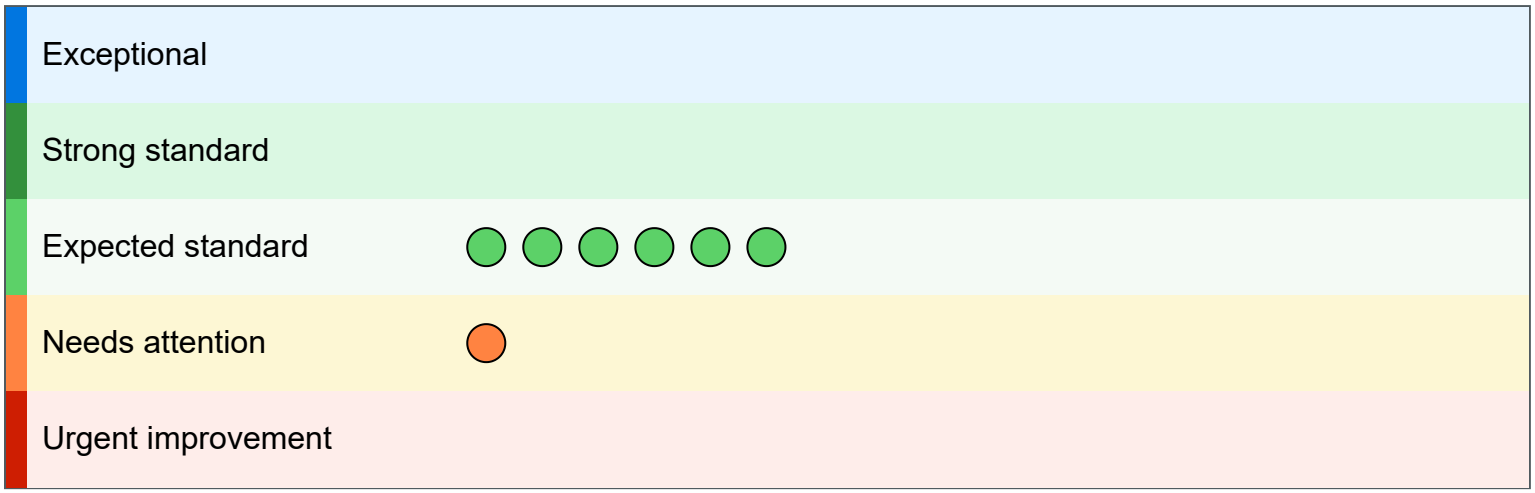
Chambersbury Primary School

Address: Hill Common, Bennetts End, Hemel Hempstead, Hertfordshire, HP3 8JH

Unique reference number (URN): 117214

Inspection report: 22 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.

Expected standard

Attendance and behaviour

Expected standard

Leaders and governors have prioritised attendance. They have an informed and accurate understanding of the significant barriers that prevent some pupils from attending school. Attendance information is analysed carefully and acted upon swiftly. Leaders are committed to improving attendance and supporting pupils with historically poor attendance to return to school regularly. They aim to make school an engaging and positive place that pupils want to attend each day. The school has established a clear and consistent message that regular attendance is essential. This message is communicated regularly to pupils and families. Strategies to improve attendance are having a positive effect. Although the school's overall attendance rate is below the national average, attendance rates are improving and persistent absence is falling.

Pupils behave well in lessons and around school. Routines and rules are understood and followed. Breaks and lunchtimes are calm and harmonious. Bullying is rare. Pupils understand the importance of being kind to each other. In class, some pupils with high needs are given support to meet behaviour expectations. Staff use sensitively chosen strategies to support these pupils positively, helping them to calm and join learning again swiftly.

Curriculum and teaching

Expected standard

Leaders have ensured that a suitable and well-planned curriculum is in place. The core knowledge and skills in reading, writing and mathematics are prioritised from the early years onwards. Teachers have secure subject knowledge. They identify the most important knowledge that pupils need.

Teachers generally teach well. Although improvements have been made to the quality and consistency of teaching, some variability remains. In the strongest lessons, teachers anticipate what knowledge pupils might be missing and adapt their planning accordingly. In most lessons, pupils practise, explore and apply skills before using them in their work and future learning. In the main, teachers use assessment well and regularly check that pupils understand what they have learned. They adapt lesson activities where this is not the case. However, variability in teaching means that some gaps in pupils' knowledge remain. Leaders are accurate in their evaluation of teaching. Steps are in place to reduce variability further.

Teachers successfully adapt the curriculum so that all pupils, including those with barriers to learning, can build their knowledge over time. Pupils make progress from their starting points. Teachers regularly review pupils’ books and help pupils to edit and improve their work.

Classroom routines are well established. Pupils are attentive in lessons and participate well.

Early years

Expected standard

There is an appropriate and engaging curriculum in the early years. Most children, some with adult support, access the curriculum as designed. Activities are purposeful and link to learning. There is a sharp focus on early mathematics and reading, with adults taking opportunities to develop children's vocabulary and understanding of number. Adults support pupils to hear and use initial sounds within words. Children quickly start to recognise letters and recall sounds as their reading journey begins. Children with learning barriers receive the support they need. Adults help them to engage in the wider curriculum.

Early years pupils benefit from opportunities across all areas of learning. They build knowledge and skills positively from their starting points, which are well understood. Relationships are strong. Teachers carefully develop early language skills through activities such as separating and blending words. This helps children to develop their vocabulary. Children are carefully supported to develop the personal, social and emotional skills they need to settle quickly.

Across all areas of learning, both indoors and outdoors, children collaborate and play with peers. They share resources well and develop resilience through their play. Increasing numbers of children are ready for Year 1 by the end of the Reception year.

Inclusion

Expected standard

Leaders ensure that pupils' needs are quickly identified, understood and met at this inclusive school. Parents and pupils contribute to the formation of support strategies. Teachers use this information to adapt activities effectively so that pupils with barriers to learning learn successfully alongside their peers.

Staff sensitively support pupils, including those with the highest needs. This helps pupils to feel a sense of belonging in the classroom, develop independent learning skills and make progress. Carefully considered seating positions help the most vulnerable pupils to engage well in learning. Pupils who cannot access an adapted version of the curriculum receive an individualised curriculum which precisely meets their needs.

Staff maintain close oversight of pupils who are known or were previously known to social care. They work closely with families and external agencies to ensure that pupils are kept safe.

Leaders and staff know each child individually. They identify the barriers that disadvantaged pupils face. Additional funding is used effectively to support pupils to participate fully in school life.

The school makes use of alternative provision where it is in the best interests of a pupil.

Leadership and governance

Expected standard

The headteacher took up post 2 years ago. He and his team of leaders are committed to creating an inclusive school where pupils can thrive and achieve together. Over the past 2

years, a number of new strategies have been introduced to improve the school. In each case, change has been managed well and driven by what is best for pupils in terms of their safety, wellbeing and progress. Staff are supportive of this. They appreciate that their workload and wellbeing are taken into consideration when change is made. Staff and parents agree that the school is improving as a result.

Leaders have a clear and detailed understanding of the school's strengths and areas for development. They have prioritised improving pupils' attendance and reducing variability in teaching so that pupils can achieve well. Leaders plan appropriate development and training for teachers and support staff. This involves working with other professionals, including the local authority and the local attendance and behaviour hub. This addresses the school's priorities and ensures expertise is shared across the staff team. Leaders provide effective and consistent support to teachers who are at an early stage of their career, helping them to develop their teaching expertise.

Governors are experienced and knowledgeable. They know the school well and work closely with leaders to set and achieve the school's priorities. They have received relevant training to discharge their duties well. They give effective support and challenge.

Personal development and wellbeing

Expected standard

The school's extra-curricular programme is carefully planned to support pupils' personal development and wellbeing. The programme goes beyond the taught curriculum to include enriching experiences for pupils. Pupils enjoy developing skills at the on-site forest school. There is a variety of clubs on offer. A range of trips appropriately broadens pupils' experiences. Leaders track participation and ensure that all pupils, particularly those who are disadvantaged, benefit from the full breadth of their offer. However, the programme would benefit from being planned more systematically around pupils' needs and context.

The personal, social, health and economic (PSHE) curriculum supports pupils to develop their understanding of a range of topics that prepare them for the next stage in their education. Diversity is celebrated throughout the curriculum, but leaders do not precisely map where these experiences will occur and so there is a risk that some content may be omitted or repeated. Leaders are developing assessment routines to accurately record what pupils know and remember from the PSHE curriculum, but these are not yet fully implemented. The relationships and health education curriculum is suitable. Information on what will be taught is shared with parents and is embedded in the curriculum.

As a result of their learning, pupils know how to keep themselves safe. Older pupils speak confidently about the rights of the child and give examples of how democracy is used in school. Pupils agree that difference is celebrated at this school. They place importance on everyone being kind to each other. Pupils value the leadership positions on offer to them. Many put themselves forward for these roles.

Pastoral care and the focus on pupils' wellbeing is a significant strength of the school. The school's pastoral support worker works closely with pupils who need additional support.

Needs attention

Achievement **Needs attention**

Historically, outcomes at the end of the Reception Year and in the Year 1 phonics screening check have been below average. However, as a result of improved teaching and a carefully constructed curriculum, results in these checks are improving. By Year 2, most pupils, including those with barriers to learning, are completing age-appropriate tasks. Year 4 multiplication check scores are also rising.

Older pupils achieve less well. They have gaps in their knowledge and skills as they have benefited less from the improvements in teaching. Thoughtfully devised tasks are helping pupils to acquire and remember the knowledge they need. However, the need to address these gaps is slowing pupils' progress through the curriculum. As a result, the number of Year 6 pupils achieving the expected standard in national assessments in reading, writing and mathematics is below average. This means that they are less well prepared for the next stage of their education.

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

Pupils are happy and proud to be at this school. They feel safe, well cared for and have a strong sense of belonging. They thrive on the care they receive and, as a result, show care for each other. Pupils demonstrate the school's values of 'Learning, Growing, Achieving, Together' through their behaviour. If a younger child is upset, older pupils are often quick to help without being asked. Relationships with staff are strong. Bullying is rare, but pupils know who to go to if a problem arises. They trust that issues will be dealt with quickly. Most understand the importance of coming to school regularly. Attendance is improving.

Behaviour routines have been clearly and carefully established. The atmosphere in lessons and at break and lunchtime is calm. If a pupil becomes unsettled in class, they are given the gentle support they need to calm themselves and resume their learning. Their peers continue to work quietly. This means that everyone can learn in lessons.

Pupils are benefiting from improvements to the consistency and quality of their lessons. Most say they enjoy learning. Teachers regularly check that everyone understands and can remember what they are learning. Pupils who need support are quickly identified and are given the help they need to learn alongside their peers.

Pupils enjoy the wider opportunities offered beyond the classroom. Most participate in the variety of after-school clubs. They value the leadership opportunities they can apply for. The school's personal development programme teaches pupils to be respectful and to celebrate difference. Pupils wholeheartedly agree that it is fine to be different at this school, as long as everyone is kind. Pupils have a secure understanding of topics such as democracy and different religions. They are well prepared for life in modern Britain.

Next steps

- Leaders should continue to address the variability in teaching through targeted development and training.
- Leaders must continue their work to address gaps in older pupils' knowledge rapidly so that they achieve well.
- Leaders must continue their work to improve pupils' attendance.

About this inspection

The chair of the board of governors in this school is Graeme Snell.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 22nd to 23rd September 2026.

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 the headteacher, senior leaders and staff during the inspection. Conversations were also held with members of the governing body, including the chair.

The inspectors confirmed the following information about the school:

The school currently makes use of one alternative provision, which is registered.

Headteacher: Christopher Payne

Lead inspector:
Cathy Barr, His Majesty's Inspector

Team inspectors:
Mark Sim, Ofsted Inspector
Lucille Pollard, 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 22 September 2026

School and pupil context

Total pupils

184
Below 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

210
Below 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)

25.00%
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

2.72%
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

23.91%
Well above 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	45%	61%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	41%	62%	Below
2023/24 (final)	40%	61%	Below
2022/23 (final)	53%	60%	Close to average

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	60%	74%	Below
2024/25 (final)	52%	75%	Below
2023/24 (final)	67%	74%	Below
2022/23 (final)	60%	73%	Below

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	62%	72%	Below
2024/25 (final)	55%	72%	Below
2023/24 (final)	63%	72%	Below
2022/23 (final)	67%	71%	Close to average

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	61%	73%	Below
2024/25 (final)	45%	74%	Below
2023/24 (final)	57%	73%	Below
2022/23 (final)	80%	73%	Close to average

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	24%	46%	Below
2024/25 (final)	0%	47%	Below
2023/24 (final)	17%	46%	Below
2022/23 (final)	43%	44%	Close to average

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	48%	62%	Below
2024/25 (final)	11%	63%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	83%	62%	Above
2022/23 (final)	57%	60%	Close to average

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	41%	59%	Below
2024/25 (final)	11%	59%	Below
2023/24 (final)	50%	58%	Close to average
2022/23 (final)	57%	58%	Close to average

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	45%	60%	Below
2024/25 (final)	0%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	71%	59%	Close to average

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	24%	68%	-43 pp
2024/25 (final)	0%	69%	-69 pp
2023/24 (final)	17%	67%	-51 pp
2022/23 (final)	43%	66%	-23 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	48%	80%	-31 pp
2024/25 (final)	11%	81%	-70 pp
2023/24 (final)	83%	80%	4 pp
2022/23 (final)	57%	78%	-21 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	41%	78%	-36 pp
2024/25 (final)	11%	78%	-67 pp
2023/24 (final)	50%	78%	-28 pp
2022/23 (final)	57%	77%	-20 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	45%	80%	-35 pp
2024/25 (final)	0%	81%	-81 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	71%	79%	-8 pp

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
2024/25 (3 term)	8.5%	5.2%	Above
2023/24 (3 term)	7.9%	5.5%	Above
2022/23 (3 term)	8.7%	5.9%	Above

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
2024/25 (3 term)	24.7%	13.0%	Above
2023/24 (3 term)	25.0%	14.6%	Above
2022/23 (3 term)	23.7%	16.2%	Above

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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