

Inspection of Chaddlewood Primary School

Hemerdon Heights, Plympton, Plymouth, Devon PL7 2EU

Inspection dates: 2 and 3 November 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils at Chaddlewood are curious and inquisitive. They are proud to attend the school. Pupils share many examples of teachers 'inspiring a love of learning'. One pupil commented 'school is like home', to exemplify the strong relationships that exist throughout the school community. Pupils feel safe and secure. They do not worry about bullying. Pupils know that all adults in school are there to care for them. Playtimes are harmonious. Pupils act as play and sports leaders to help everyone get along, communicate well, and have fun.

Leaders have high expectations for pupils to be successful. They support and enable pupils to have equally high expectations of themselves. Most pupils learn well across the curriculum. However, some pupils with special educational needs and/or disabilities (SEND) do not consistently receive the most effective support.

Leaders offer an exceptional range of opportunities, including extra-curricular activities, to develop and nurture pupils' talents and interests. For example, pupils take part in local sport and music competitions. Many pupils participate in the experiences that leaders offer. Leaders monitor the provision carefully to ensure it is accessible to all.

Parents appreciate the time that staff take to communicate with them. They say that leaders want the best for every pupil.

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

Leaders have designed an ambitious curriculum that helps pupils to build knowledge over time. They have made many improvements to the curriculum offer since the previous inspection. Teachers are clear about the key knowledge that pupils need to gain. The curriculum design enables pupils to regularly revisit previous learning. Teachers use assessment well to check what pupils know and remember. They make sure misconceptions do not develop. However, the delivery of the curriculum is sometimes not as effective as it could be. Learning activities do not always help pupils to gain knowledge as well as they could. Pupils' learning is not deepened as well as it could be.

Leaders foster pupils' love of reading well. Corridors are abuzz with pupils discussing their favourite books. They talk with confidence about why reading is important. Pupils benefit from a well-considered approach to phonics. Leaders provide training that helps all staff to understand the phonics programme. Staff skilfully spot pupils who need extra help and support them to catch up quickly. Pupils read books that contain the sounds they know. This helps them to develop fluency. Children in the early years enjoy listening to familiar stories and rhymes. They often use books to influence their role play. Parents receive helpful information about the school's approach to phonics.

Children in the early years get off to a successful start. They enter school each morning eager to learn. Leaders carefully design learning activities that spark children's interests. Children use their phonics knowledge to write sentences with increasing accuracy. They communicate well with each other and show resilience when they find something difficult.

Staff accurately identify pupils with SEND. They ensure pupils have suitable learning targets. Teachers make adaptations to learning to enable pupils with SEND to access the curriculum. However, some of these adaptations are not as successful as they need to be in supporting pupils to progress as well as they could through the curriculum.

Leaders prepare pupils very well for their future. Pupils understand that differences make everyone unique. They respect, and show interest in, the opinions of others. Pupils learn about discrimination. They say that it does not happen in this school and teachers would not tolerate it. Leaders ensure the taught curriculum helps pupils to identify and challenge prejudice. Pupils have a strong sense of justice. The 'Chaddlewood-50 things to do before you are 11 $\frac{3}{4}$ ' helps pupils to keep healthy and learn about the world beyond the school locality.

Pupils are polite and behave exceptionally well. They show an impressive level of respect and tolerance of others. Adults consistently model expected behaviours. Pupils say the behaviour policy is fair. They take responsibility for their actions. Pupils show very positive attitudes to learning. They strive to be the best that they can be. Older pupils sensitively guide younger pupils and show them how to behave well. Pupils attend well because they value learning.

Leaders consider staff workload when making strategic decisions about the school. Staff feel proud to belong to the team. They say that leaders listen to them. Leaders provide strong support to those in the early stages of their career. They provide guidance and check on their well-being.

Governors share leaders' vision for the school. They support and challenge leaders appropriately. Governors and parents praise leaders for the quality of the remote learning provision during COVID-19.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils very well. They are familiar with the possible risks that pupils may face in the local community. Leaders use this knowledge to plan relevant safeguarding training. All staff know how to identify and report concerns. Leaders take prompt action to follow up any concerns and secure appropriate support for vulnerable families. Pupils feel safe. They can raise concerns through the 'worry box' in each classroom or by speaking to any adult.

Leaders are trained in safer recruitment. They maintain accurate records of the safeguarding checks made on staff who join the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Learning activities do not always help pupils to learn the intended curriculum as well as they could. Work in books does not always match the aspirational curriculum aims and some pupils do not always have opportunities to deepen their learning. Leaders need to ensure that all learning helps pupils to know more and remember more.
- Teachers make adaptations to learning to enable pupils with SEND to access the curriculum. However, some of these adaptations are not supporting some pupils to progress as well as they could through the curriculum. Leaders need to ensure that all teachers understand how to make suitable adaptations to learning, so that all pupils progress well.

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	143474
Local authority	Plymouth
Inspection number	10241064
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	Board of trustees
Chair of trust	Iain Grafton MBE
Headteacher	Sarah King
Website	www.chaddlewood-primary.plymouth.sch.uk
Date of previous inspection	18-19 September 2019

Information about this school

- Chaddlewood Primary School is part of Westcountry Schools Trust.
- Leaders make use of one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, history and geography. For each deep dive, inspectors discussed

the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.

- Inspectors spoke with school leaders, subject leaders, parents, pupils and representatives from the trust.
- Two inspectors listened to pupils read.
- To evaluate safeguarding, inspectors spoke to the designated safeguarding leader (who is also the headteacher). Inspectors also spoke with staff, governors and pupils, and evaluated record keeping and staff training.
- Inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents, and comments made by parents online during the inspection. They also evaluated responses to Ofsted's staff and pupil questionnaires.

Inspection team

Jane Dennis, lead inspector

His Majesty's Inspector

Sally Hannaford

Ofsted Inspector

Bradley Murray

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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