

Chatsworth Primary School

Inspection report

Unique Reference Number	135880
Local Authority	Hounslow
Inspection number	360773
Inspection dates	9–10 May 2011
Reporting inspector	Mike Capper

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	576
Appropriate authority	The governing body
Chair	Cheryl Horabin
Headteacher	David Wright
Date of previous school inspection	Not previously inspected
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Age group	4–11
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Introduction

This inspection was carried out by four additional inspectors. Inspectors observed 22 lessons taught by 18 teachers. Meetings were held with parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors analysed 259 questionnaires from parents and carers, 18 from staff and 46 from pupils in Key Stage 2. The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The consistency of progress across the school, especially in mathematics.
- Pupils' responsibility taking and the school's contribution to community cohesion.
- The rigour of self-evaluation, including the use of data, and the impact of leaders at all levels on planning for school improvement.
- The effectiveness of teaching at meeting the differing needs of pupils, particularly those who speak English as an additional language, including the quality of support for pupils in the very early stages of learning to speak English. The effectiveness of teaching at meeting the differing needs of pupils, particularly those who speak English as an additional language, including the quality of support for pupils in the very early stages of learning to speak English.

Information about the school

This larger-than-average-sized primary school opened in January 2010 as a result of the amalgamation of infant and junior schools that shared the same site. This is the new school's first inspection. The school takes pupils from many different backgrounds. Close to two thirds of all pupils speak English as an additional language. The main home languages for these pupils are Panjabi, Urdu and Polish. The number of pupils identified as having special educational needs and/or disabilities is below average, as is the proportion known to be eligible for free school meals. Children in the Early Years Foundation Stage are taught in a Nursery class which runs for either morning or afternoon sessions and in three Reception classes. The breakfast club and after-school club are managed by the governing body and as such are part of this inspection report.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Parents and pupils are rightly proud of this good school. The amalgamation of the infant and junior schools has been managed well thanks to the drive and vision of the headteacher, other key staff and the governing body.

Pupils achieve well and they reach above-average attainment by the end of Year 6. Although progress is good in English and mathematics, Leaders know that there has been some unevenness in pupils' progress as pupils move through the school from year to year. Because of this, they have given good support to teachers to improve their practice and to ensure that learning and teaching have improved well, with teachers providing good challenge in most lessons. This ensures that the large majority of pupils make at least good progress. Where there remain a few pockets of satisfactory teaching it is because expectations are not high enough and work is not pitched at the right level for all pupils.

Pupils are brilliant ambassadors for the school and they get on very well with each other. They thoroughly enjoy school and behave sensibly, growing enormously in confidence and self-esteem. Pupils are well cared for and the school's good safeguarding systems ensure that they feel safe at school. Pupils very enthusiastically take on responsibilities and they make a good contribution to the school and the wider community. For example, the 'plastics recycling committee' has just established new systems for ensuring that there is no waste at lunchtimes. 'Buddies' help to ensure that lunchtimes run smoothly and pupils are encouraged to make suggestions to leaders about how to improve things.

Self-evaluation, by senior leaders and the governing body, is rigorous and this means that developments are matched to the school's needs. There has been a sharp focus on improving the curriculum as well as teaching, so that they are now good. Recent work on developing outdoor learning is having a positive effect on learning in Key Stage 1, especially for boys. New teams of middle managers have been established since the amalgamation. They are keen and enthusiastic but do not yet have enough opportunities to find things out for themselves by visiting lessons and analysing data. This means that they are not always able to contribute fully to planning for school improvement.

The school's good track record of success, since it opened, bodes well for the future. Successful actions, including the way in which two very different schools have been united as one, as well as the effective work on improving English teaching, are ensuring sustained improvements in the quality of provision. All of these elements confirm that there is a good capacity for further improvement.

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What does the school need to do to improve further?

- Improve remaining satisfactory teaching to good by ensuring that expectations are high enough in all lessons and that work is always pitched at the right level for all pupils.
- Strengthen the role of middle managers in driving school improvement by giving them more opportunities to check the quality of teaching and learning and to take a lead in the analysis of performance data.

Outcomes for individuals and groups of pupils

2

Pupils' achievement and enjoyment are good and they are well prepared for the next stage of their education. Few children are working at the levels expected for their age when they start school in the Nursery and, from these starting points, their progress, while occasionally uneven, is good. Pupils have very positive attitudes towards learning and this contributes significantly to the good progress that is seen in almost all lessons. Occasionally learning is outstanding, as evident in a Year 6 literacy lesson when pupils learnt very well because the work on improving persuasive writing was practical and challenging. In a good numeracy lesson in Year 2, pupils worked hard and were keen to improve as they practised their calculation skills. Work was interesting and engaging and pupils cooperated well as they shared information. Overall, mathematical learning is good but when learning about the links between addition and subtraction, some work in Year 3 was too easy for the most able pupils. ♦

Pupils with special educational needs and/or disabilities are supported well, ensuring that they learn quickly. They are keen to improve and take an active part in discussions. Pupils who speak English as an additional language make the same good progress as others in lessons, quickly improving their skills and attaining well by the end of Year 6. There is a sharp focus on teaching new vocabulary to ensure that they fully understand what is being taught.

Pupils become responsible and caring young citizens. They are polite and courteous and thoughtful about the needs of others, for example by organising fund-raising events for a 'Save the Jaguar' charity. They are happy that their views are listened to by adults, for example when making suggestions about the school's Travel Plan. The school's good efforts to promote positive values are reflected in the pupils' good understanding of the importance of staying healthy. Pupils sensibly adopt healthy diets and the start of the school day is marked by the loud blast of music as children and adults gather together on the playground to engage in physical exercises.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Members of staff work successfully to provide good quality pastoral care and to ensure that pupils are happy and safe at school. Adults work closely with outside agencies to get extra help for pupils when it is needed, and the school is becoming increasingly proactive at working with families in challenging circumstances to provide them with additional support. Well-planned support outside lessons for pupils with special educational needs and/or disabilities or for those who are in the early stages of learning English has a good effect on learning. A well-run breakfast club is enjoyed by pupils and gives them a good start to the day. The after-school club is fun and activities meet the needs of different age groups well.

In almost all lessons, teachers have high expectations and they usually plan work that provides the right level of challenge for all pupils. Skilled teaching assistants are deployed effectively and have a good impact on learning, especially for pupils who are at an early stage of learning English as an additional language. Teachers assess learning carefully and are becoming increasingly adept at using this information to plan what to teach next. Where this is occasionally not the case, the pace of learning is too slow for some pupils because work is too hard or too easy for them. Pupils are clear about how to improve their work in English, but this is inconsistent in mathematics, where marking and target setting sometimes give limited guidance about next steps in learning.

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The curriculum has a good impact on pupils' progress in literacy and numeracy. Recent work in English on developing links between subjects has been effective and pupils get many opportunities to write purposefully. The use of information and communication technology in lessons is less strong and this means that there are missed opportunities for pupils to improve their computing skills. 'Immersion days' where pupils work together on a focus activity such as artwork based on paintings by Georgia O'Keeffe enrich learning. The school provides a number of clubs, especially in Key Stage 1, but the take-up of sports clubs, most of which are fee-paying, is relatively low and there are limited opportunities for older pupils to take part in competitive sport. These factors explain why pupils' adoption of fitness and healthy lifestyles is not yet outstanding.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders are determined to do the best for the pupils and are always striving to improve. The governing body supported the school well during the turbulence of the amalgamation and it continues to provide good levels of challenge. There has been a sensible pace of change since the amalgamation as the headteacher, other senior leaders and the governing body have strived to pull two disparate staff groups together so that they could function fully as a cohesive team. This has now been largely achieved and the school is now moving forward rapidly. Although a few staff feel that communication within school could still be better under the constraints imposed by operating in three separate buildings, the headteacher's drive for improvement and ambitions for the school are firmly embedded and are shared by staff. Monitoring of provision through data analysis and lesson observations is thorough, although much of this is led by the senior leadership team, limiting the way that middle managers can contribute to planning for the next stage of the school's development.

The school promotes equality successfully. Over the last year, leaders have improved the way in which performance data are gathered and they are now beginning to use these pertinently to check that no group is doing less well than others. There is no discrimination because pupils learn to respect different beliefs, reflecting the school's good contribution to community cohesion. Leaders are responsive to local needs and engage well with parents and carers. Pupils are becoming increasingly aware of their place in the world through links with a school in Paris and fund raising for a mission in Liberia.

The school has good safeguarding procedures. Adults give safety a high priority and are vigilant in responding to any potential dangers that pupils may encounter.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Parents are pleased with the start given to their children in the Nursery and Reception classes, making comments such as, 'My child has started school this year with ease and confidence.' In both the Nursery and Reception classes, children make good progress because they are taught well and they benefit enormously from the rich and exciting curriculum. This means that from often low starting points, attainment improves to broadly average levels by the end of the Reception year.

There is a very happy atmosphere in lessons. Children go about their chosen tasks with great purpose and enjoyment and develop good confidence. Very good use is made of the spacious outdoor area, with children working together well as they explore their own ideas when, for example, planting seeds and digging in the gardens. Teachers take good account of children's different needs when planning work. Those in the early stages of learning to speak English as an additional language are given good support and they quickly learn new vocabulary so that they can take a good part in activities. When children are working independently, adults usually intervene at exactly the right time to move learning on. However, there are a few occasions when opportunities to extend the skills and knowledge of the most able are missed and when this happens the pace of learning is slightly slower.

Leaders have a good understanding of remaining priorities and they have supported new teachers well to ensure that there is consistent practice across all four classes. The monitoring of data is becoming increasingly sharp and this is helping the school to respond even more quickly to any minor dips in progress as soon as they arise.

The breakfast and after-school clubs ensure that the youngest children have a good range of activities, which support their learning and enjoyment.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

An above-average percentage of parents and carers returned questionnaires. The overwhelming majority are happy with their child's experience of the school. Positive comments included, 'The teachers put their heart and soul into their work' and, 'I would recommend the school to other parents.' A few parents would like more information about how to support their children's learning at home and would like their views to be taken into account more. The school has already identified these aspects as areas that it could strengthen and is currently seeking parents' and carers' views on homework as a first step to implementing improvements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chatsworth Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 259 completed questionnaires by the end of the on-site inspection. In total, there are 576 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	165	64	87	34	2	1	1	0
The school keeps my child safe	170	66	83	32	1	0	0	0
My school informs me about my child's progress	111	43	125	48	12	12	5	3
My child is making enough progress at this school	110	42	125	48	10	4	3	1
The teaching is good at this school	133	51	120	46	0	0	0	0
The school helps me to support my child's learning	117	45	111	43	17	7	2	1
The school helps my child to have a healthy lifestyle	114	44	133	51	5	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	105	41	125	48	7	3	0	0
The school meets my child's particular needs	103	40	134	52	10	4	0	0
The school deals effectively with unacceptable behaviour	116	45	113	44	10	4	3	1
The school takes account of my suggestions and concerns	89	34	131	51	19	7	1	0
The school is led and managed effectively	140	54	100	39	4	2	1	0
Overall, I am happy with my child's experience at this school	158	61	88	34	5	2	1	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 May 2011

Dear Pupils

Inspection of Chatsworth Primary School, Hounslow TW3 2NW

Thank you for welcoming us to your school and for talking to us about your work and completing our questionnaire. Your views were very helpful and you were very polite and friendly when we spoke to you. We agree with you that your school is good and that you learn new things quickly.

These are some of the things we found out about your school.

- Children in the Nursery and Reception classes are happy and are making good progress.
- You are taught well almost all of the time in Years 1 to 6 and this helps you to make good progress.
- You are happy at school and work hard in lessons. You are very good at taking responsibility. We were very impressed by the way that two of your playground buddies were able to explain their jobs to us.
- You have a good understanding of how to stay safe and healthy and you make a good contribution to the community.
- All of the adults in the school look after you well. They give you good help when you are struggling with your work.
- The school is well led and managed and all of the adults are working very hard to make the school even better.

This is what we have asked your school to do next.

- Make sure that in every lesson teachers expect enough of you and pitch work so that you can do as well as possible.
- Give all leaders, including those in charge of subjects, more time to visit lessons and to look at all the information about how well you are doing.

We wish you all well for the future. You can help your teachers by continuing to work hard and behaving well all of the time. ♦

Yours sincerely

Mike Capper

Lead inspector

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