

Inspection of Chancellor Park Primary School, Chelmsford

Brook End Road South, Chelmsford, Essex CM2 6PT

Inspection dates: 20 and 21 March 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2016. The school received an ungraded inspection on 22 and 23 November 2022.

What is it like to attend this school?

This is a friendly and inclusive school. Pupils look forward to the exciting lessons that teachers plan for them in each class. Pupils are keen to ask questions and deepen their knowledge. Staff have high aspirations for all pupils. Pupils know that staff will help them to get better in their learning. Pupils achieve well, particularly in English and mathematics.

Pupils are kind and caring towards each other. They take turns and play well with their peers. Staff encourage pupils to share their opinions. Pupils are confident to be themselves. They take pride in their school and want it to be a safe and happy place for everyone. Pupils are motivated to take on responsibilities, such as librarians, 'Reception buddies' and lunchtime prefects to improve the school for everyone.

Pupils relish the wide range of extra-curricular activities that help them to develop their skills and talents. They enjoy clubs, such as dance, creative arts, mindfulness and dodgeball. Pupils proudly represent their school at sporting events. They look forward to sharing their success with the whole-school community. Pupils enjoy a range of school trips that help them to connect their classroom learning to real-life experiences, such as a trip to the local war museum.

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

The school has created a broad curriculum that builds pupils' knowledge and skills well, starting from the early years. The school has identified what it wants pupils to learn and when. Staff teach the curriculum well. Pupils can confidently recall what they have learned.

Teachers have a good understanding of the subjects they teach. Staff use checks on pupils' understanding to plan lessons and activities that build effectively on what pupils have already learned. They spot where pupils need more help or guidance. Teachers explain things well and use questioning adeptly to extend pupils' understanding. Pupils achieve very well and produce high-quality written work.

Leaders are developing further the curriculum in a few subjects. Teaching in these subjects is occasionally not as highly effective as in the rest of the curriculum. However, pupils are still supported to achieve well and remember important subject knowledge by the end of Year 6. Consequently, pupils are prepared very well for learning in secondary school.

The school prioritises reading, from the very start in Reception. The newly introduced phonics programme supports pupils to have the phonics knowledge needed to read and spell unfamiliar words. This helps them to become confident, fluent readers quickly. Staff promptly identify gaps in pupils' reading knowledge and provide opportunities for revisiting so that they can build effectively on what pupils already know. Pupils enjoy reading. They talk confidently about the books they like

and dislike. They enjoy the visits from authors, which helps them to develop their love of reading. Pupils achieve well in national tests and assessments for reading. They can access learning and succeed in other subjects because they can read well.

The school is equally ambitious for what pupils with special educational needs and/or disabilities (SEND) can achieve. Staff are highly trained to identify pupils' needs quickly. From the early years, staff provide support so that pupils with SEND make strong progress and achieve well. Teachers adapt teaching skilfully so that pupils with SEND can learn the same knowledge as their peers.

Pupils understand the school rules and expectations for behaviour. Pupils are diligent and highly motivated to learn. From Reception, children learn routines and the school rules. This helps pupils to behave consistently well in lessons and during play times. They value the rewards system. Pupils speak with respect when discussing difference and diversity. They have extremely positive attitudes to learning. They know why it is important to persevere if they find something tricky.

The school carefully plans opportunities to extend pupils' experiences. Pupils benefit from meaningful trips to places of interest and visitors who share their knowledge. This helps to build pupils' confidence and enthusiasm for learning. Outside lessons, pupils take part in competitions and raise money for charities. Pupils learn about their feelings and emotions. They know that they can share their concerns and worries with staff. Staff listen to and deal with pupils' concerns effectively and promptly. This helps pupils to feel safe and well cared for. Pupils value highly the positive relationships that they have with staff.

Leaders have positive working relationships with staff. Staff feel valued and are proud to work in the school. Leaders and governors consider staff workload and well-being when making changes. They ensure that staff are well trained to improve their teaching and know how best to support pupils' learning. Governors know their role and carry out checks to ensure that the quality of education is continually improving.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	133661
Local authority	Essex
Inspection number	10295022
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Joanne Pumfrey
Headteacher	Claire Mills
Website	www.chancellorpark.essex.sch.uk
Dates of previous inspection	22 and 23 November 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The current headteacher was the headteacher at the time of the previous section 8 inspection.
- The school has had a staffing restructure since the previous inspection.

Information about this inspection

The 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.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and art and design. 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 looked at curriculum information in some other subjects, including geography, history, science and physical education.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors held meetings with the headteacher and other leaders, including those from the local authority. Inspectors also met with leaders with responsibility for pupils with SEND, behaviour and attendance and pupils' personal development.
- Inspectors met with representatives from the governing board.
- Inspectors considered responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Nerrissa Bear, lead inspector

His Majesty's Inspector

Nicola Shadbolt

Ofsted Inspector

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