

Inspection of Chalfont St Peter Infant School

Lovel End, Chalfont St. Peter, Gerrards Cross, Buckinghamshire SL9 9PB

Inspection dates:	8 and 9 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since November 2013. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

This is a warm and friendly school and, as a result, pupils are happy and thrive. Right from the start of Reception, the school encourages pupils to be curious about the world around them. They know that the school has high expectations of them, and they work hard to meet these. Most pupils learn to read fluently. The written work produced reflects care and attention to skills they have learned. Pupils develop their talents and interests exceptionally well. Outdoor learning in the forest school helps them to try new and interesting challenges. Most notably, each pupil chooses their own 'North Star'. These inspire pupils to aim high and work hard to achieve their ambitions.

Pupils are proud to be members of this inclusive school. Pupils work and play well together. They, and their families, appreciate the close-knit and supportive community. Pupils go out of their way to take care of friends and recognise that each individual pupil is different. As one pupil said: 'You can never be lonely here, there is always someone to look after you.'

Pupils are excited to take on roles of responsibility such as eco-councillors, play leaders and school councillors. They undertake their roles diligently.

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

The school has precisely mapped out an ambitious curriculum for all pupils. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. The curriculum starts in early years. Here, children gain the important knowledge and skills they need for later learning. For example, in art and design, children explore how to mix colours and try different brushes for specific effects. Pupils further develop these precision skills in later years and, as a result, are well prepared for their next stage.

The school prioritises early reading. Teachers make sure that pupils have books that match the sounds they know. Pupils learn new and interesting words from the carefully selected stories that they hear. They talk confidently with adults, although these conversations do not always develop the use of new vocabulary as well as they could.

Regular workshops and 'learn with me' sessions help parents and carers to support their children. This means that pupils can practise at home and build confidence with reading. Pupils enjoy weekly visits to the school library and the chance to choose books to share at home. On World Book Day, a dramatic retelling of stories such as 'The Enormous Turnip' captures the imaginations of many pupils.

The school knows its pupils well and quickly recognises the support required for them to achieve their best. A new programme of learning in mathematics is having a positive impact on pupils' learning. Although the impact of this approach is strong, it is not yet exceptional. The school has in-depth knowledge of its pupils and swiftly identifies their differing needs. Teachers successfully adapt their teaching to meet the needs of their pupils. This enables pupils with SEND to learn effectively alongside their peers.

The school has placed personal development at the heart of its provision. The fully inclusive and pupil-focused approach to this is exceptional. Pupils are confident to apply their knowledge of fundamental British values, for example by explaining how the rule of law applies differently to adults and children. Through lessons, assemblies and working with external agencies, pupils learn how to stay safe, including online. Visits from members of the community give pupils insights into the careers they can aspire to. Pupils delight in expressing themselves through song and in whole school productions.

From the early years, pupils start to learn how to regulate their own behaviour. They can identify how they are feeling and, as a result, start to manage their emotions. Most pupils attend well. The school works hard to build relationships with families and pupils to overcome any barriers to good attendance.

Leaders work alongside other schools and community groups to build a strong network in the village. This means that the school supports pupils well when they transition into and out of school. Governors understand their roles extremely well, providing the school with effective support and challenge. Staff are very supportive of the school and are proud to be part of the team. They know that the school is considerate of their workload and well-being. Staff appreciate the professional development programme and are highly committed to doing their best for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some areas of the curriculum, the teaching is less precise because the training is not consistently implemented by all staff. As a result, although pupils' outcomes are strong, they are not yet exceptional. The school should ensure that recent training is fully embedded.

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	110269
Local authority	Buckinghamshire
Inspection number	10341274
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The governing body
Chair of governing body	Jim King
Headteacher	Alison Whittall
Website	www.chalfontstpeterinfantschool.co.uk
Dates of previous inspection	13 and 14 November 2013, under section 5 of the Education Act 2005.

Information about this school

- The school uses one unregistered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with a range of senior leaders about their roles, including the

school's headteacher. The inspectors also met with representatives of the governing body and spoke on the telephone to a representative of the local authority.

- The inspectors carried out deep dives in the following subjects: early reading, mathematics, physical education and art and design. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors considered responses to the online parent survey, Ofsted Parent View, including parents' free-text comments. They also read letters and emails sent by parents and spoke with parents at the beginning of the school day.
- The inspectors considered responses to the confidential online staff survey. Inspectors spoke to groups of staff and pupils to gather their views of the school.

Inspection team

Lizzie Jeanes, lead inspector

Ofsted Inspector

Gillian Lovatt-Young

Ofsted Inspector

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