

Inspection of a school judged good for overall effectiveness before September 2024: Chatsworth Infant School

Burnt Oak Lane, Sidcup, Kent DA15 9DD

Inspection dates:

21 and 22 January 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The head of school is Cathy Kinsley. The school is part of The Pioneer Academy, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lee Mason-Ellis, and overseen by a board of trustees, chaired by Jo Bouwens.

What is it like to attend this school?

Pupils, families and staff are proud to be a part of this welcoming and inclusive school community. Pupils are eager to attend every day and are excited about learning new skills and knowledge alongside their friends. Relationships between staff and pupils are exceptionally strong. Adults know pupils well and show genuine care for them. This gives pupils a deep sense of belonging and helps them to feel safe.

Leaders and staff have very high expectations of pupils' behaviour and achievement. Pupils live up to these expectations by listening carefully and working hard. Their behaviour is excellent, in and out of lessons. Pupils encourage and support each other. Disruptions to learning are very rare. Pupils, including those with special educational needs and/or disabilities (SEND), achieve very well across the curriculum.

Pupils take full advantage of what the school offers. They appreciate the range of clubs that are provided to them, including, for instance, performing arts, sports clubs and board games club. Pupils also enjoy visits to places of worship and parks in the local area as well as London museums and attractions, such as the Cutty Sark. They leave this school remarkably well prepared for the next stage in their education.

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

The school has developed and embedded its curriculum so it is well established in all subjects. It has mapped out the curriculum carefully, from early years to Year 2, so that pupils build on their learning over time. Leaders have identified the precise knowledge, skills and vocabulary that pupils should learn and the order in which they should learn them. The school has expertly woven knowledge and skills through different subjects. This helps to strengthen pupils' understanding.

Teachers have strong subject knowledge. They are well supported by skilled and knowledgeable subject leadership, both from within the school and the trust. Teachers select appropriate activities and resources to help pupils learn very effectively. They check pupils' learning carefully and adapt teaching to address any gaps. Teachers make sure that pupils have fully understood their previous learning before introducing new information.

Reading sits at the heart of the school's curriculum. All teaching staff are well trained to deliver the school's chosen phonics scheme. They systematically build pupils' knowledge of letters and the sounds that they make. Pupils use this knowledge to read and spell with growing confidence and accuracy. Staff make sure that pupils practise their reading using books that are closely matched to their phonics knowledge. They check pupils' understanding throughout lessons. Any pupils who find reading difficult receive extra support swiftly to help them to keep up. The school's approach to developing early reading is highly effective, and pupils learn to read very well as a result.

Pupils get many well-selected opportunities to apply their English knowledge and skills. For instance, across the curriculum, they are asked to talk and write about their learning. They are supported to use their knowledge carefully and with a developing accuracy. In mathematics, too, the curriculum consistently enables pupils to recall and build up their fluency with number facts and use these when solving problems. This focus on securing basic skills in the curriculum stands pupils in good stead for future learning.

The school swiftly identifies and supports the additional needs of pupils with SEND. Staff skilfully tackle any barriers to pupils' learning. As a result, pupils with SEND progress well through the curriculum alongside their peers and achieve well.

Work to promote the personal development and well-being of pupils is a strength of the school. Pupils learn how to look after their own mental and physical well-being. For example, pupils are taught to be mindful and learn breathing techniques to help them feel calm. Pupils learn about important aspects of life in modern Britain. This includes, for example, learning about ways that people can be different and the importance of respecting these differences. Pupils contribute actively to school life by becoming eco-councillors, register monitors and school councillors. They learn how to stay safe online and in the local area.

The school has a clear understanding of the reasons for pupils' absence. It takes swift and effective action to provide support for these pupils and their families. As a result, pupils' rates of attendance are improving.

The trust provides strong support to both leaders and staff. Governors work diligently to oversee the school's progress. Together, the trust and governing body provide appropriate support and challenge. Staff are incredibly proud to be part of the school team. They are well supported both with their workload and well-being, as well as through the extensive development and training opportunities.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 good for overall effectiveness in September 2019.

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	143085
Local authority	Bexley
Inspection number	10346024
Type of school	Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	Board of trustees
Chair of trust	Jo Bouwens
CEO of the trust	Lee Mason-Ellis
Headteacher	Cathy Kinsley (Head of School)
Website	www.chatsworth.bexley.sch.uk
Dates of previous inspection	18 and 19 September 2019, under section 5 of the Education Act 2005

Information about this school

- The head of school was appointed in September 2024.
- The school does not make use of any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the CEO, the head of school, other school leaders, the chairs and members of the trustee and governing boards, and a range of staff.

- The inspector visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work. The inspector listened to some pupils read to an adult.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed pupils' behaviour in lessons and around the school site. In addition, he met with pupils, formally and informally, to hear their views.
- The inspector considered the responses to the online survey, Ofsted Parent View, including the free-text responses. He also took into consideration the responses to the online survey for staff.

Inspection team

Chris Birtles, lead inspector

Ofsted Inspector

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