

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Chetwynd Spencer Academy

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

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Inspection dates: 10 and 11 December 2024

## Outcome

Chetwynd Spencer Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Lorraine Jackson. This school is part of Spencer Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul West, and overseen by a board of trustees, chaired by Donna Kinderman.

## What is it like to attend this school?

Chetwynd Spencer Academy is an exceptional school where pupils are firmly at the heart. Everyone does their best to live the one school rule: 'Be kind.' Kindness is everywhere.

Pupils understand the 'starfish values' (sportsmanship, tolerance, appreciation, resilience, friendship, integrity, sensitivity and helpfulness). They are encouraged to fulfil these values both in school and in the community. Pupils say that these values will help them to live their best lives.

Staff have high expectations of behaviour and for pupils' learning. Pupils live up to these expectations exceptionally well. Classrooms are calm, purposeful and exciting places to learn. Pupils rightly say that staff care about them and help them to learn new things.

Pupils feel safe at school. Parents and carers agree that they are. Pupils are confident to tell an adult if they have a problem. Many say that the 'worry monsters' are a helpful way to communicate any worries they may have. Pupils trust that they will be listened to and supported.

A wide range of experiences are available for pupils to enjoy. There are various clubs on offer in which pupils can take part. 'Rattle and roll' and 'magical maths' are current favourites. The school actively seeks and supports pupils' talents.

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

The trust and the school have worked hard to ensure that pupils receive an exceptionally high quality of education. Pupils enjoy coming to school and attend exceptionally well. The school's vision, 'for all children to be kind, courageous and curious citizens,' is at the root of all the school's work. The school has carefully crafted a curriculum that is highly ambitious for all children and pupils. Every decision the school has made about the knowledge pupils will learn while in school has been deliberate. It is linked to their vision. This supports pupils with their learning and allows them to achieve high standards. This is particularly the case for English and mathematics.

The school has a keen focus on developing pupils' vocabulary and oral communication skills. This approach begins in early years. Staff encourage children and pupils to use precise vocabulary to express themselves and to explain their thinking. This is deeply embedded across the school. For example, in the early years, children confidently use the vocabulary 'whole' and 'part' to explain their understanding of numbers.

Reading is a high priority. There is a consistent approach to the teaching of reading, including phonics. This has a positive impact on pupils' learning to read. Pupils enjoy reading age-appropriate books. They are confident and fluent readers. Pupils speak enthusiastically about their reading lessons and enjoy 'whole-class reading'.

The school has a clear understanding of the needs of pupils with special educational needs and/or disabilities. Staff ensure that these pupils can access the full curriculum in school. They make effective use of resources to identify these pupils' needs quickly and provide them with effective support.

The school promotes pupils' personal development exceptionally well. There are plenty of opportunities to widen pupils' experiences beyond the curriculum. Pupils learn about healthy relationships and demonstrate an understanding of friendship. They have a deep understanding of right and wrong. This is modelled throughout the school by both adults and pupils. Relationships are strong. They are built on mutual respect and genuine care.

Pupils are helped to learn about the value of money. They enjoy a careers fair where they learn about a variety of possible jobs, such as a film director and an army medic. The school also helps pupils to look after their mental health. A mindfulness club and drop-in sessions support pupils to learn how to recognise and self-regulate their emotions. 'Starfish troopers' provide support for service families.

Pupils are knowledgeable about protected characteristics, inclusivity and diversity. They have opportunities to develop leadership roles in these areas. Members of the community steering group allow pupils to be active within the local community. Pupils make Christmas cards and deliver them to the local care home. The members of the inclusivity

steering group proudly explained their role in developing 'culture day'. Typically, parents comment that the school 'allows for children to be accepting of others and sets them up for life.' Pupils are being well prepared for life in modern Britain.

Governors and members of the trust know the school well. They ensure that leaders keep them well informed and support is provided. Together, leaders' actions have been well targeted. Staff are overwhelmingly proud to work at the school. They feel valued and supported by leaders.

## **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 outstanding 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 outstanding for overall effectiveness in October 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

<b>Unique reference number</b>	138070
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10347524
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	417
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Donna Kinderman
<b>CEO of the trust</b>	Paul West
<b>Principal</b>	Lorraine Jackson
<b>Website</b>	<a href="http://www.chetwyndspencer.org.uk">www.chetwyndspencer.org.uk</a>
<b>Dates of previous inspection</b>	1 and 2 October 2019, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, the school has changed from Chetwynd Primary Academy to Chetwynd Spencer Academy.
- The school is the lead school for the Spencer Teaching School Hub.
- The school does not use 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 their evaluation of the school.
- The inspector met with the principal, subject leaders, teachers, and leaders responsible for behaviour and attendance.

- The inspector met with the CEO of the trust and two other trust representatives. She also met with the chair of the local governing body and two other governors.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke with parents and took account of the responses to Ofsted's online questionnaire, Ofsted Parent View. The inspector also spoke with groups of pupils and staff.
- 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 reviewed a range of documents, including information available on the school's website.

### **Inspection team**

Heidi Bastock, lead inspector

Ofsted Inspector

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