

Inspection of a good school: Chaddesden Park Primary School

Carson Road, Chaddesden, Derby, Derbyshire DE21 6JW

Inspection dates:

13 and 14 September 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Leaders have high aspirations for all pupils in this caring and welcoming school. Pupils experience a range of trips and cultural events to enhance their learning. Leaders want pupils to grow into well-rounded young people, ready for life in modern Britain. The school curriculum, enrichment experiences and the wider opportunities on offer have been designed to achieve this.

Pupils are happy and feel safe at school. They enjoy their lessons and using the well-equipped playground spaces. Pupils behave well. They are motivated by the rewards systems, such as the chance cards they earn for being 'ready, respectful and safe'. Pupils are proud if they are highlighted as the 'secret star' in assembly or the 'VIP of the week'. There is a strong network of pastoral support for pupils. One pupil, echoing the views of others, told the inspector: 'Everyone, from the headteacher to the caretaker, respects us and we respect them.' Bullying is rare and is dealt with effectively.

Pupils enjoy the different roles and responsibilities they have in school. Some pupils have been elected to the school council. Others enjoy their ambassador roles in class. Pupils can take part in many clubs, such as arts, crafts and football.

What does the school do well and what does it need to do better?

Leaders have carefully considered their community, and what the pupils need to know and be able to do to be successful, when designing their curriculum. It is well organised so that teachers follow a logically sequenced series of lessons. Pupils experience a broad and balanced range of subjects. Leaders have worked hard to ensure the mixed-age classes receive a suitably ambitious curriculum.

Reading is given a high priority. In the entrance of the school, there is a well-stocked library for pupils to use. Leaders have made sure that the books represent life in today's modern world. Children in nursery enjoy learning songs and rhymes. As soon as children enter the Reception Year, they learn new sounds and letters through daily phonics teaching. If children fall behind, adults support them to help them catch up. A new phonics scheme has recently been introduced. While staff have received some training, there is not yet a consistent approach to teaching phonics. The books that pupils read do not always match the sounds that they know. Some pupils are not reading as fluently as they could.

Leaders have developed the curriculum in the best interests of all pupils. This includes pupils with special educational needs and/or disabilities (SEND). Staff support pupils with SEND well. The support is well planned and managed. Pupils' needs are identified early and specific actions are agreed to help pupils progress. Pupils with SEND access their learning in class with their peers.

Teachers plan lessons that are engaging and cover the curriculum content that builds sequentially on what pupils have previously learned. Pupils have opportunities to recall their prior learning. In lessons, some teachers check pupils' understanding and how well they are learning the curriculum. However, this is inconsistent. Pupils' misconceptions are not always corrected. Not all teachers give pupils sufficient time to correct mistakes in their work. As a result, pupils have gaps in their knowledge in some subjects.

Children in the early years are happy and enjoy learning together. There are well-established routines and children behave well. They soon settle in and make friends. The children chatted to the inspector with confidence. They are inquisitive learners.

Pupils behave well in lessons. They engage well with their teachers and each other. Pupils are sensible and calm when walking around the school. On the playground, pupils play happily together and have plenty of activities to do. Pupils enjoy playing on the trim trail and dancing to music.

The pastoral support for pupils is a strength of the school. Parents and carers say that leaders 'go above and beyond' to help pupils and their families. Pupils value the 'worry boxes' and say that there is always a trusted adult they can talk to if needed. Pupils are respectful of difference and diversity. They look after pupils who are new to the school. One pupil told the inspector: 'We are like one big family.' Pupils get many experiences out of school. These include trips to the seaside, theatres and museums.

Leaders, including governors and the trust, are clear in their ambition for the school. They know the school well and hold leaders to account effectively. The workload and well-being of the staff are priorities. Staff appreciate the support and consideration that all leaders give.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority for all staff. Staff have received the necessary training that they need. They are vigilant to risks that affect pupils. They know the specific risks in the local area.

Staff identify pupils who may be at risk and take appropriate action. They work well with external agencies and families to support pupils who need help.

Pupils learn how to keep safe in a range of situations, including when using the internet or social media. They know what to do if they have a concern about their safety. Pupils have confidence in the staff to help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have rightly identified inconsistencies in the teaching of phonics. At times, books do not match the sounds that pupils are learning. Therefore, some pupils do not read accurately or as fluently as they could. A new phonics programme has recently been introduced to ensure a more effective approach. Staff training has begun, with further training scheduled for the coming months. Leaders should continue with arrangements to ensure that the new phonics programme is fully established.
- Staff do not rigorously identify pupils' mistakes and misconceptions. This prevents pupils from embedding knowledge and learning well over time. Adults need further guidance to identify errors and misunderstandings in pupils' learning more clearly so they can adapt lessons to help pupils deepen their knowledge and understanding across more subjects in the curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in December 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	145592
Local authority	Derby
Inspection number	10240409
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	Board of trustees
Chair of trust	John Rutherford
Headteacher	Helen Smith
Website	https://thelearnerstrust.org/chaddesden-park-primary/
Date of previous inspection	Not previously inspected

Information about this school

- Chaddesden Park Primary School converted to become an academy school in April 2018. When its predecessor school, Chaddesden Park Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not use alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met with the headteacher, senior leaders and a range of staff. Meetings were also held with the special educational needs coordinator and the early years leader.
- The inspector met with members of the governing body. The inspector also met with representatives of the multi-academy trust.
- The inspector carried out deep dives in early reading, mathematics and physical education (PE). For each deep dive, the inspector met with subject leaders to discuss

the curriculum, spoke with teachers and spoke with pupils about their learning. She visited lessons and looked at samples of pupils' work. The inspector observed pupils reading to a familiar adult.

- To evaluate the effectiveness of the school's arrangements for safeguarding, the inspector reviewed school policies, procedures and records. The inspector met with the designated safeguarding lead. The inspector also spoke with staff, governors, the trust and pupils about the school's approach to keeping pupils safe.
- The inspector observed pupils' behaviour in lessons and around school.
- The inspector considered responses to Ofsted Parent View, including free-text comments.
- Groups of staff met with the inspector to share their views about the school, including on workload and well-being. The inspector spoke with pupils in the dining hall and on the playground.

Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

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