Inspection of Chestnut Park Primary

Wheatear Road, North End, Yatton, Bristol BS49 4FW

Inspection dates: 21 and 22 February 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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Tamara Dexter. This school is part of The Futura Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrea Arlidge, and overseen by a board of trustees, chaired by Malcolm Broad.

What is it like to attend this school?

Pupils flourish at this exceptional school. Pupils live up to the school's high expectations. Pupils excel in every aspect of their education. Nurturing, warm relationships exist between staff and pupils. Pupils love coming to Chestnut Park Primary School.

The school values of honesty, empathy, appreciation, respect and trust empower pupils to care for and show genuine kindness towards one another. As a result, the school is a purposeful, calm place to learn. Pupils' behaviour is exemplary. They show self-control and act with care and consideration for others. Pupils' conduct in lessons and at breaktimes is impeccable.

Pupils excel in the array of enrichment activities that are of exceptional quality. Pupils have opportunities to learn to speak French and take part in activities such as art, music and drama.

Pupils make a tangible difference to the school. They relish the opportunities to take on leadership roles as eco monitors, house captains and play leaders. Pupils play a significant role in the local area, where they contribute to events and festivities. This instils a sense of pride in belonging to the school community.

Parents praise the education their children receive. Many parents appreciate the school's high-quality pastoral support and approachable staff.

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

The school's precisely crafted curriculum is carefully implemented. It meets pupils' learning needs in every way. From the moment children join the school, they benefit from a curriculum that is aspirational and highly effective. The curriculum is skilfully sequenced so that pupils build their knowledge securely over time. This begins in the pre-school, where a strong foundation is created for future learning.

Assessment is used exceedingly well to check that the curriculum is learned and remembered by pupils. Staff are adept at identifying misconceptions swiftly. They use this information to adapt future learning. Staff revisit learning to help the most important knowledge stick in pupils' memory. As a result, pupils across the school learn exceptionally well. They acquire an impressive depth of knowledge across all subjects. Pupils achieve exceptionally well in all areas.

The school ensures that reading is at the very heart of the curriculum. From pre-school, knowledgeable, highly trained staff develop children's communication and language. Children learn phonics when they start school. Pupils use their phonics knowledge effectively to blend and read unfamiliar words. Staff provide rapid support for those who need to catch up. No pupils are left behind. Many pupils enthuse about how reading brings learning to life and helps them to learn new words. Across the school, pupils learn ambitious new vocabulary.

The school is highly ambitious for pupils with special educational needs and/or disabilities (SEND). There is a strong culture of inclusion. The school takes all possible steps to identify and meet pupils' needs quickly. Staff are knowledgeable. They expertly adapt plans and learning activities for pupils. This means pupils with SEND learn the same impressive curriculum as their peers. These pupils make exceptional progress from their starting points.

The provision for pupils' personal development is expertly woven through the curriculum. Pupils are taught how to be responsible, global citizens. They have a deep-rooted knowledge of wider religions and fundamental British values. For example, pupils contribute to the school's India partnership and meet with inspirational visitors. This develops an excellent understanding of equality and diversity. As a result, the school develops compassionate and responsible young citizens.

The trust and governors hold leaders to account effectively. They have a firm grasp of the school's strengths and priorities for development. Together, the trust and governors ensure that staff are well looked after and their workload is considered. Morale is buoyant across the dedicated staff team. As a result, pupils thrive at this exceptional school.

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 special educational needs and/or disabilities (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	148637
Local authority	North Somerset
Inspection number	10298111
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	Board of trustees
Chair of trust	Malcolm Broad MBE
CEO of the trust	Andrea Arlidge
Headteacher	Tamara Dexter (executive headteacher)
Website	www.chestnutparkschool.org.uk
Dates of previous inspection	Not previously inspected under section 5 of the education act 2005.

Information about this school

- Chestnut Park Primary School opened to become an academy free school in September 2021.
- The headteacher was appointed in May 2021.
- Currently, the school has an intake of children from pre-school to Year 2. From September 2024, the age range will include pupils in Year 3.
- The school does not use any alternative provision.

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 educational provision.

- This was the first 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 met with the headteacher, senior leaders, teaching and administrative staff, the local academy board and representatives from the trust including the deputy chief executive officer.
- Inspectors carried out deep dives into these subjects: early reading, mathematics and art. Inspectors looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work. Inspectors also discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour at various times of the day, including breaktime and lunchtime.
- Inspectors also looked at curriculum plans and spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1 and 2 read to an adult.
- 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.
- Inspectors considered responses to the online survey, Ofsted Parent View, including free-text responses and responses to the staff survey.

Inspection team

Richard Vaughan, lead inspector	Ofsted Inspector
Nicolle Deighton	Ofsted Inspector

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