



Good morning!

Hayley Harrison, Headteacher
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- Vision and aims
- Inspection reports
- KS2 data
- 11+ data
- Clubs
- Pastoral care
- SEND
- Transition
- Redevelopment



Our core values:

Community

Supportive

Prepared

Achieve

'The school has created an inclusive, nurturing environment. This complements its vision, that is, to be a community that prepares pupils to live a full life' - SIAMS 2019

'Pupils' behaviour and attitudes to learning are exceptional. Pupils are confident ambassadors for their school' - Ofsted 2019



How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Chalfont St Peter Academy is a happy and welcoming school where children feel valued and special. It has a clearly identified Christian vision established through its understanding of John 10:10. The school's desire is that, as a learning community, they should achieve 'life in all its fullness'. The vision is longstanding and continually addressed by leaders, including governors, to ensure it is the centre of all the school does. The wording of the vision was recently updated. It is now in a format that can be readily remembered by the children. The school's vision and values are a clear expression of who they are.

The school environment is attractive and well-organised and display boards reflect the school's vision. The interactive prayer board in the school's entrance hall demonstrates how the school spiritually nurtures its pupils and staff. Each member of this community has an important place, and this creates a sense of 'belonging'. This was expressed by a governor who explained 'there is a strong sense of family at our school'.

The Chalfont St Peter community is characterised by the care it has created though a deep commitment to its vision. Adults recognised the vision as an effective tool to develop children's emotional and intellectual growth thus creating resilient learners. For children with emotional barriers to learning, the school provides a unique space, (called 'the nest'), to develop confidence and self-esteem. Here the children respond well to the inclusive atmosphere which has been created by skilled staff. Activities foster the wellbeing of the pupils, as one child said, 'I feel special because I come to the nest'. The focus on social and emotional needs is restorative. It helps pupils understand their own emotions and build strategies to deal with them. Through this work the school's Christian vision supports pupils' spiritual, moral, social and cultural (SMSC) development very well.

the importance of a healthy mind and spirit for everyone within its community. To children and staff. Additionally, in collaboration with school 'calm cabin'. This will be a place for prayer and acted on.

Ofsted inspection (November 2019)



The quality of education: **Good**

Behaviour and attitudes: **Outstanding**

Personal development: **Good**

Leadership and management: **Good**



Ofsted inspection (November 2019)

“Pupils are incredibly content in this school. Happiness shines through their exemplary behaviour. They have highly respectful relationships with each other and the adults in the school.”

There is a warm and welcoming atmosphere built around strong values, shared and understood by everyone. Pupils are proud to be part of this school.”

End of KS2 statutory assessment test results (SATs)



	CSPA 2018	CSPA 2019	CSPA 2022	CSPA 2023	NATIONAL 2023
% of pupils achieving the expected standard in reading, writing and maths	77%	83%	68%	85%	59%
Reading attainment	86%	91%	78%	90%	73%
Writing attainment	88%	88%	86%	89%	71%
Spelling, punctuation and grammar	82%	84%	76%	86%	72%
Maths attainment	88%	89%	76%	92%	73%

“Leaders have very high expectations for pupils to achieve as well as they can. They have taken deliberate steps to build a culture where all pupils feel they can learn and succeed”
Ofsted (November 2019)

End of KS2 statutory assessment test results (SATs) - High scores



High Scores (achieving 110+)

	2018	2019	2022	2023	2023 National
Reading, writing and maths	13%	20%	16%	11%	8%
Reading	51%	44%	39%	48%	29%
Greater depth writing	19%	24%	18%	16%	13%
Maths	47%	44%	42%	46%	24%
SPAG	53%	52%	40%	48%	TBC

“Leaders have very high expectations for pupils to achieve as well as they can. They have taken deliberate steps to build a culture where all pupils feel they can learn and succeed”
Ofsted (November 2019)

Secondary school transfer tests (11+)



Y6 children who sat the test	89%
Y6 children who qualified for grammar (121+)	40%
Total of Y6 children including those successful at the selection review stage	44%

“Leaders have very high expectations for pupils to achieve as well as they can. They have taken deliberate steps to build a culture where all pupils feel they can learn and succeed”
Ofsted (November 2019)

Pastoral care



Special Educational Needs and Disabilities



'Pupils with special education needs and/or disabilities (SEND) are well supported.'

'Personal plans are used well by teachers and other staff to meet the learning and welfare needs of pupils with SEND'.

Ofsted 2019



Extra Curricular Clubs



“Leaders have ensured that there are many opportunities for pupils to learn more than their academic subjects.

A plentiful range of clubs and activities is on offer after school. Pupils talked enthusiastically about their enjoyable football, table tennis and speech and drama clubs”

Ofsted November 2019

Transition from Year 2



- Year 2 children from our feeder schools are invited to visit CSPA and watch our annual Christmas productions
- Two Open Mornings are held in the Autumn term for prospective parents and children
- Deadline for KS2 applications in January and confirmation of place is announced in April
- Parents receive a comprehensive parent handbook detailing CSPA
- In June, parents are invited to an information evening which is an opportunity to learn more about our school and meet the CSPA team
- Ahead of your child joining, admission details are collected via an easy to complete online Google Form
- Year 2 children are invited to a transition morning in July - this is an opportunity to explore the school, meet their teacher and complete some fun activities
- Parents are encouraged to follow the school on social media platforms (using the handle @cspa_head) to familiarise themselves with our school
- Year 2 and Year 3 teacher liaison takes place late in the summer term
- CSPA SENDCo liaises with feeder schools late July to ensure transition of vulnerable children is managed well and to ensure children with SEND are clearly identified
- For pupils with anxiety or SEND, a picture booklet showing school areas and staff who will be working with them may be given to support transition the Summer holidays
- Informal 'meet the teacher' drop-in sessions are hosted early in the Autumn term to allow parents the opportunity to see the Year 3 classrooms and meet the teachers
- Baseline testing takes place in the Autumn term of Year 3 to assess each child's potential, what they could achieve and how they learn best. The results help teachers to set the right learning pace for each child, monitor their progress and identify areas where they might need extra support or stretch.

100%* of
children from
CSPI have
transferred to
the Academy
for the last 3+
years.

Catchment distance

For admissions in 2023/24,
our furthest distance
outside of catchment was
6.844 miles.

 Buckinghamshire Council

Find my child a school place

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Compare details of schools closest to where you live.

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Please select the phase of entry you require

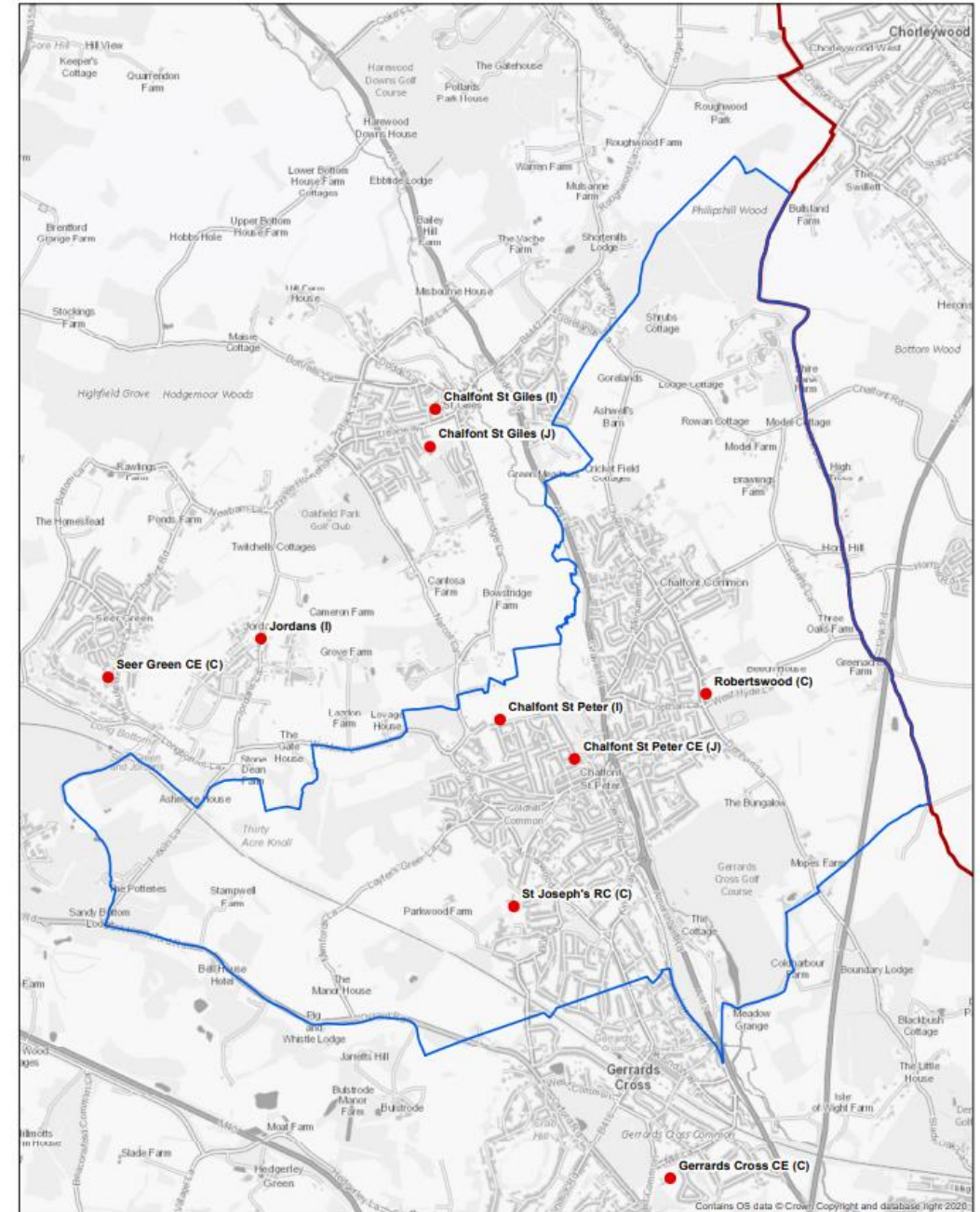
☐ Infant (Reception to Year 2)

☒ Junior (Years 3 to 6)

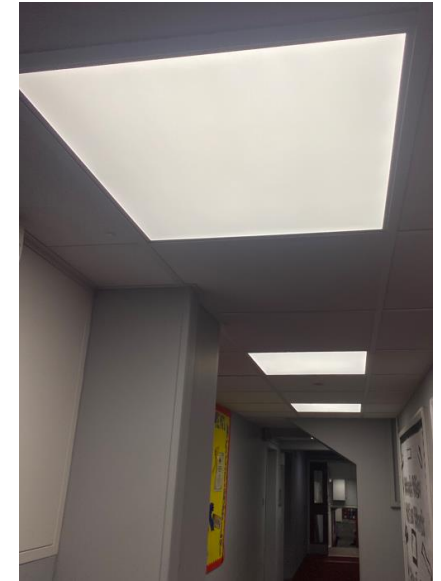
☐ Secondary (Years 7+)

Continue

[I don't know what year my child should be in](#)



Premises Development and refurbishment





So, why choose us?

So, why choose us?



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CHURCH OF ENGLAND
ACADEMY

Open Mornings

Wednesday 1st and Friday 17th November 2023

at 9:00 am

Come and see what makes our
school so special and why our
children perform above
national results in the KS2
SATs and 11+



SCAN TO BOOK

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