, especially when using the internet. They are confident that adults will listen to them and help them without telling them off if they make a mistake when using social media. Pupils

have an accurate view of different forms of bullying and were adamant that should any form of bullying occur adults would deal with it swiftly and effectively.

- Pupils understand the importance of keeping healthy. During assemblies, pupils learn about topics such as healthy eating and living in a healthy way. The Year 6 healthy snack shed, run by the pupils for the whole school, helps pupils promote healthy choices.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are unfailingly polite, well mannered, respectful and extremely keen to talk with inspectors about their work and school life generally. School records, which indicate very few incidents of poor behaviour or rudeness, show this to be the norm at Chancellor Park.
- Attendance is above the national average and has been for a number of years. Pupils say they 'love school' and they rarely miss a day. Pupils told the inspectors that if they are absent then the adults 'give additional help so you can catch up'. In this school, pupil absence is followed up swiftly and effectively. As consequence, persistent absenteeism is extremely low.
- At lunchtimes and playtimes, pupils continue to display outstanding behaviour. They are friendly and enjoy each other's company whether playing in the extensive grounds or chatting with their friends. The older prefects carry out their responsibilities at lunchtime sensibly and with great care. Some of these prefects sensitively remind other pupils to walk through the corridors and tuck in their shirts, should a pupil forget. Everyone has high expectations of behaviour and conduct.

Outcomes for pupils

Outstanding

- Pupils' achievement is outstanding. At the end of all key stages, the proportion of pupils who consistently achieve at or above the national expectations in reading, writing and mathematics is exceptionally high. Pupils sustain this high standard of achievement throughout all year groups and across the curriculum.
- Pupils of all ages read widely and often. They are both encouraged to have a love of books and analyse the technical aspects of well-chosen and often demanding books. Pupils read with expression, using intonation exceptionally well to demonstrate their understanding. Older pupils are able to describe the intentions of the author and explain differing emotions of characters with ease. Achievement in reading has been significantly above the national average by the end of early years, key stage 1 and key stage 2 for a number of years.
- With very small proportions of disadvantaged pupils, numbers can fluctuate significantly in each class. Each individual is tracked carefully from their starting point in every subject across the curriculum. Consequently, by the time disadvantaged pupils reach the end of key stage 2, their attainment in reading, writing and mathematics combined is above that of other pupils nationally. Inspection evidence indicates that the vast majority of disadvantaged pupils are making rapid and accelerated progress in English and mathematics. As a result, the proportion of pupils who are exceeding age-related expectations in each class is rising.

- The most able pupils, including those who are disadvantaged, achieve very well, especially in mathematics and reading. This is because teachers ensure that these pupils are provided with interesting and stimulating activities that stretch pupils and demand a high degree of thinking and effort. Consequently, the proportion of pupils who reached the higher standard in reading and mathematics by the end of key stages 1 and 2 was significantly higher than the national average in 2016. Evidence seen in pupils' books shows that this high standard is already set to continue this year.
- Pupils' achievement in writing is exceptional. Boys in particular exhibit an enjoyment of writing and want to achieve well. This is because teachers provide rich and exciting activities for pupils to practise their writing. In Year 4, boys were using technical and historical vocabulary appropriately and accurately when writing about the Anglo Saxons. Their books demonstrate that boys persevere with their writing and are making sustained progress in each class.
- Pupils who have special educational needs and/or disabilities are making good and often accelerated progress in their learning from their individual starting points across the curriculum. In 2016, by the end of key stage 2, the progress that these individuals make is at least the same as other pupils in the school.
- The teaching of phonics is strong. Pupils use their knowledge and understanding of sounds very well when reading. Younger pupils confidently blend their sounds when they read unfamiliar words and are very pleased with their results. In the Year 1 phonics screening check, the proportion of pupils who reached the expected standard in 2016 was above the national average for their age.
- The proportion of pupils who achieve at least age-related expectations in all subjects across the curriculum is similarly as high as in English and mathematics. Pupils' achievement is tracked and monitored well by subject leaders who check the curriculum standards and the activities that pupils experience so pupils can excel. Pupils are very well prepared for the expectations and full range of subjects found in secondary school.

Early years provision

Outstanding

- Children enter the early years with skills and abilities that are broadly in line with other children nationally of a similar age. They swiftly settle into the routines and respond well to adults' very high expectations. Children are happy and learn exceptionally well in this caring and well-organised environment. The foundations for establishing excellent behaviour and positive attitudes to learning are highly evident.
- Adults keep meticulous records of each child's development across all areas of learning. These records demonstrate that each child's needs are catered for, irrespective of their starting points. Children who have additional speech and language needs are quickly identified and the appropriate help is provided. As a result, over the last three years the proportion of pupils reaching a good level of development has been rising. In 2016, this figure was above national averages and this improving trend looks likely to continue.
- The teacher carefully considers children's interests and abilities, and plans rich and memorable experiences through which children can deepen and extend their knowledge, skills and understanding in many different ways. For example, the adults

had chosen the mathematics resources exceptionally well so that there was a suitably challenging activity available for the most able children. They were able to expand and deepen their understanding and use of number through addition problems. One child knew exactly what to do and persevered with the activity until he proudly discovered the correct answer to the problem. He wrote an accurate number sentence to show his understanding fully.

- Children are exceptionally well behaved and confident. They listen to instructions and follow them carefully. They have high levels of self-control and get along extremely well with each other. In one lesson, children were using the interactive equipment to spell words. They were grappling with the letters and sounds to spell words that were above those expected for their age. Through friendly support and fun, they were successful together.
- Adults have skilfully planned the outdoor area and they make excellent use of this to accelerate pupils' learning. Each area of learning is well represented and children are given every opportunity to develop their skills. In their physical education lesson, pupils were practising their skills of movement and gymnastics in the hall. Every child was active and involved.
- Parents are highly positive about how well school leaders ensure that their children settle well, are happy and safe. Many of the comments on the Parent View free text service demonstrate that parents appreciate the efforts of the school staff and the older pupils to ensure that their children start school well. Parents are fully involved in the teaching of reading at the school. This highly positive partnership with school is reaping rewards. Children progress rapidly in reading; this is sustained throughout the school.

School details

Unique reference number	133661
Local authority	Essex
Inspection number	10019196

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	The governing body
Chair	Neil Gulliver
Headteacher	Claire Mills
Telephone number	01245 465250
Website	www.chancellorpark.essex.sch.uk
Email address	admin@chancellorpark.essex.sch.uk
Date of previous inspection	17–18 November 2011

Information about this school

- This is an average-sized primary school.
- Almost all pupils are White British and very few speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' progress and attainment by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. This included observations of parts of lessons in all classes (some seen with the headteacher and acting deputy headteacher) taught by class teachers and teaching assistants.
- Inspectors examined pupils' written work across a wide range of subjects, looked at examples of work on display and investigated the school's latest information about teaching and pupils' achievement in all subjects.
- Some pupils from key stages 1 and 2 read to inspectors and talked to them about their books. Inspectors observed the teaching of reading in small groups and the teaching of phonics.
- Meetings were held with pupils, key leaders and representatives of the governing body. A phone call was held with a representative of the local authority.
- Inspectors observed the school's work and looked at a range of documents including plans for future improvement and the school's evaluation of its own performance.
- Policies and procedures for safeguarding of pupils and arrangements for pupils who have special educational needs and/or disabilities were examined. Arrangements for e-safety (keeping children safe online when using electronic media) were explored. Case studies of vulnerable pupils were undertaken.
- The views of 108 parents, who responded to Ofsted's online questionnaire (Parent View), were taken into account, including the responses from the free text service.
- The responses from 13 staff questionnaires and 16 pupil questionnaires were analysed.

Inspection team

Kim Hall, lead inspector	Her Majesty's Inspector
Lyn Beale	Ofsted Inspector
Jacqui Frost	Ofsted Inspector
Sandra Jones	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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