

# Henry Chichele Primary School

URN: 133552 | Inspected: 09 December 2025

## 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.

## Achievement Needs attention

Pupils do not present their written work well. There are gaps in pupils' knowledge and understanding when writing. This includes letter formation, sentence structure and when writing in other subjects. Gaps in their knowledge, when writing, are not being effectively identified. As a result, these gaps are not closing. Pupils are learning the intended curriculum. In some subjects, they talk about their learning confidently. They are making progress through the curriculum across the different year groups. Many pupils are ready for the next stage in their learning. Pupils are beginning to achieve well in national tests at the end of key stage 2. Pupils' outcomes in phonics are steadily improving. Teachers identify gaps in pupils' knowledge in reading and provide appropriate support to help them to catch up. Pupils make more positive progress in mathematics. When pupils have gaps in their learning in mathematics, they are effectively supported to catch up with their peers. However, this is not the case in all subjects.

## Curriculum and teaching Needs attention

Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are in the early stages. In some classes, the curriculum is tailored to the needs of pupils with special educational needs and/or disabilities, however, this is not consistent. Teachers are not clear about the focus of learning during independent learning and this means there are missed opportunities for pupils to make positive progress. The school's curriculum identifies what pupils will learn. It is well sequenced and builds on what pupils have learned before. However, leaders do not have an accurate understanding of how well the curriculum is taught. Teachers demonstrate effective subject knowledge in the teaching of phonics and developing early reading for children. This is also the case for mathematics and for developing early communication and language. During some lessons, teachers routinely check on how well pupils are doing. Pupils make mistakes in their written work and teachers do not identify these mistakes. Teachers generally demonstrate secure subject knowledge in the foundation subjects. Some teachers are clear when explaining learning to pupils.

## Early years

Expected standard

Developing early years has been a priority for leaders. They are ambitious to ensure that children have the very

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best start to their education. They have a clear understanding of the context and starting points of children. Staff know the children well. The curriculum supports learning and progress. Learning is effectively tailored to meet children's needs. Most children achieve well. They develop levels of independence and curiosity. They are ready for their

next steps

. The school places a high regard on reading and communication and language. Leaders ensure that children develop the basic skills of reading, writing and mathematics they need to be good learners. Most adult interactions with children are of high quality and develop language and communication. Children enjoy story times. Children practise what they have learned in early mathematics, for example developing their understanding of numbers. Leaders acknowledge that there is further work to be undertaken to align the different approaches to developing writing in early years. Leaders monitor how well children achieve. They benefit from support from external providers, including the local authority. Leaders work effectively with parents and carers to ensure a smooth transition into school. Parents are overwhelmingly positive about the provision for children in early years.

## Inclusion Needs attention

Leaders ensure that support strategies are in place for pupils with special educational needs and/or disabilities (SEND). However, the

next steps

set to provide specific support for pupils to succeed are not precise. They do not clearly identify what pupils need to do to improve or how this can be achieved. As a result, teachers are not always clear how best to meet their needs. When these expectations are broad, leaders cannot effectively monitor pupils' progress or the impact of the support provided. Staff have received appropriate training in response to the ever-changing needs of pupils. As a result, pupils are increasingly learning the curriculum with their peers. In some classes, work is well matched to what pupils know and can do. Where this is the case, pupils make progress. However, this is not consistent. Leaders are creating an inclusive culture to ensure that those with SEND and those in receipt of the pupil premium funding access all aspects of school life. Generally, pupils' needs are identified and assessed accurately. This means that leaders can engage effectively with families and appropriate external agencies to support pupils. This is beginning to have a positive impact on reducing the barriers to learning for pupils.

## Leadership and governance Needs attention

Leaders know the school, the community and pupils well. They acknowledge that there have been many priorities for improvement since the previous inspection. The right priorities for improvement have been identified, however, the response has not been swift. As a result, leaders are not acting in the best interests of all groups of pupils. Leaders recognise that communication with parents and carers is not consistent and that this affects relationships with some families. Governors have attended training to support them to improve. They benefit from support from the local authority. They understand their roles and responsibilities. In some areas, challenge

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is appropriate, for example, when highlighting weaknesses in communication with parents. However, in some areas, for example with the attendance of disadvantaged pupils, the challenge is not precise enough. Staff access appropriate professional development to help them to deliver an improved quality of provision. Time is protected for professional learning, including for those teachers at the early stages of their career. The impact of this training is evident, for example, in behaviour management and in early years. Staff report that leaders are mindful of their wellbeing and ensure that their workload is manageable. Leaders work with other schools to share ideas and improve their provision. For example, in the development of continuous provision in key stage 1.

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

Pupils are happy and feel safe at Henry Chichele Primary School. Pupils are welcomed into a calm, nurturing and friendly environment, where they are ready to learn. Staff build warm and nurturing relationships with pupils. Pupils know that staff will listen to them if they have a concern. Pupils benefit from wider experiences through after-school clubs, including sports clubs and performing as part of the school choir. They enjoy their leadership roles, for example, as a librarian or anti-bullying ambassador. They are well prepared for life in modern Britain. The 'Henry Chichele' way sits at the heart of the many improvements in school. Well-established routines and increasingly high expectations of behaviour ensure that pupils learn in calm classrooms. Leaders are developing pupils' positive attitudes to learning. However, weaknesses in pupils' written work are not being addressed quickly enough. Pupils play and socialise well together. Pupils report that incidents of bullying are dealt with quickly and effectively. Pupils benefit from clear routines for learning. Pupils enjoy their learning; they talk about what they have learned with confidence. Most pupils are prepared for the next stage of their learning. However, some of the work for those with special educational needs and/or disabilities is not well matched to what they know. At times, teachers do not make the intended learning clear. Leaders do not have an accurate view of the quality of teaching. Most pupils attend well, but too many disadvantaged pupils are persistently absent from school. Governors do not hold leaders to account for this aspect of their work. In the early years, children get off to a positive start. They are happy, settled and they want to learn. The curriculum is focused on developing communication and language. Positive and constructive interactions support children to improve their vocabulary.

## Next steps

- Leaders should ensure they understand how the curriculum is delivered in all subjects and that learning, including during independent work, enables pupils to make secure progress.
- Leaders should refine the support strategies for pupils with special educational needs and/or disabilities so that they match pupils' needs. These strategies should then inform the curriculum and teaching, helping pupils build successfully on what they already know.
- Leaders should ensure that teachers use assessment information to check pupils' foundational knowledge and understanding and to inform the teaching of all aspects of writing.
- Leaders and governors should ensure that the school's attendance strategy and use of pupil premium have the intended impact on improving attendance for disadvantaged pupils, and that governors hold leaders to account for the effectiveness of this work.

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- Leaders should ensure that their communication strategy is implemented consistently and effectively to strengthen relationships with parents and carers.

## Personal development and wellbeing

### Expected standard

The school is passionate about ensuring that its pupils are prepared to be active citizens in society. As such, pupils' personal development and wellbeing have been a priority for the school. The personal development curriculum considers the context of the school. It is progressive and ensures that pupils revisit learning to deeply embed their knowledge. The curriculum is designed to enable pupils to learn how to keep physically and mentally healthy and keep themselves safe when working online and when in the community. The impact of this curriculum is evident through discussions with pupils. They talk with confidence about fundamental British values. Pupils demonstrate a depth of understanding of different cultures and world faiths. They understand the need to treat all people with respect and celebrate differences. Leaders have developed the pastoral offer ensuring that pupils can access the support that they need. This is effective and tailored to meet the needs of pupils. Leaders ensure that external expertise enhances the support on offer for pupils. This offer also includes support and advice for parents. Pupils' talents and interests are developed through a range of experiences. Pupils enjoy attending the after-school clubs, which help to develop their character. Pupils value their leadership roles. They take them seriously and appreciate how this helps the younger pupils. Leaders ensure that pupils have a voice in choosing the clubs that are offered. For example, the variety of sports clubs on offer and the request for a girls' football team. Pupils also take part in sports tournaments, including some specific sporting activities for pupils with special educational needs and/or disabilities. Leaders consider the attendance at curriculum enrichment activities to ensure that all groups of pupils are included. Where necessary, leaders ensure that pupils have the additional support needed so that they can attend. Needs attention

## Attendance and behaviour Needs attention

Too many disadvantaged pupils remain persistently absent from school. Leaders do not routinely analyse attendance information in relation to this group of pupils. As a result, they are not fully aware of the key barriers preventing these pupils from attending well so that timely and appropriate support can be provided. However, overall, the attendance of pupils has improved significantly. Leaders have clearer systems in place and processes ensure that families are contacted and appropriate support is offered. Pupils' behaviour across the school is much improved. The expectations of 'be ready, be respectful and be safe' are consistently applied and understood. Behaviour in classrooms is positive and pupils are able to learn without distraction in an orderly environment. An ever-increasing number of pupils can learn in their classroom with peers. Staff have benefited from external training to support a consistent approach to behaviour management across school. Staff make appropriate adjustments to support pupils with special educational needs and/or disabilities. Most pupils show positive attitudes to their learning. They generally demonstrate respect for adults and peers.

Pupils say that bullying is rare and teachers deal with it. Leaders have created a culture, where staff support and

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protect pupils.

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**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/henry-chichele-primary-school-higham-ferrers>