

# Inspection of Chetwynd Primary Academy

Chetwynd Road, Toton, Beeston, Nottingham, Nottinghamshire NG9 6FW

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Inspection dates: 1–2 October 2019

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Overall effectiveness at previous inspection

Good

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

Pupils are extremely happy and love coming to school. Relationships throughout the school are quite exceptional. Pupils are kind and polite. They show the utmost respect towards each other and adults. Their behaviour is exemplary. Pupils cannot remember when any bullying last happened. They are confident that staff would deal with it swiftly if it did. Staff work conscientiously to keep pupils safe. Pupils say they feel safe.

Leaders have the highest of expectations for all pupils. The school is a hive of learning. Pupils set high academic standards for themselves. They want to do well and know the importance of doing so. Pupils gain secure knowledge and skills across a wide range of subjects. They talk confidently about what they know and can do. For example, pupils spoke at length about coding, the slave trade and religious symbols.

Pupils' broader development is exceptional. Leaders provide pupils with a vast array of experiences. These enhance and develop pupils' skills and nurture their interests. Alongside the many sports-based activities, pupils attend drama and music clubs. For others, Chetwynd radio or environmental projects are more appealing. Pupils are incredibly well prepared for next steps in learning and for future life.

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

The principal is determined that all pupils will receive the best possible education. Leaders have established a curriculum that sets out exactly what pupils will learn, and when they will learn it, in every subject. Their plans are very detailed and have been in place for several years. Teachers use their excellent subject knowledge and exactly the right teaching methods to make sure that pupils build up their knowledge and skills step by step over time. Teachers check very carefully what pupils know and can remember. They fine-tune their teaching so that all pupils achieve high standards across the school.

Leaders are adamant that every child will be a good reader. Teachers have high expectations of the sounds and words that children will learn to read each term. Children learn to read from their first week in school. Teachers give pupils books to read that contain the words and sounds they have already learned to read in class. This means that pupils get lots of practice and soon become fluent readers. Pupils love to read. They talk confidently about the stories and different authors' books they have read. Staff check that pupils are learning to read successfully. Any pupil who begins to fall behind is helped to catch up quickly and keep up.

Pupils learn exceptionally well in all subjects. In mathematics, they use their knowledge and practise their skills with confidence. Pupils talk with understanding about musical notations and the French language. They can explain exactly how they have constructed their pencil drawings. They confidently describe which skills

they are building up to play tag rugby successfully. Pupils demonstrate great self-motivation and apply themselves to learning with real determination.

Leaders do not lower their expectations for any pupils. Pupils with special educational needs and/or disabilities (SEND) demonstrate impressive knowledge, ranging from Macbeth to the different parts of a flower. They talk confidently about debating issues such as poverty and international aid. Disadvantaged pupils and pupils with SEND achieve exceptionally well.

There is only one school rule – ‘to be kind’. Pupils follow this simple but effective rule. They have excellent personal and social skills. Leaders provide pupils with a rich variety of experiences. For example, pupils discuss and debate important issues sensibly, work on charitable projects, and become ‘well-being warriors’.

Children get off to a rapid start in the early years. Teachers think very carefully about what children should learn next. They use equipment very well to make sure that children can learn successfully. This is true across all areas of learning in the early years. Children share, take turns and maintain high levels of concentration and self-control. They achieve extremely well and are thoroughly prepared for Year 1.

Leaders engage very well with staff and parents. Staff are highly committed to providing a high-quality education. Parents are extremely positive about the school’s work. They have no hesitation in saying how staff ‘go above and beyond’ for their children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff throughout the school are vigilant in their approach to keeping children safe. They receive frequent training and know what to do should they have any concerns. Leaders make sure that pupils know how to keep themselves safe. Staff teach pupils about potential dangers that they may come across. Pupils learn about online safety, road safety and healthy relationships. Leaders follow up safeguarding issues rigorously. They work compassionately with parents and diligently with other agencies. Pupils and their families receive strong support.

## **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 Ofsted Parent View information 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.

If you’re not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	138070
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10087299
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Donna Kindermann
<b>Principal</b>	Lorraine Tonks
<b>Website</b>	<a href="http://www.chetwyndprimaryacademy.co.uk">www.chetwyndprimaryacademy.co.uk</a>
<b>Date of previous inspection</b>	13 June 2018

## Information about this school

- The school is part of The Spencer Academies Trust. The school provides support to other schools in the multi-academy trust and more widely in the East Midlands area.
- The school provides a breakfast and after-school club for its pupils.

## Information about this inspection

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

- Inspectors held meetings with the principal, vice principals, middle leaders and other staff. Inspectors met with two representatives of the board of trustees and with the chair of local governing body.
- Inspectors looked in detail at four subjects: reading, mathematics, science and geography, to consider the quality of education. They also looked more broadly at a wide range of other subjects. Inspectors visited 30 lessons, mostly with leaders. They met with teachers, subject leaders and pupils, and looked at a sample of pupils' work. Inspectors also listened to pupils reading and observed pupils' playtimes and lunchtimes.

- Inspectors looked at a range of other documentation, including that relating to safeguarding, behaviour and attendance. Inspectors also looked at leaders' evaluation of the school's performance, and their planning and monitoring documentation. Inspectors reviewed and considered the information on the school's website.
- Inspectors spoke with parents at the start of the day. Account was taken of the 131 responses to Ofsted's online survey, Parent View, including 98 free-text responses. The school's own parental survey was also considered. The 35 responses to the staff survey were reviewed. Inspectors also considered the school's own pupil survey as there were no responses to Ofsted's pupil survey.

### **Inspection team**

Vondra Mays, lead inspector	Ofsted Inspector
Mark Mitchley	Ofsted Inspector
David Heald	Ofsted Inspector

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