

# Inspection of Chaddesden Park Primary School

Carson Road, Chaddesden, Derby, Derbyshire DE21 6JW

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Inspection dates: 12 and 13 March 2024

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Helen Smith. This school is part of The Learners' Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Matt Freeston, and overseen by a board of trustees, chaired by Steve Welsh.

## **What is it like to attend this school?**

This is a welcoming school where pupils feel happy and safe. Pupils talk confidently about how to stay safe online and about ways that they can make healthy choices.

Parents and carers value the positive relationships they have with staff. They appreciate the special events and celebrations the school provides, including, for example, the Christmas fair and Jubilee celebrations. As one parent put it: 'Staff are brilliant, they work so hard.' The school provides a range of information for parents so they can understand what pupils are learning about in school.

The school is ambitious for all its pupils. Staff work hard to support pupils to achieve as well as they can. This is having a positive impact on pupils' early reading outcomes. However, this is not the case in all subjects. Pupils do not yet achieve as well as they should in all curriculum areas.

Staff have high expectations of pupils' behaviour. Pupils say the school rules of be 'ready, respectful and safe' are fair. They are polite and courteous to each other. They enjoy opportunities to develop their teamwork skills through activities such as orienteering.

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

Children make a good start to their education in the early years. Staff ensure that children benefit from a happy environment with caring relationships. There is a sharp focus on early language development. Through conversations with children, adults skilfully introduce new vocabulary. Children can talk about their learning. For example, they can describe how to squeeze and chop fruit to make a smoothie. They confidently share the narrative from the stories they are reading in class. For example, when making masks, they recall events linked to the story of 'The Little Red Hen'.

The school aims to ensure that all pupils learn to read well. This includes pupils with special educational needs and/or disabilities (SEND). Staff support pupils with SEND well so that they keep up with their peers. Pupils learn to say letter sounds accurately. They receive reading books that are well matched to the sounds they are learning. The school prioritises reading for older pupils as well. The school's library has a wide range of texts for pupils to enjoy. The 'rainbow rewards scheme' motivates pupils to read more, including at home.

The school has set out a broad and ambitious curriculum. However, pupils do not always benefit from work that is precisely matched to their existing knowledge. Some pupils have gaps in their learning that are not identified and filled. Additionally, staff do not always respond swiftly enough to address pupils' misconceptions as they arise in lessons. This means that pupils leave lessons with some misunderstandings about the key knowledge that they should have learned.

Disrespectful behaviours are rare. Staff are quick to respond should they occur. Pupils are confident that staff will sort any concerns that pupils may have. Pupils are encouraged to nurture mutual respect. They enjoy using the 'positivity box' to praise good acts and friendship that they see around school. Parents value the pastoral support for families. Pupils' attend well. The school works hard to ensure that pupils attend school on time, every day.

The school ensures that pupils' wider development is nurtured. Pupils discuss and reflect on topical issues. They develop their understanding of important concepts, such as the rule of law. The school encourages pupils' fundraising and supports charities, such as Age Concern. Pupils attend a range of clubs, for example the 'mini-medics'. They value the opportunity to develop their interests.

The school is making improvements in a number of areas. Sometimes, the checks on the school's provision, such as the impact of the curriculum, are not rigorous enough to identify areas for improvement. This means some priorities are not addressed swiftly. Some staff are new to subject leadership. They do not always have the necessary knowledge or expertise to fulfil their roles and responsibilities.

Local governors, called the 'school champions', know the school well. They understand the value of listening to parent views. They speak to pupils about school life and their well-being. Trustees are clear about their statutory responsibilities. Both trustees and school champions are mindful of staff workload and well-being. Staff feel well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Sometimes, pupils do not benefit from work that is precisely matched to their existing knowledge and understanding. This means pupils struggle to build their knowledge or to connect their learning over time. The school should ensure that teachers provide pupils with work that is matched to their current understanding so that all pupils know and remember more.
- Staff do not always pick up on pupil misconceptions or errors in lessons. This means pupils may have some misunderstandings that have not been addressed. The school should ensure that staff have the expertise to make accurate and timely checks on pupils' learning so that any misconceptions are corrected.
- Leadership at the school is at different stages of development. The knowledge and expertise needed to drive school improvements is mixed. Sometimes, checks on aspects of the school's provision, including reviews of the impact of the curriculum, do not identify areas for improvement. This means some priorities are

not addressed swiftly. The school should ensure that all priorities for improvement are accurately identified and swiftly addressed.

## 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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	145592
<b>Local authority</b>	Derby
<b>Inspection number</b>	10288362
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	259
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Steve Welsh
<b>CEO of the trust</b>	Matt Freeston
<b>Headteacher</b>	Helen Smith
<b>Website</b>	<a href="http://www.learnerstrust.org/cpp">www.learnerstrust.org/cpp</a>
<b>Dates of previous inspection</b>	Not previously inspected

## Information about this school

- Chaddesden Park Primary School converted to become an academy in April 2018. It is part of the Learners' Trust.
- The school does not make use of any alternative provision.

## Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders and staff. They met with members of the local governing body and with trustees.

- The lead inspector met with leaders from the trust.
- Inspectors carried out deep dives in reading, mathematics, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also reviewed the curriculum in a range of other subjects, including art and design, physical education and personal, social, health and economic education.
- Inspectors discussed pupils' attendance and behaviour with leaders.
- Inspectors considered the views of parents who responded to Ofsted's online survey for parents, Ofsted Parent View. They also spoke to parents, staff and pupils while on site during the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Donna Moulds, lead inspector	Ofsted Inspector
Kathryn Hobbs	Ofsted Inspector
Ceri Hathaway	Ofsted Inspector

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