

Chaddesden Park Primary School

Address: Carson Road, Chaddesden, Derby, Derbyshire, DE21 6JW

Unique reference number (URN): 145592

Inspection report: 28 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Rates of attendance for all groups of pupils are high. Over the last two years, attendance rates have been higher than seen nationally. Levels of repeated absence are low. The school scrutinises attendance and patterns in behaviour closely. It provides robust challenge and support where attendance needs to improve. When the school intervenes, there is demonstrable and sustained improvement. Children know the importance of high attendance. Leaders aim to make school 'unmissable', which, combined with positive behaviour, means that pupils want to be at school. As one pupil summed up, 'We love being here.'

Behaviour is highly positive. Pupils demonstrate exemplary manners and courtesy. Typically, they hold doors open for adults and for each other. They offer a warm welcome to visitors, in some cases offering a friendly hand to shake. Pupils are eager to be recognised for doing the right thing. They thrive on the vast range of rewards on offer for being 'ready, respectful and safe'. The school's behaviour policy is consistently understood and applied by staff and pupils alike. Poor behaviour, including bullying, is rare. It is dealt with robustly when it occurs. Any pupils who struggle to live up to the school's expectations receive expert help and support. Improvements are both demonstrable and sustained.

Leadership and governance

Strong standard ●

Current senior leaders have been in post for a relatively short period of time. They have brought about many significant improvements at the school. These include improvements in the quality of teaching, rates of attendance, provision in the early years and, while still improving, pupils' achievement. Leaders have a clear and ambitious vision for all pupils at the school. All decisions are taken with pupils' best interests at heart. They have established robust quality assurance processes that provide a concise and accurate understanding of strengths and areas for improvement. They have galvanised the staff team and ensured consistent leadership. They have the right knowledge, skills and systems in place to continue bringing about improvements. As a result, the school is in a strong position for continued success.

Staff are unanimously proud to work at the school. They are proud of the improvements they have secured. They are motivated, committed and hard-working. They say that leaders take full account of their workload and well-being. Staff benefit from a well-organised programme of training and support.

Parents are typically positive about the school. They praise improved communication and accessibility to staff. Leaders regularly seek the views of parents and respond swiftly to findings.

The trust, including those responsible for governance, has taken decisive action to ensure that the school improves. It has an accurate understanding of the school's strengths and what still needs to improve. It provides a robust level of both challenge and support.

Expected standard

Curriculum and teaching

Expected standard

Leaders have focused on improving the quality of the curriculum and teaching. This has had a significant positive impact. As a result, the school is on the way to addressing its historic low rates of achievement. Leaders have a secure understanding of where teaching is effective and where further improvements can be secured. They have provided a robust programme of training and support. Teachers know what constitutes effective teaching and typically demonstrate this consistently. However, in a small number of instances, teachers do not check carefully enough how well pupils are getting on in lessons. As a result, some misconceptions are not identified and addressed.

The school's curriculum is well designed. Across all subjects and at each stage of pupils' education, it makes clear what pupils will learn. It identifies the most important content that pupils are expected to know and remember. The curriculum builds cumulatively on what has gone before and prepares pupils well for what comes next.

The school accurately identifies any pupils who are not keeping up with the curriculum. Teachers ensure that these pupils, and those with special educational needs and/or disabilities (SEND), receive the support necessary to succeed.

Early years

Expected standard

Leaders have prioritised getting things right in the early years, and they have done this well. As a result, children get off to a very positive start. They are well-cared for, settled and happy to be in the setting. They enjoy learning, both indoors and outside. They relish the 'welly Wednesday' where they learn and play in the school's extensive grounds. They build dens and find worms with immense enthusiasm.

There is a sharp focus on developing children's communication and language skills. Children learn a wide range of nursery rhymes, songs and stories. They join in with vigour. Adults help them to learn an increasing range of vocabulary.

The early years curriculum is meticulously planned and sequenced. It sets out clearly the precise knowledge that children are expected to know and remember. The curriculum is taught well. Teachers give clear explanations and instructions. All activities in the early years link closely to the curriculum. Nothing is left to chance. Staff understand their roles. They consistently probe and extend children's understanding, both in taught sessions and during play.

The school keeps a close eye on how well children learn the curriculum. Staff consistently know which children need additional help. This is provided promptly. No child is allowed to fall behind. As a result, children typically remember what they have learned. Children, including the very youngest, demonstrate impressive listening skills and levels of concentration.

Inclusion

Expected standard 

The school is inclusive. It keeps a close eye on how all pupils are getting on. Any pupil who begins to fall behind receives close attention. The school establishes the reasons for this and accurately identifies the actions that need to be taken. These plans are reviewed regularly. As a result, gaps in pupils' knowledge are identified and reduced.

Pupils with special educational needs and/or disabilities (SEND) are well supported. The school accurately distinguishes between low achievement and SEND. Staff are trained and able to identify and meet a wide range of needs. The plans put in place for pupils with SEND are typically detailed and fit for purpose. Long-term targets in education, health and care (EHC) plans are skilfully broken down into smaller, shorter-term goals.

The school's pupil premium strategy focuses on the right priorities. It identifies the barriers that disadvantaged pupils face, and the actions it sets out are appropriate. Staff typically understand their role in delivering these actions. However, in some places, the strategy does not make clear how the impact of the actions taken will be evaluated.

The school routinely checks how well pupils learn and progress through the curriculum. It checks how well different groups of pupils, including disadvantaged pupils and those with SEND, are getting on. However, it does not routinely consider the same matters for pupils who are known, or have been known, to social care.

Personal development and wellbeing

Expected standard 

Centred around the broad principles of being ready, respectful and safe, the school's approach to personal development is well-designed. The offer is underpinned by a well-planned curriculum for personal, social and health education and relationships and sex education. Pupils learn how to stay safe in a range of situations, including online. They learn to treat others with respect, including when others' views differ from their own. Pupils know what discrimination is and are clear that it is not accepted at their school. They develop an age-appropriate understanding of fundamental British values and the protected characteristics. They learn about the range and nature of healthy relationships. As one pupil summed up, 'It's ok to love who you want to love.'

The school provides well-tailored pastoral support. Those who need additional help receive expert guidance. Pupils are helped to understand their feelings and emotions. They know who to turn to if they need help or support. They know that they can get support by putting a message in the 'worry box'. They know to stay physically healthy and the importance of healthy snacks at breaktimes.

The school aims to ensure that school is 'unmissable'. The school's 'cultural capital road map' provides broad range of experiences that extend and enrich the curriculum. These include an ice-skating rink, caving and climbing walls, to mention but a few. The school makes sure that all pupils access these opportunities.

A broad range of extra-curricular clubs and activities are on offer. The school keeps track of which pupils attend these.

Pupils make a positive contribution to the day-to-day life of the school, including as monitors, prefects and sports coaches, and running the school's tuck shop. The school council plans and organises an impressive range of events.

Needs attention

Achievement

Needs attention 

As reflected in the outcomes of national assessments, for too long achievement at the end of key stage 2 has not been high enough. Pupils, including those who are disadvantaged, have achieved significantly lower than pupils nationally. However, as a result of decisive actions, this picture is improving rapidly. The achievement of current pupils is better. In some cases, pupils demonstrate a fluent recall of what they have learned previously. However, some, including some disadvantaged pupils, are not yet as fluent. Too many older pupils still have gaps in their learning. This is especially the case in transcription. While leaders have identified this and have taken robust steps to tackle it, it is too early to see the full impact of their work.

Pupils achieve well in phonics. Pupils have achieved significantly higher than that seen typically over the last three years.

What it's like to be a pupil at this school

Pupils are proud to attend Chaddesden Park Primary School.

The values of 'ready, respectful and safe' sit at the heart of everything. Pupils know these values and understand, in detail, what they mean. They strive to live up to these expectations day to day. They do so impressively.

The school is inclusive. It has an astute view of how well every pupil is getting on. It ensures that anyone who begins to fall behind gets the help that they need to catch up quickly. As reflected in national assessments at the end of key stage 2, achievement is not yet as high as it should be, but pupils are catching up rapidly.

Behaviour is highly positive. Pupils value one another. They relish their social times together. They show support and care for each other. Poor behaviour is rare. Where it does occur, pupils are quickly helped to get back on track. Pupils appreciate the school's behaviour policy. They value the high number of rewards and incentives on offer, including house points and 'star of the week' rewards, to name but a few. Equally, they understand what happens if they are not ready, respectful or safe. They eloquently explain how 'reflection forms' help them to understand what has gone wrong and to know what they can do differently in the future. The school's 'playbook' systematically teaches pupils what positive behaviour looks like.

Bullying is extremely rare. Pupils feel safe and trust adults to support them.

Pupils are well prepared for life in modern Britain. They are proud to take on responsibilities, including roles as librarians, sports coaches and prefects. The head boy and head girl do a sterling job representing the school. The school provides an impressive range of activities that enrich and enhance the curriculum. These opportunities aim to make school 'unmissable'. This makes an important contribution to the high levels of attendance that have been evident over the last few years.

Next steps

- Leaders should embed their work on improving teaching and achievement so that pupils' outcomes do not differ significantly from those achieved nationally, including for disadvantaged pupils.
 - Leaders should ensure that the pupil premium strategy sets out how the impact of actions taken will be evaluated and ensure that all staff are clear about their role in the strategy.
 - Leaders should ensure that teachers consistently check how well pupils are learning in lessons and act on these findings accordingly.
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About this inspection

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

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

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors held meetings with the headteacher, senior leaders and groups of staff and pupils. They met with the chief executive officer, the school's trust partner, and representatives of those responsible for governance, including the chair of trustees.

The school uses no alternative provisions.

The inspectors confirmed the following information about the school:

The school has undergone significant changes since the last inspection. The current headteacher took up post in September 2024. The school has appointed two senior teachers.

Headteacher: Helina Kirkup

Lead inspector:

Vic Wilkinson, His Majesty's Inspector

Team inspectors:

Karen Slack, Ofsted Inspector

Liz Ellis, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

226

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

39.11%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.21%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

23.45%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	49%	61%	Below
2024/25 (final)	50%	62%	Below
2023/24 (final)	49%	61%	Below
2022/23 (final)	48%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	74%	Below
2024/25 (final)	67%	75%	Below
2023/24 (final)	62%	74%	Below
2022/23 (final)	61%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	61%	72%	Below
2024/25 (final)	64%	72%	Below
2023/24 (final)	60%	72%	Below
2022/23 (final)	61%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	73%	Below
2024/25 (final)	61%	74%	Below
2023/24 (final)	64%	73%	Below
2022/23 (final)	66%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	28%	46%	Below
2024/25 (final)	20%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	44%	46%	Close to average
2022/23 (final)	16%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	52%	62%	Below
2024/25 (final)	50%	63%	Below
2023/24 (final)	56%	62%	Close to average
2022/23 (final)	47%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	59%	Below
2024/25 (final)	40%	59%	Below
2023/24 (final)	56%	58%	Close to average
2022/23 (final)	32%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	44%	60%	Below
2024/25 (final)	40%	61%	Below
2023/24 (final)	56%	59%	Close to average
2022/23 (final)	32%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	28%	68%	-40 pp
2024/25 (final)	20%	69%	-49 pp
2023/24 (final)	44%	67%	-23 pp
2022/23 (final)	16%	66%	-51 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	52%	80%	-28 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	56%	80%	-24 pp
2022/23 (final)	47%	78%	-31 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	78%	-34 pp
2024/25 (final)	40%	78%	-38 pp
2023/24 (final)	56%	78%	-22 pp
2022/23 (final)	32%	77%	-46 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	44%	80%	-36 pp
2024/25 (final)	40%	81%	-41 pp
2023/24 (final)	56%	79%	-23 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	32%	79%	-48 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.6%	5.2%	Below
2023/24 (3 term)	5.0%	5.5%	Close to average
2022/23 (3 term)	4.5%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.3%	13.0%	Below
2023/24 (3 term)	11.2%	14.6%	Close to average
2022/23 (3 term)	8.3%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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