

Inspection of an outstanding school: Chancellor Park Primary School, Chelmsford

Brook End Road South, Chelmsford, Essex CM2 6PT

Inspection dates:

22 and 23 November 2022

Outcome

There has been no change to this school's overall judgement of outstanding 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. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils enjoy coming to school and they are friendly and happy. Relationships between staff and pupils are respectful and polite. Pupils say how all the adults in the school are kind to them. This makes them feel safe. Staff provide high levels of care, which parents and pupils alike appreciate.

Staff have high expectations for pupils' behaviour. This is shown in pupils' positive attitudes and conduct. Classrooms are calm and purposeful places to learn. In lessons, pupils enjoy learning and work hard.

Leaders encourage pupils to do their best and fulfil their potential. Pupils study a broad curriculum that helps them to develop their interests. They are proud of their work and enjoy talking about their learning. Overall, pupils learn well across the curriculum but make stronger progress in some subjects than others.

Leaders and staff create a positive environment where bullying is not tolerated. Pupils learn to recognise their own and others' emotions. They show kindness and consideration to others. Older pupils enjoy having extra responsibilities. They look after the younger pupils in the school at playtimes and with reading. This helps pupils to develop confidence and resilience.

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

Leaders have clearly identified the knowledge they want pupils to learn by the end of each year. Teachers have the subject knowledge that they need to teach subjects well. Staff in the early years are knowledgeable about the areas of learning they teach and provide meaningful learning across the curriculum. By the end of Reception, children have the knowledge they need for learning in Year 1. Most teachers make sure that pupils understand the activities that they have to complete. They provide resources and explanations that help pupils to learn new ideas. Occasionally, teachers provide the examples that are not as clear or plan activities that do not help pupils learn or practise using the knowledge intended. This makes it harder for pupils to complete their work. When this happens, pupils find it harder to remember some important subject knowledge.

Leaders have placed reading at the centre of the school's curriculum. Pupils read broadly and enjoy reading. They confidently talk about the books that they like to read and why. Teachers regularly check on pupils' progress in reading. They use these checks to target extra help for those pupils who need it to keep up. Staff have the knowledge to teach phonics well. They model sounds clearly. Occasionally, staff do not stick to the school's chosen phonics scheme. When this happens, teaching is less effective. However, pupils become more confident, fluent readers and improve their comprehension as they get older.

Pupils are very eager to learn. This begins in the early years, where children are motivated and eager to join in. They share and cooperate well. Teachers plan lessons that make learning enjoyable. This means pupils want to take part and are keen to do their best. Pupils listen to teachers and each other. Their behaviour does not disrupt learning. Pupils respect each other. This means that they can take chances and make mistakes. This helps pupils to become resilient learners.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Leaders and teachers have an accurate understanding of the individual needs of pupils with SEND. Most pupils with SEND learn the curriculum alongside their peers. A few pupils with SEND have more individualised support and follow a curriculum that meets their individual needs. Leaders regularly check how well teaching is helping pupils with SEND to make progress in their learning and independence.

Pupils value differences and learn about diversity. They are rewarded when they show the school values of respect, enjoyment, confidence, care and challenge. Pupils benefit from supporting younger pupils as they learn about compassion. Younger pupils benefit from learning from positive role models.

Leaders and governors have a clear vision for providing high-quality education to all pupils. Staff are positive about the leaders and the support they provide. Leaders communicate effectively with parents, who are very supportive of leaders' work.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding supported by effective arrangements to help keep pupils safe. Staff receive regular training and updates. This helps keep their knowledge of safeguarding relevant and up to date. Staff know how to recognise pupils who are at risk of harm and the appropriate actions to take. Leaders act on concerns swiftly to keep pupils safe. They seek help from other agencies when necessary and work closely with families.

Pupils learn how to stay safe and who to speak to if they need help. Pupils have a secure knowledge of keeping safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, staff deviate from the school's chosen phonics programme. When this happens, pupils do not learn the intended phonemes and grapheme-phoneme correspondences. This slows their progress. Leaders should ensure that all staff follow the chosen phonics programme faithfully.
- Sometimes, teachers do not present learning clearly enough to pupils. There are occasions when they plan activities that do not focus precisely on the knowledge that leaders intend pupils to learn. Pupils find it harder to complete their work and to remember or practise using some important knowledge. Leaders need to ensure that all teachers implement leaders' intended curriculum effectively.

Background

When we have judged outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in November 2016

How can I feed back my views?

You can use 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	133661
Local authority	Essex
Inspection number	10240561
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	209
Appropriate authority	The governing body
Chair of governing body	Joanne Pumfrey
Headteacher	Claire Mills
Website	www.chancellorpark.essex.sch.uk
Date of previous inspection	8 and 9 November 2016, 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 inspection.

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.
- The inspector met with the headteacher and other school leaders to discuss the quality of education and safeguarding for pupils.
- The inspector met with some members of the governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and Spanish. For each deep dive, the inspector 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.
- To evaluate the effectiveness of safeguarding, the inspector met with leaders to discuss their work and reviewed safeguarding records. The inspector spoke to staff about the

training they have received and how this helps them identify potential safeguarding concerns. The inspector spoke to pupils to establish the extent to which they feel safe in school.

- The inspector observed pupils' behaviour in lessons and at playtime. The inspector reviewed the support and training that staff receive to help pupils manage their behaviour.
- The inspector analysed the 75 responses and free-text comments to the online survey, Ofsted Parent View.
- The inspector considered the 14 responses to the pupil survey and the 25 responses to the staff survey. The inspector spoke to a range of pupils to find out their views of the school.

Inspection team

Jessie Linsley, lead inspector

His Majesty's Inspector

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