

Inspection of Chestnuts Primary School

Black Boy Lane, Tottenham, London N15 3AS

Inspection dates: 23 and 24 November 2022

Overall effectiveness **Good**

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

What is it like to attend this school?

Pupils are proud of the school. Leaders have high expectations for behaviour and learning. Some pupils said 'The Chestnuts Way' helps them get better at learning. This is because teaching makes clear what pupils must learn and how they will learn it.

Most parents and carers are happy with the school. Many parents said leaders create a welcoming, inclusive community at the school. Parents appreciate the communication they receive through the weekly newsletter.

Children in the early years settle quickly into school life. Pupils behave well around the school and in lessons. They are polite and courteous. Pupils are safe in school. Leaders sort out any incidents of bullying quickly. Pupils think and consider the needs of others. They enjoy raising funds for charitable causes, such as children in Ukraine.

Pupils have opportunities to explore their interests. They enjoy taking part in the many clubs on offer, such as veterinary, debating, running and knitting clubs.

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

Children in the early years get off to a good start with phonics. Teachers and teaching assistants check how well pupils learn new sounds. Pupils who struggle with early reading, receive support to catch up. Leaders use books and stories to engage and inspire pupils to read. For instance, authors and illustrators visit the school and work with pupils. Pupils enjoy visiting the well-stocked library. Children in Reception have opportunities to write about book characters, such as Little Red Riding Hood. They enjoy posting their writing through the 'story door'.

Pupils achieve well in mathematics. Teachers have good subject knowledge to teach mathematics effectively. Teaching helps pupils know and remember more about mathematics from the early years onwards. Children in Reception use mathematical resources effectively to develop their understanding of numbers.

Teachers recognise when pupils may need extra help. This includes pupils with special educational needs and/or disabilities (SEND). Pupils receive appropriate support to help them learn. Leaders use outside experts to support pupils well. Speech and language therapists and other specialists, provide training for school staff. As a result, teachers and teaching assistants help pupils learn well.

Leaders prioritise teaching important vocabulary. As a result, pupils know and use subject-specific words well. For instance, pupils in Year 4 confidently explained the difference between an emperor and a king. Teachers use assessment information effectively to measure pupils' understanding and recall and to decide pupils' next

steps in learning. Teachers regularly revisit what pupils have learned before. This helps pupils to remember important knowledge long term.

Leaders have designed an ambitious curriculum. Most leaders have thought about the key knowledge they want pupils to know from early years through to Year 6. As a result, pupils gain secure knowledge in these subjects. However, this is not consistent across all subjects.

In some subjects, leaders do not make sure that teaching makes important knowledge explicit. As a result, sometimes children do not have the secure knowledge they need for future learning.

Pupils have positive attitudes to learning. They concentrate on their work. As a result, lessons continue uninterrupted. Pupils are taught the importance of valuing difference. They have positive relationships with each other from the early years and beyond. School staff encourage pupils to talk about how they feel and manage their emotions.

Pupils are taught about different faiths and cultures. Leaders organise for people from diverse communities to speak to pupils about various topics. For example, a visiting speaker recently gave a talk to pupils in Year 6 about life as a refugee. Pupils have opportunities to take part in a range of wider experiences. These include taking part in residential visits, watching drama plays and attending concerts.

School staff are proud to be part of the school. They feel supported and valued. Staff said leaders are considerate of their workload and well-being. The governing body supports and challenges leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of care in the school. All staff receive appropriate safeguarding training. School staff know the signs that may indicate a pupil may be at risk of harm. They know how to report and record any concerns. Leaders provide appropriate support to families. They work with safeguarding agencies to make sure pupils are safe.

Pupils are taught how to keep themselves safe. Leaders arrange for visitors to speak to pupils about safety. This includes how to stay safe online. Visitors include representatives of the police and a local safe cycling organisation.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders do not make sure teaching makes important knowledge explicit and that the curriculum is implemented consistently. As a result, pupils' knowledge is not equally secure in all subjects. Subject leaders should develop their expertise to monitor teaching to ensure they are implemented consistently well.
- In a few subjects, leaders have not sequenced important knowledge, skills and vocabulary from the early years. As a result, teaching does not routinely make key knowledge explicit in the early years. Leaders should identify the knowledge children must be taught in the early years, so children are effectively prepared for future learning.

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	134680
Local authority	Haringey
Inspection number	10240997
Type of school	Primary
School category	Foundation
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	433
Appropriate authority	The governing body
Chair of governing body	Dan Salem
Headteacher	Katie Horwood
Website	www.chestnutsprimary.com
Date of previous inspection	2 and 3 October 2019

Information about this school

- The school has a before- and after-school club for pupils.
- There is also a provision for two-year-olds.
- Leaders do not make use of alternative providers.

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 held meetings with senior leaders, including the special educational needs and disabilities coordinator, members of the governing body and a representative from the local authority.
- The inspectors carried out deep dives in early reading and phonics, mathematics, science, history and religious education. 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 a sample of pupils' work.

- The inspectors spoke to curriculum leaders and visited lessons in other subjects.
- An inspector listened to pupils read and heard pupils read to a familiar adult.
- The inspectors examined a range of school documentation relating to governance, attendance and behaviour, leaders' self-evaluation and improvement plans.
- The inspectors spoke to staff and parents at the beginning of the school day.
- Inspectors considered responses to Ofsted parent, staff and pupil surveys.
- Inspectors observed behaviour at lunchtime, during lessons and at other times during the school day.
- To inspect safeguarding, an inspector met with the designated safeguarding lead and considered safeguarding documentation and records.

Inspection team

Rebekah Iiyambo, lead inspector	Ofsted Inspector
Diane Rochford	Ofsted Inspector
Lisa Farrow	Ofsted Inspector

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