

# Inspection of Little Chalfont Primary School

Oakington Avenue, Little Chalfont, Amersham, Buckinghamshire HP6 6SX

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Inspection dates:	8 and 9 July 2025
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Little Chalfont Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Little Chalfont Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

The headteacher of this school is Robert Hacking. This school is part of the Chess Valley Primary Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the interim chief executive officer (CEO), Geoff Roberts, and overseen by a board of trustees chaired by Geoff Roberts.

## **What is it like to attend this school?**

Pupils thrive at Little Chalfont Primary School. The school hums with the sound of happy pupils joining in enthusiastically with all aspects of school life. Staff establish strong relationships with pupils, who feel safe and supported as a result. This warm and welcoming school effectively combines high aspirations for its pupils with exceptional levels of care, nurture and support.

Pupils of all ages represent their school responsibly and with maturity. They are understandably proud of their school and of the part they play in making it a special place to learn and play. Parents and carers are thrilled that their children attend such an inclusive, welcoming and friendly school.

The school's values: ready, respectful and resilient, run through all aspects of school life. They are reflected in pupils' excellent behaviour and in their strong motivation to succeed. Pupils demonstrate high levels of respect for adults and each other. They listen intently to their teachers and work diligently. Children in early years are quickly absorbed into school life when they start school. They grow rapidly in confidence and self-esteem. Children and pupils achieve very well. Those in Year 6 are prepared extremely well for the transition to the next stage of their education.

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

The school successfully fosters a deep love of learning from the very start of Nursery. Children in early years are eager learners. They quickly become engrossed in activities at the start of each school day, playing and learning happily alongside their friends and classmates. Throughout the school, pupils work hard because they are deeply interested in their learning. The school's commitment to sustainability feeds pupils' curiosity about the world around them. For instance, pupils speak passionately about their work in the school's well-stocked and carefully tended 'edible garden'. Pupils talk excitedly about how this enriches learning and strengthens their appreciation of the food they eat. High attendance rates illustrate pupils' enthusiasm for learning and their desire to do well.

The school's ambitious, high-quality curriculum and teaching ensure that all pupils achieve well. The success of the school's reading curriculum provides the bedrock for pupils' academic achievement, as well as fostering a love of books. The fundamental starting points for reading and writing are secured early in the school. Literacy skills are given the highest priority in early years so that children secure the important knowledge and skills they need to read and write well at an early stage in their education. By the end of early years, children know how to form letters correctly. They use their knowledge of phonics to express their thinking in words and sentences. The focus on reading continues across the school. Staff use regular checks on pupils' reading to identify and support anyone who needs extra help. This ensures that pupils who show any signs of falling behind catch up quickly. Over time, pupils become confident readers. They learn how to write fluently, accurately and with expression.

Pupils achieve exceptionally well. The school's clearly structured curriculum ensures that learning builds progressively over time. Staff have an excellent knowledge of the subjects they teach. They check carefully what pupils know and remember and develop a deep understanding of pupils' individual needs. Staff use this knowledge effectively to design learning activities which capture pupils' interest, adjusting the curriculum skilfully to address any misunderstandings. The school identifies the needs of pupils with special educational needs and/or disabilities promptly. Staff implement plans and strategies skilfully to support these pupils. Older pupils speak appreciatively about the school's role in facilitating their success. One typical response from a pupil was: 'The school has made me a lot more confident. It's shaped me to become the person that I am. It has made me a lot more ready for the next step in my education'.

The school's provision for pupils' personal development is exceptional. Pupils benefit from a wide range of trips and experiences, which enrich learning and foster their individual interests. Pupils develop a strong sense of individual responsibility for themselves and for their role in society. For example, they demonstrate a clear sense of justice and speak eloquently about the importance of individual liberty and about the right to be respected. Pupils demonstrate exemplary attitudes to learning. Their excellent behaviour is evident throughout the school. Pupils move around the school sensibly. Classrooms are calm and peaceful places in which to learn.

The school provides an extensive range of opportunities for pupils to take on responsibilities and to develop leadership skills, such as peer mediators, digital leaders and head girl and boy. The school's ethos of care and teamwork permeates throughout the school.

Trustees and governors have a precise understanding of the school's strengths and development priorities. They provide effective challenge and accountability for the school. Staff are very proud to work at the school. They appreciate the care and support for them as professionals and as individuals. Parents are overwhelmingly positive about the school's work. They praise the dedication of leaders and staff to making Little Chalfont a fantastic school. Parents say that the school enables their children to thrive.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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>	150336
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10379953
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Geoff Roberts
<b>CEO of the trust</b>	Geoff Roberts (Interim CEO)
<b>Headteacher</b>	Robert Hacking
<b>Website</b>	<a href="http://www.littlechalfontprimaryschool.co.uk">www.littlechalfontprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Chess Valley Primary Learning Trust.
- The school does not currently use alternative provision.
- Most leaders and staff have been appointed since the previous inspection.
- The school has a breakfast club which is managed by the governing body.

## 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the two assistant headteachers and other senior leaders. They also met with a trust representative and with four governors, including the chair of the local governing body. The headteacher was not present during the inspection.
- Inspectors carried out deep dives in these subjects: English, mathematics and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils’ work. Inspectors also discussed the curriculum and reviewed a sample of pupils’ work in some other subjects.
- The views of pupils, parents and staff were gathered through a range of sources, including discussions and Ofsted’s surveys.
- 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.

### **Inspection team**

Julie Sackett, lead inspector

His Majesty’s Inspector

Joel Sager

Ofsted Inspector

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