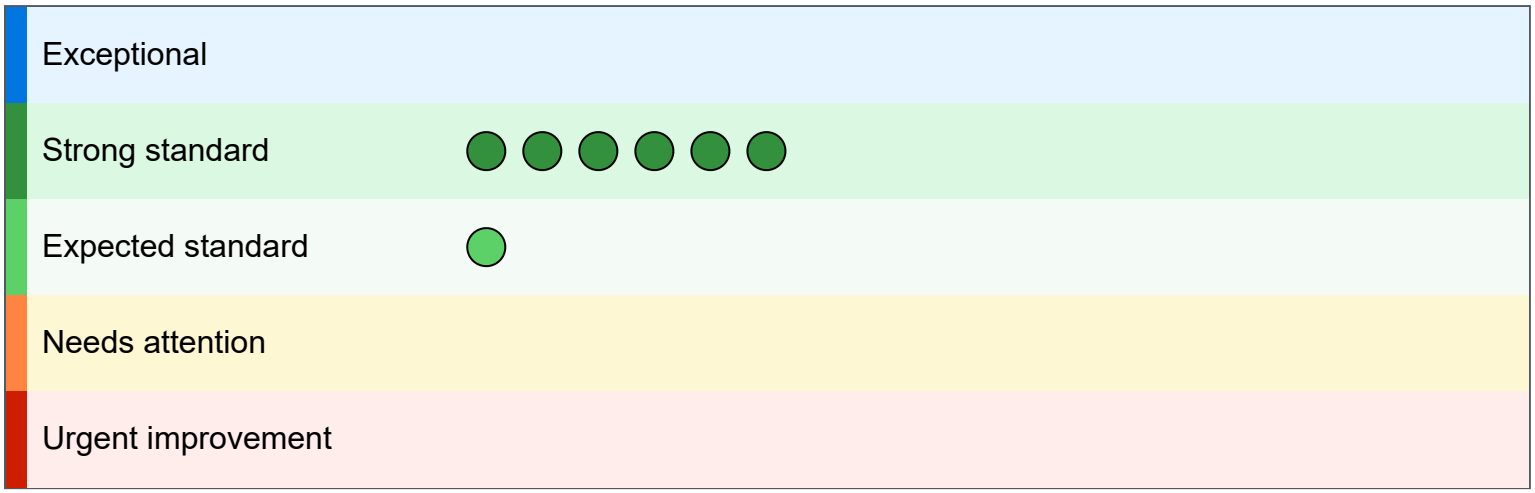
Chestnuts Primary School

Address: Black Boy Lane, Tottenham, London, N15 3AS

Unique reference number (URN): 134680

Inspection report: 29 September 2026



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

Leaders give attendance a very high priority. They analyse information carefully so that they can identify pupils and families who need support. Staff act quickly when attendance falls and tailor their response to individual circumstances. This includes close work with families, regular contact, home visits and support from other services where needed. These approaches are highly effective. Attendance is high, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. Persistent absence is also low. Some pupils who previously found it very difficult to attend school now attend regularly because of the determined and sensitive support they receive.

Pupils' behaviour in lessons and around the school is exemplary. They are calm, polite and considerate towards one another. Clear expectations are understood by pupils and applied consistently by staff. Positive relationships sit at the heart of the school's approach. Pupils develop self-control and positive attitudes to learning, so lessons are rarely disrupted. Pupils understand what bullying is and say that it is uncommon. They trust staff to deal quickly with any concerns. Staff also respond promptly to any form of unkindness, discrimination, harassment or harmful behaviour. Where pupils need additional support to manage their behaviour or attend regularly, staff make suitable adjustments so that they can take a full part in school life.

Curriculum and teaching

Strong standard

The curriculum is rich and ambitious and is taught consistently well across the school. Leaders know precisely what pupils should learn and make thoughtful decisions about how the curriculum develops. Learning builds carefully from one year to the next so that pupils can use what they already know when they meet new ideas. Teachers explain new learning clearly and check pupils' understanding carefully. Pupils develop their spoken language and subject vocabulary particularly well. They learn to explain their thinking, justify their answers and make connections between different parts of the curriculum.

Reading is given high priority. Staff teach phonics consistently and accurately. Pupils who need extra help receive this quickly. Across the wider curriculum, teachers choose demanding texts and give pupils frequent opportunities to read, write and discuss their learning. Teachers know the needs of pupils well which helps them adapt lessons effectively. This enables pupils with special educational needs and/or disabilities, and other pupils who face barriers, to learn the same ambitious curriculum as their classmates, wherever this is possible.

Leaders invest in staff training and subject expertise. They check how well the curriculum is working and respond when improvements are needed. As a result, pupils experience high-quality teaching across subjects and year groups and produce work that consistently reflects leaders' high expectations.

Early years

Strong standard

Children get off to a very positive start in the early years. Leaders have a clear understanding of what young children need to learn and experience. They organise the curriculum carefully so that children build the knowledge, language and confidence they need for later learning. Adults interact skilfully with children. They introduce new vocabulary, ask thoughtful questions and encourage children to explain their ideas. Children have many opportunities to explore, talk, create and solve problems. Well-organised indoor and outdoor areas help them become increasingly independent and curious learners.

Staff know children well and identify additional needs quickly. They adapt activities and provide carefully chosen support so that children with special educational needs and/or disabilities and others who face barriers can participate fully. Staff work closely with families and specialists where extra help is needed. Children learn important early reading, writing and mathematical knowledge. Staff check what children understand and respond quickly when they need more help.

Children behave well and form positive relationships with adults and one another. They feel safe and secure. Leaders also make sure that children experience a broad range of activities that support their physical, social and emotional development. Transition into Year 1 is carefully planned. Children leave Reception well prepared for the next stage of their education.

Inclusion

Strong standard

Staff know pupils well and identify needs quickly. They have high expectations for pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and those facing other barriers. Staff work closely with families and specialists so that support matches pupils' needs. Staff use clear targets, regular reviews and careful assessment to check that support is making a difference, adapting their approach when needed. This helps pupils to take part successfully in lessons and make progress from their different starting points.

Staff have expertise in meeting a wide range of needs. Leaders invest in training so that responsibility for inclusion is shared across the school. Pupils with more complex needs benefit from the school's specialist provision. This support is highly effective and pupils continue to join their peers for learning and wider experiences whenever this is right for them. Leaders use pupil premium funding thoughtfully to improve disadvantaged pupils' opportunities and outcomes. This includes extra teaching, targeted support and help with the cost of trips and residential visits. Leaders check closely whether this support is working and refine it when needed. Across the school, leaders work systematically to remove barriers so that all pupils can participate fully in school life.

Leadership and governance

Strong standard

Leaders have a clear and accurate understanding of the school's strengths and priorities. They know where further improvement is needed and act decisively. Their work has secured consistent improvement, particularly in the quality of the curriculum, teaching and support for pupils who face barriers.

Leaders make effective use of external expertise and challenge. They work closely with local partners and specialists and use this support to strengthen practice. Staff benefit from regular training, coaching and opportunities to work together. Teachers that are new to the profession feel well supported. Leaders also take staff workload and wellbeing seriously. Staff value the open and approachable culture and feel able to ask for help when they need it.

Governors know the school well. They understand their responsibilities and provide both support and challenge. They visit the school regularly and use their areas of responsibility to check the impact of the school's work. They understand the school's key priorities, including the need to reduce the achievement gaps for disadvantaged pupils. Governors contribute actively to safeguarding. They keep their knowledge up to date, ask probing questions and check that systems are working as they should. Their oversight helps to keep pupils' safety at the heart of the school's work.

Leaders engage positively with parents, carers and the wider community. These partnerships help support pupils' learning and wellbeing. Leadership is thoughtful, outward-looking and focused on improving pupils' experiences and outcomes. Leaders and governors work together effectively to sustain high standards and to identify where further improvement will make the greatest difference.

Personal development and wellbeing

Strong standard 

Pupils benefit from a rich and carefully planned programme that helps them grow in confidence, independence and responsibility. Leaders make sure that personal development is woven through everyday school life. Pupils learn about respect, equality, diversity and individual rights. They understand the importance of democracy and can explain how these ideas relate to their own lives and the wider community.

The school teaches pupils clearly about healthy relationships and how to keep themselves safe. This includes risks they may face online, in school and in the wider community. Pupils know who they can speak to if they are worried. They learn to understand and respect different families, cultures and backgrounds. This reflects the diversity of the school community particularly well.

Pupils have many opportunities to take responsibility and influence school life. They serve on the school council, eco council and diversity and inclusion council. Older pupils also take on additional jobs and responsibilities. These experiences help pupils understand how they can contribute to their community and make a positive difference.

The wider range of opportunities is extensive. Pupils take part in clubs, sport, music, art, trips, residential visits and cultural experiences. They also benefit from activities that broaden their interests and introduce them to experiences they may not otherwise encounter. Leaders make sure that disadvantaged pupils and pupils with special educational needs and/or disabilities can take a full part. They remove financial and practical barriers where needed.

Pastoral support is equally well developed. Staff know pupils well and respond quickly when they need extra help with their emotional wellbeing. Pupils become increasingly confident

and reflective. They feel valued and included. As a result, they develop the knowledge, attitudes and experiences they need to thrive in school and beyond it.

Expected standard

Achievement **Expected standard**

Pupils achieve well across the curriculum. They develop secure knowledge and skills and produce work of a high quality. Published outcomes are typically in line with or above national averages. Pupils are well prepared for their next stage of education. From the early years onwards, children develop the important knowledge and skills they need. Pupils learn to read accurately and fluently. Teachers identify gaps in learning quickly and provide extra support when needed. Pupils with special educational needs and/or disabilities make suitable progress from their starting points.

Disadvantaged pupils achieve broadly in line with disadvantaged pupils nationally. However, there remains a gap between their outcomes and those of other pupils in the school, particularly at the end of key stage 2. Leaders understand this clearly and have made closing these gaps a priority. They use regular assessment, targeted teaching and additional support to identify pupils who need help and check the difference this makes.

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

Chestnuts is a vibrant and welcoming school where inclusion, creativity and a strong sense of community shape pupils' experience every day. Pupils are happy and rightly proud of their school. Staff know them very well and relationships are warm and respectful. Pupils feel safe and know that staff will listen to them if they have any worries. Behaviour is calm and pupils are considerate of each other. They understand the school's clear expectations and show high levels of self-control. They say that bullying is rare and that staffs deal with concerns quickly.

Pupils enjoy learning and achieve well. They take part enthusiastically in lessons and talk confidently about what they know. Teachers help pupils to connect new ideas with what they have learned before. Pupils produce high-quality work and can explain their learning with clarity and confidence. Those who need extra help receive carefully chosen support so that they can take a full part in learning and wider school life.

Pupils benefit from a remarkably rich range of experiences. They swim at school, learn musical instruments and create music and artwork in specialist spaces. They also make use of outdoor areas that give them plenty of opportunities to play, exercise and explore. Trips, clubs, residential visits, sport and cultural experiences help pupils discover new interests and develop their talents. Leaders make sure that there are no barriers to prevent all pupils from taking part in this rich offer.

Pupils learn to respect difference and value the diversity of their community. They understand ideas such as democracy, equality and individual rights. Through school councils and other leadership roles, they have meaningful opportunities to contribute to school life and make a difference. From the early years onwards, pupils learn in an environment where they are encouraged to be curious, creative and ambitious. They belong to a community that wants every child to participate, succeed and thrive.

Next steps

- Leaders should continue their work to reduce the gap in achievement between disadvantaged pupils and non-disadvantaged pupils.
- Leaders should continue to embed systems to check the take-up of wider experiences to ensure they can refine and adapt the offer as necessary.

About this inspection

The chair of the board of governors in this school is Dan Salem.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, staff and pupils during the inspection. They also held discussions with representatives of the governing body and the school improvement partner from the local authority.

Inspectors considered the responses of parents to Ofsted's survey, Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted’s online staff questionnaire.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision.

Headteacher: Katie Horwood

Lead inspector:
Robert Grice, His Majesty's Inspector

Team inspectors:
Jeff Cole, Ofsted Inspector
Ruth Harding, Ofsted Inspector
Hayley McClenaghan, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 29 September 2026

School and pupil context

Total pupils

442
Well above 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: 268

School capacity

446
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)

19.17%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

2.49%
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: 4.1%

Pupils with special educational needs (SEN) support

14.48%
Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	62%	Close to average
2023/24 (final)	78%	61%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	75%	75%	Close to average
2023/24 (final)	82%	74%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	72%	Above
2023/24 (final)	88%	72%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	88%	73%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	52%	47%	Close to average
2023/24 (final)	73%	46%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	63%	Close to average
2023/24 (final)	82%	62%	Above

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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	72%	59%	Above
2023/24 (final)	82%	58%	Above

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	72%	61%	Close to average
2023/24 (final)	82%	59%	Above

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	52%	69%	-17 pp
2023/24 (final)	73%	67%	5 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	82%	80%	2 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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	72%	78%	-6 pp
2023/24 (final)	82%	78%	4 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	72%	81%	-9 pp
2023/24 (final)	82%	79%	2 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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
2025/26 (1 term)	4.1%	5.1%	Below
2024/25 (3 term)	4.6%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average

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
2025/26 (1 term)	9.1%	14.4%	Below
2024/25 (3 term)	10.8%	13.0%	Close to average
2023/24 (3 term)	14.7%	14.6%	Close to average

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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