

Chestnut Park Primary School

49 St James Road, Croydon, Surrey CR0 2UR

Inspection dates

19–20 June 2018

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	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders and those responsible for governance have high aspirations of what pupils can achieve. They see no limits to what can be put in place to support pupils and their families.
- Leadership is strong at all levels. Existing leaders identify and nurture potential leaders. Leaders invest in high-quality training to support improvement.
- Teachers demonstrate strong subject knowledge across a range of subjects. This is as a result of ongoing professional development. They plan purposeful and challenging activities which meet the needs of all pupils in most subjects.
- Children in the early years provision make outstanding progress due to effective leadership and high-quality provision. Leaders and staff also ensure that positive working relationships with parents and carers are central to children's success.
- Pupils make very strong progress in a range of subjects. This is particularly evident in reading, writing, mathematics and science.
- The school's values of tolerance, respect and awareness of others are implicit in all activities. As a result, pupils' spiritual, moral, social and cultural development is a strength of the school.
- Pupils who have special educational needs (SEN) and/or disabilities receive significant and effective support. Consequently, they make substantial progress.
- Pupils' behaviour in class and around school is exemplary. They are polite and well mannered and demonstrate very positive attitudes to learning.
- Leaders track the progress of pupils effectively and swiftly identify any gaps in learning. As a result, progress is very strong. However, in some subjects, for example religious education (RE) and art, these processes are not as strong as in other subjects. Leaders are rightly developing assessment across the wider curriculum.

Full report

What does the school need to do to improve further?

- Ensure that systems to assess pupils' progress are embedded in all subjects so that any gaps in their learning are identified rapidly and effective action is taken.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The inspirational headteacher has played a pivotal role in the creation of the new school. She leads a strong team of equally committed and passionate staff who drive improvements. As a result, pupils benefit from an outstanding education at the school.
- Leaders receive highly effective support to carry out their roles. They benefit from working within the wider GLF Schools trust in partnership with colleagues and from sharing good practice. Leaders ensure that high-quality professional development opportunities are available for all staff. Leaders, teachers and teaching assistants talk confidently about the impact of this training and are well prepared for new responsibilities. As a result, staff are engaged and motivated to provide the best for pupils.
- Leaders, governors and trustees swiftly identify and nurture leadership potential in staff. They have a 'grow your own' approach to developing leadership, which ensures that, in the early stages of leadership, staff are effectively supported by colleagues. Leaders talk about their appropriate individual targets within the aspirational leaders' course, and the difference this has made within school. In addition, for example in the early years, leaders are invited to share their expertise and good practice across the trust.
- The work of leaders to engage and support parents is exceptional. Leaders believe that parents are pivotal in ensuring that all pupils can succeed. Leaders encourage parents to take part in 'stay and play' sessions with their children and run separate workshops to develop parents' skills. For example, parents attend a family session where they create jewellery so that they can show their own children how to create pieces of art in a family session the following week. The feelings of community and mutual respect within these sessions are palpable.
- Leaders monitor the quality of teaching and learning rigorously. They provide effective coaching and team teaching as necessary. Leaders can demonstrate how teachers have developed through the support programmes offered. Consequently, teaching is highly effective across the school. Newly qualified teachers are well supported and benefit from a comprehensive training programme.
- Leaders are aware of the needs of all pupils, including those who are disadvantaged. Staff have a sound understanding of the barriers to learning and leaders target pupil premium spending appropriately. They monitor intervention closely for impact on pupils' progress. When impact is not identified, plans are adapted. As a result, disadvantaged pupils make strong progress across the school.
- Provision for pupils who have SEN and/or disabilities is outstanding. The complex needs of some pupils are understood by all members of staff who work with them. Leaders work effectively to ensure that identification is swift and they engage well with external agencies to provide high-quality support. Teachers maintain accountability for the progress pupils make, even when pupils are withdrawn from their classroom for extra support. As a result, pupils who have SEN and/or disabilities make substantial progress, often from very low starting points.

- Leaders use additional sports funding effectively to improve provision. As a result, the proportion of children succeeding in physical development has increased. Leaders use the funding to support staff development when working with specialists and to provide additional equipment for gymnastics and for a 'trim trail'. These strategies have led to positive outcomes for pupils and increased knowledge and understanding for staff.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils develop a clear sense of their community and the wider world. They are well prepared for life in modern Britain. Pupils and staff share their own religious beliefs and talk about what these mean to them. The school's 'STRONG' values – Self-control, Tolerance, Respect, Others (awareness of), No-one left out and Growing friendships – are embedded. Pupils' rewards are linked to these values.
- Curriculum planning is effective in inspiring pupils. Leaders have clear plans in place for this as the school grows and accommodates key stage 2 pupils. Pupils learn through a range of subjects with clear links. For example, when pupils study the history of buildings, they can locate historic buildings on a map of the world. They also identify places of worship. In addition, when learning about the Houses of Parliament, they learn about democracy.
- A variety of extra-curricular activities, including gymnastics, gardening and sewing, support learning for pupils and are well attended. Pupils speak fondly of trips out of school, for example to the transport museum.

Governance of the school

- Governance is highly effective. Governors and trustees share leaders' vision and drive to provide the very best learning opportunities for pupils. They play a pivotal role in the school's success. Their challenge and support to leaders ensure a constant review of priorities for improvement.
- Individual governors bring a range of expertise and skills which enable them collectively to support the school and hold school leaders to account effectively. This has been particularly beneficial during the creation of the school and the management of the new build. Governors' roles are clearly defined and leaders share information effectively to ensure that governors are knowledgeable about all aspects of the school's performance. Governors fulfil their statutory duties regarding safeguarding.

Safeguarding

- The arrangements for safeguarding are effective. Leaders leave nothing to chance. All staff see early intervention and safeguarding as the cornerstone of their work. They know pupils and their families very well. This means that any changes in pupils' behaviour or appearance are responded to swiftly. Clear processes are in place for dealing with concerns, which are understood and followed by all staff. Referrals to external agencies are swift. Leaders are not afraid to challenge agencies when they believe action should be taken. Regular updates ensure that staff are kept up to date with training and key information. Governors ensure that pre-recruitment checks for staff are detailed and thorough.
- Pupils are confident that staff will help them, and this is reflected in the way that they

share any concerns with adults. Pupils know how to keep themselves safe, including when using the internet and mobile telephones. Leaders understand that to effectively support pupils, parents also need guidance. Leaders have put in place an extensive programme of support for pupils and families. Most parents said that they felt confident that their children are safe and happy in school.

Quality of teaching, learning and assessment

Outstanding

- Teaching and learning are of a very high standard across the school. Teachers and support staff are enthusiastic and skilled in getting the very best out of pupils. When teaching is not as strong as the best, leaders take swift and effective action to ensure that excellent provision is consistently secured. Teachers welcome this supportive intervention which improves their practice, for example in the teaching of phonics.
- Teachers demonstrate strong subject knowledge across year groups and the curriculum. They build on pupils' prior learning effectively to embed knowledge. Teachers use appropriate vocabulary and expect pupils to do the same. This is supported by skilful questioning to make pupils think and to extend their learning. As a result, pupils make consistently strong progress in almost all subjects.
- Teachers' planning is clearly linked to what pupils already know. Teachers use assessment very well to meet the needs of all groups of learners. The most able pupils are challenged to think carefully. This was particularly evident in mathematics and science, where pupils investigate the same concept at a deeper level. Sometimes, the most able pupils are withdrawn from class to take part in even more challenging tasks, which further supports their learning. Support staff provide high-quality provision and support pupils' learning well.
- Teachers also use assessment to provide intervention for pupils who cannot easily access their learning. One example of this is 'The Hive', which is a small-group environment to develop language and communication skills. This provides an opportunity for some pupils to come out of class and receive additional support. Teachers provide this by using repetition and visual aids to ensure that pupils can access the activity. As a result, pupils gain confidence from the success of sharing familiar rhymes and words.
- The school's clear routines and expectations mean that pupils get the most out of learning time. All staff have high expectations of pupils. Pupils respond well and are engaged purposefully in their learning. They demonstrate a curiosity for learning by asking questions of staff and each other.
- Pupils engage effectively in learning across the curriculum. The melodic singing at the end of assembly demonstrated their enjoyment of music. All Year 2 pupils have the opportunity to learn the violin or cello. In physical education lessons, pupils are very keen to have a go and improve their skills. Pupils are proud to demonstrate what they can do and encourage each other to do well.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders recognise that pupils need to feel safe and well looked after in order to be able to learn. Pupils say they feel safe at school and learn how to keep themselves safe in other environments through learning about road safety and an awareness of strangers.
- The school's strong and positive ethos promotes British values well. The core values of the school include tolerance, respect and having an awareness of others. Pupils display strong behaviour and positive attitudes. They are rewarded when they display the values of the school, particularly the acceptance of one another.
- Pupils have strong working relationships with other pupils and adults. They are proud of their school and feel valued. Parents typically say that their children love school. Parents have also developed strong working relationships with staff, which further supports pupils' learning.
- Pupils are encouraged to take responsibility for each other and participate in school activities. The playground buddies take their role very seriously and are an example of how staff encourage pupils to support each other. One girl typically said: 'Playground buddies help children if they are sad because they have nobody to play with. It is a very responsible job.' Attendance at after-school clubs is high, and all groups of pupils are represented.
- Leaders and teachers ensure that pupils have many opportunities to access physical activity. As a result, pupils are physically active at playtime on the trim trail, playing football, playing with hoops and riding the bicycles. They also enjoy the daily mile challenge. Pupils understand the importance of keeping active and the positive impact this has on their health.
- Incidents of bullying are very rare. Pupils typically say that it 'simply does not happen'. The large majority of parents support this view. Leaders encourage strong relationships between pupils of different ages, who work and play well together. This is particularly evident in the highly effective breakfast club.

Behaviour

- The behaviour of pupils is outstanding. Leaders and teachers have high expectations of pupils' behaviour in lessons and at break and lunchtimes. They communicate these expectations clearly. As a result, pupils understand the consequences of the behaviour policy and understand that they will be rewarded if they demonstrate the school's values. Pupils are supportive of each other and treat staff with respect. Conduct in class and when moving around school is exemplary. Pupils help each other to make the right choices.
- Attendance for all groups of pupils has improved and is now in line with national averages. Leaders are relentless in improving attendance for pupils. Intervention is swift and effective. The school has a strong attendance team that has put in place highly successful strategies to promote and maintain good attendance.

- The number of behavioural incidents has decreased significantly due to leaders' and teachers' effective intervention and a consistent approach. This is particularly evident in the 'thrive' group, where pupils who struggle within a mainstream setting can talk about how they feel. They are supported to understand their emotions. Staff are highly effective in de-escalating situations and prepare pupils well to return to their classroom for learning.

Outcomes for pupils

Outstanding

- Current assessment information for pupils shows that they make substantial progress across many subject areas. This includes disadvantaged pupils and those who have SEN and/or disabilities. Evidence of learning in pupils' books supports the school's assessment information and indicates that progress across all year groups is outstanding. Pupils are working at or above age-related expectations in all curriculum areas.
- The progress of disadvantaged pupils is strong and the gap between their outcomes and those of other pupils is diminishing rapidly. Due to outstanding provision, pupils who have SEN and/or disabilities make excellent progress from their starting points.
- Pupils' attainment, based on the school's own information and inspection activities, is at least in line with national averages, demonstrating strong progress from low starting points. This is also evident in phonics, where the proportion of pupils reaching the expected standard in the Year 1 phonics screening check is improving.
- Pupils who speak English as an additional language make significant progress across the curriculum. Boys do not attain as highly as girls. However, they do make substantial progress.
- Teachers have consistently high expectations. As a result, the quality of presentation is high in all subject areas. Pupils take great pride in their work. This is evident in their books and displayed work. This is particularly noticeable in science, where pupils create their own hypotheses and work together systematically to investigate and present their work. For example, one group explored the impact that oil could have on a bird's wing.
- Leaders check pupils' progress regularly and quickly identify individuals and groups who need additional support. They ensure that teachers swiftly reflect any needs in their planning in reading, writing and mathematics. However, in some subjects, for example RE and art, leaders do not monitor the progress pupils make as effectively as in other subjects, and the work in pupils' books shows that progress is not as strong. Leaders acknowledge that assessing progress in these subjects needs further work to enable pupils to achieve as highly as they do in other subjects.
- Pupils who have been in school since starting in the Reception classes make outstanding progress, including those with complex needs. Strong progress in the early years and in key stage 1 means that pupils are very well prepared for the next stage in their education.

Early years provision

Outstanding

- Leaders enable children in the early years to learn in an inspiring and stimulating environment. As a result, they are challenged to achieve their potential. Staff develop

highly effective working relationships with children, which means that children feel safe and want to succeed.

- All staff recognise that language development is key for children to access the curriculum. Consequently, adults use every opportunity to model language to children. Through adults' clarity of explanation and repetition, children feel that they can join in and have a go.
- Leaders conduct nursery visits and some home visits and organise welcome meetings prior to children starting in the early years. Parents regularly attend events such as parents' meetings and are encouraged to attend the 'stay and play' sessions. The school holds workshops to help parents support their children at home, for example with phonics and early reading. Leaders also provide family learning sessions so that parents and children can learn together.
- Staff plan children's activities well, both inside and when using the extensive outdoor provision. As a result, children are purposefully engaged. For example, teachers use a 'hook' for each activity, which encourages children's curiosity. Staff know the children and their individual developmental needs well, tailoring tasks effectively to meet children's needs. Children thrive on the challenge, which is evident, particularly in mathematics and reading.
- The teaching of phonics is highly effective. During phonics sessions, children build effectively on prior learning and quickly move on to challenges. All children are absorbed in the books they are reading because teachers choose books that are at the appropriate level.
- Staff ensure that resources are accessible to encourage children to become independent learners. Children's work is valued and is displayed in the bright environment to demonstrate this.
- Staff are quick to intervene when necessary and remind children of their high expectations. As a result, children behave very well. Children are keen to talk about their learning and ask questions. When children make the wrong choices, they respond quickly to instructions from members of staff and know what is expected of them.
- All staff are involved in observing and monitoring the progress children make. The assessment system is rigorous and involves parents. Many of the children start school with skills and knowledge which are below those seen typically for their age. Many children who have SEN and/or disabilities have not been identified prior to starting school. This is rectified quickly. Observations ensure that staff plan effectively to meet the needs of children and ensure that gaps in development are swiftly addressed. As a result, all children make substantial progress.
- The proportion of children who achieve a good level of development has increased year on year and is now broadly average. Transition is well planned for and effective. Children begin to experience class-based learning in small steps. As a result, children are very well prepared for Year 1.
- Safeguarding and early intervention in the early years are in line with the rest of the school. Safeguarding is effective. Staff have received appropriate training and have regular updates. All appropriate policies and procedures are in place.

School details

Unique reference number	140434
Local authority	Croydon
Inspection number	10048315

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	Board of trustees
Chair	Dr Anna Simmons
Headteacher	Mrs Esther Brooks
Telephone number	020 3750 6090
Website	www.chestnutparkschool.org
Email address	enquiries@chestnutparkschool.org
Date of previous inspection	Not previously inspected

Information about this school

- The school is a three-form primary school which opened in 2015. It currently has pupils up to and including Year 2.
- The proportion of pupils from minority ethnic backgrounds is well above average. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils supported by the pupil premium grant is in line with that found nationally. The proportion of pupils who have SEN and/or disabilities is slightly below schools nationally.
- Pupils are taught in single-year classes in Year 1 and Year 2. There are three classes in Year 1 and two in Year 2. In the early years, there are three Reception classes.
- The school runs a breakfast club and after-school care. The school runs a range of after-school activities.

Information about this inspection

- Inspectors observed teaching and learning across all classes and a range of subjects. Many of these were with the headteacher.
- Inspectors held meetings with senior leaders, middle leaders, a group of staff and pupils. Five representatives from the school strategic board and the trust, including the chief executive officer, met with the lead inspector.
- Inspectors talked to pupils within lessons and on the playground. Inspectors looked at pupils' books with them and talked about their learning. They also heard a number of pupils read.
- Historical data was analysed together with the school's assessment information for current pupils. Inspectors completed a work scrutiny across the curriculum.
- Documentation was scrutinised. This included the school's self-evaluation and development plan, attendance information, safeguarding records and behaviour logs.
- The inspection team considered the views of 59 parents who responded to Parent View (Ofsted's online survey) and held informal discussions with parents at the beginning of the school day. They considered 23 responses to the staff survey.

Inspection team

Donna Chambers, lead inspector

Her Majesty's Inspector

Natalia Power

Ofsted Inspector

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