

Chadwell Primary School

Inspection report

Unique Reference Number	102836
Local Authority	Redbridge
Inspection number	363667
Inspection dates	11–12 July 2011
Reporting inspector	Jane Chesterfield

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Caren Caldeira
Headteacher	Melanie Jackson
Date of previous school inspection	23 May 2008
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Introduction

This inspection was carried out by four additional inspectors. They visited 22 lessons taught by 20 teachers or teaching assistants. They held meetings with pupils, staff and members of the governing body. Inspectors observed the school's work and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the governing body minutes. Questionnaires completed by staff, pupils and 90 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of strategies to improve achievement at Key Stage 1 and in writing.
- The effectiveness of improvements in marking since the last inspection.
- The impact of leaders at all levels on improvements in outcomes and provision.
- The improvements in the Early Years Foundation Stage since the last inspection.

Information about the school

Chadwell Primary is an above average-sized primary school serving a residential area of outer London. The proportion of pupils known to be eligible for free school meals is above the national average. A very large majority of pupils come from minority ethnic groups, which is high compared with the national picture. The proportion who speak English as an additional language is also high. The proportion of pupils with special educational needs and/or disabilities is in line with the national average, while the proportion with a statement of special educational needs is below. These needs relate mainly to speech and language difficulties and behavioural difficulties. Early Years Foundation Stage children are taught in the Nursery and Reception classes. The school provides a breakfast club for pupils each day. After-school care is also offered on the school site, but this is run by a private provider and subject to a separate inspection. The school has gained the foundation level of the International Schools award. The headteacher, deputy headteacher and assistant headteacher have all taken up their posts since the last inspection.

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

Chadwell Primary is a good school where pupils achieve well and make good progress. Pupils enjoy coming to school, and parents and carers are pleased with what it has to offer them. One parent commented, 'The school is a happy environment and I am very pleased with my child's progress.' Another said, 'My child has made a lot of progress in the last few years and has had good support to get to the level he has reached.'

Thanks to the outstanding pastoral care, supported by excellent partnerships with outside professionals, pupils feel exceptionally safe at school and know that staff will help them if they have a problem. Pupils' spiritual, moral, social and cultural development is outstanding so, throughout the school, they have an excellent understanding of the difference between right and wrong, and outstanding social skills. Relationships are excellent, and pupils are very supportive of one another. Pupils have an excellent knowledge of how to live a healthy lifestyle. They enjoy their lessons and the wide range of additional opportunities the curriculum offers them, particularly in music and sport, and this was confirmed in their response to the inspection questionnaire.

Since the last inspection, despite going through a period of change in leadership, the school has been successful in maintaining above-average attainment at the end of Key Stage 2 and in improving attainment at the end of the Early Years Foundation Stage and Key Stage 1, where it is broadly average. This is as a result of improved systems for tracking pupils and providing additional support where needed, and an increased focus on professional development for staff to improve their skills. The school has identified that, while pupils achieve well in writing, their performance is relatively weaker than in reading and mathematics. This is because some pupils lack skills in grammar, spelling and punctuation, and do not have a wide enough vocabulary to reach the higher levels in their writing. This problem is common to both boys and girls, and to pupils who are native speakers of English, as well as those learning English as an additional language.

Attainment has risen at the end of Key Stage 1 this year, but the school has recognised the need to build on and consolidate this improvement. Teaching is good throughout the school, so that pupils learn well, and there are common strengths in the way in which teachers assess pupils' progress during the lesson in order to correct any misunderstandings and move pupils on in their learning. Teaching assistants are particularly well deployed to support pupils who need extra help. However, on occasions, teachers do not match work accurately to pupils' different needs, or set clear enough expectations for how much work pupils should accomplish in lessons, and this slows down their progress. This is more evident in Key Stage 1 than in Key Stage 2. Marking has improved since the last inspection, though it varies in quality across the school.

The headteacher and senior management team have been successful in winning the confidence of the staff and school community, and in bringing about change with their full

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support. Thorough and effective systems for monitoring and evaluating the work of the school have been established, so that strengths and areas for development are clearly highlighted. School self-evaluation is realistic and accurate, and the school development plan focuses on the right areas for improvement. The governing body has a good understanding of its role and holds the school to account effectively. Senior leaders know what needs to be done next to move the school forward. As a result, the school has a good capacity for further continuous improvement.

What does the school need to do to improve further?

- Improve pupils' achievement in writing across the curriculum by developing their skills in grammar, spelling and punctuation, and extending their vocabulary.
- Consolidate recent improvement in achievement at the end of Key Stage 1 by ensuring that teachers provide sufficient challenge to meet the needs of all pupils and have high expectations for what pupils can achieve.

Outcomes for individuals and groups of pupils

2

The work seen in lessons and in pupils' books confirms that attainment is above average at the end of Key Stage 2, and that pupils achieve well from below-average starting points. Attainment in writing remains a relative weakness, because pupils sometimes lack confidence in themselves as writers, and also lack life experience they can draw on in their writing. Teaching styles are very supportive of the large number of pupils who are learning English as an additional language, so that they make good progress, as do pupils from minority ethnic backgrounds. Pupils with special educational needs and/or disabilities make good progress from their various starting points, thanks to the outstanding quality of the support they receive. There is little difference in the performance of boys and girls. In class, pupils are full of enthusiasm and eager to learn. In a Year 5 French lesson, for example, pupils could not wait to role play caf scenes they had written with partners, and almost all wanted to be the first to perform in front of the rest of the class. Pupils apply themselves well to their learning and are keen to accomplish their tasks. This was evident in a Year 4 science lesson where groups of pupils moved around different tasks to sequence the stages in different food chains. They worked with great application and determination, spurred on by the teacher's use of a timer to keep them focused on completing their task swiftly.

Pupils behave well in class, in the playground and around the school. Their enthusiasm in lessons helps them to learn well, though sometimes it can lead to a noisy working environment, if staff do not set clear expectations for volume levels during partner and group work. Pupils have an excellent understanding of how to keep themselves and others safe, and show this in their considerate playground behaviour. They know that strangers in the school should wear badges and are not afraid to ask to see these. They have an outstanding knowledge of healthy lifestyles, and make sensible choices at lunchtime, in both their school and packed lunches. They are very active in the playground and in their physical education lessons, and know that they should wash and shower regularly. Pupils enjoy taking on responsibility, for example as school councillors or playground champions. They are thoughtful and reflective, and show a great deal of respect for, and understanding of, other cultures and religions. Pupils mix very harmoniously and share common values, for example signing up to the anti-bullying charter. They seize

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opportunities to be involved in musical or cultural activities with great zest. Pupils are well prepared for secondary school and for later life, thanks to their above average attainment and attendance, and their excellent social skills.

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	1

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?

Teachers support pupils' language needs well, making good use of visual aids, such as the interactive whiteboards, and providing plenty of opportunities for learning and practising new vocabulary. The best marking focuses on improving pupils' sentence structure, spelling and punctuation, expects pupils to make corrections, and gives them suggestions on how to develop their ideas further. However, this good practice is not consistent across the school. Teachers make the aims of the lesson very clear, so that pupils know what they are expected to learn. There is usually a good pace to teaching and learning, and teachers keep a constant check on pupils' understanding through their use of questioning. Teachers give pupils many good opportunities to discuss their thoughts with one another, and this helps them to develop their ideas coherently. Good use of assessment means that work is usually challenging for pupils and helps them to learn well. Occasionally, tasks are not well matched to pupils' needs, particularly in Key Stage 1, and as a result their rate of learning is slower.

The school's good curriculum gives pupils a secure grounding in literacy and numeracy, and thorough coverage of other subjects. There are good developing links between

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subjects which make lessons increasingly more stimulating for pupils and help develop their literacy skills. Year 5 pupils, for example, used paintings by Seurat as a starting point for writing stories and produced inventive accounts of the lives of the figures depicted. There is a good range of extra-curricular clubs and an excellent range of partnerships with organisations such as the local music school and the school sports partnership, providing a wealth of enrichment opportunities for pupils in music and sport. Gifted and talented pupils benefit from additional opportunities in areas such as information and communication technology, and mathematical learning opportunities, through local secondary school links.

The quality of care, guidance and support is outstanding, particularly for pupils whose circumstances might make them vulnerable, or who have special educational needs and/or disabilities. The school works very closely with parents and carers, and draws effectively on the expertise of outside professionals and external agencies to provide pupils and their families with additional support where needed. Transition arrangements are very carefully organised. Home visits for children about to enter Nursery or Reception include a member of staff with expertise in supporting English as an additional language, so that children's language needs can be quickly identified. The school has improved pupils' attendance over the last year. The breakfast club has played a key role in this, as the school has targeted pupils for inclusion in the club. This helps ensure that they attend school more regularly and punctually.

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	1

How effective are leadership and management?

The headteacher and senior staff are committed to giving pupils a good start to their education, and have been successful in improving provision and outcomes for pupils. The newly restructured senior management team gives good direction to the school, ensuring that communications are good and morale is high. This was confirmed in the response of staff to the inspection questionnaire. The literacy and numeracy leaders have had a positive impact on raising achievement in their areas, although they realise that this has not always been fully effective in Years 1 and 2. Other subject leaders are developing well in their roles as they are given greater opportunity to monitor and evaluate the quality of provision and outcomes. The governing body has a good grasp of the school's strengths and weaknesses, and has improved its capacity to challenge the school and hold it to account. Procedures for safeguarding are robust and staff training is up-to-date. Required checks on adults who come into contact with pupils are carried out promptly and risk assessments are thorough. Pupils feel very safe, and parents and carers are confident that they are well protected. The school promotes equal opportunity and tackles discrimination

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well. The performance of the different genders and the many different groups within the school is carefully tracked year on year, and effective action taken to remove their barriers to learning.

The school has built good relationships with parents and carers, and keeps them well informed. Outside partnerships are used exceptionally well to give pupils access to expertise and opportunities they might not otherwise have. Those relationships with support services, local schools and other organisations described above are excellent examples of this. The school makes a good contribution to community cohesion. There are close links with the local community, particularly other schools, and the many different cultures within the school are celebrated and respected. The school has some good links with schools in France and India, reflected in the International Schools award. It is now extending its links with other schools nationally, to help pupils understand what life is like for children living and learning in other parts of the country.

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	1
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

Children make good progress in the Early Years Foundation Stage. Relationships between adults and children are very supportive, and as a result children feel safe and secure. They enjoy exploring the good range of opportunities available to them, both indoors and outside. The provision outside is particularly exciting and engaging. Topics such as the current pirate theme are well planned by staff to create a range of imaginative tasks which intrigue and motivate children to learn. There is a good balance of child-initiated and adult-led activity in the Reception classes, and adults work well with children, promoting their speaking and listening skills and developing their vocabulary. In Reception, for example, the children were thrilled and horrified to hear that their cuddly toy had been 'captured' by pirates, and gave one another instructions on how to find him, helped by

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staff. In the Nursery class, there are not always enough opportunities for children to initiate their own learning, and adult interaction with them varies in quality.

The provision is well led. The introduction of joint planning across Nursery and Reception has improved the consistency in the quality of provision and progression for the children since the last inspection, and has raised their attainment and progress. Assessment data are well used to plan to meet individual needs, and a teaching assistant has been employed to work with small groups to promote children's speaking and listening skills. This has improved the achievement of not only those children learning English as an additional language, but also those with speech and language difficulties. Relationships with parents and carers are very positive and they are fully involved in their children's learning.

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

The proportion of parents and carers who responded to the questionnaire was lower than average. Those who responded were pleased with the school and what it offers their children. Almost all felt that their child enjoys school, that the school keeps their child safe, and that they are happy with their child's experience at the school. A few felt that their child is not making enough progress at the school. Inspectors investigated this concern, but did not fully endorse it during the inspection. Evidence from lessons and from school data showed that pupils are learning well and generally make good progress at the school, but did identify that pupils make slower progress on occasions in Key Stage 1.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chadwell 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 480 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	59	35	39	2	2	0	0
The school keeps my child safe	48	53	40	44	2	2	0	0
My school informs me about my child's progress	41	46	46	51	3	3	0	0
My child is making enough progress at this school	31	34	47	52	10	11	0	0
The teaching is good at this school	31	34	55	61	4	4	0	0
The school helps me to support my child's learning	31	34	53	59	6	7	0	0
The school helps my child to have a healthy lifestyle	29	32	51	57	6	7	1	1
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)	27	30	55	61	3	3	0	0
The school meets my child's particular needs	24	27	59	66	6	7	0	0
The school deals effectively with unacceptable behaviour	31	34	52	58	4	4	0	0
The school takes account of my suggestions and concerns	22	24	52	58	5	6	1	1
The school is led and managed effectively	28	31	53	59	4	4	0	0
Overall, I am happy with my child's experience at this school	41	46	47	52	2	2	0	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.



13 July 2011

Dear Pupils

Inspection of Chadwell Primary School, Romford RM6 4EU

Thank you for making us so welcome when we visited your school recently, and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that Chadwell Primary is a good school and is giving you a good start to your education. These are just some of the things we liked about your school.

- You enjoy coming to school and your attendance has improved.
- You feel very safe at school because you are extremely well cared for, and those of you with particular needs are exceptionally well supported.
- You are making good progress in your lessons, because you are well taught.
- You behave well in lessons, in the playground and around the school, and you have an excellent understanding of how to live a healthy lifestyle.
- Your personal development is outstanding, and you have many exciting opportunities to try new activities.
- You have excellent relationships with one another and your teachers, and you show a great deal of respect for the different backgrounds of others.
- The senior staff are doing a good job, and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Help you to do as well as you can in your writing in all the subjects you study.
- Make sure that those of you in Year 1 and Year 2 make as much progress as those in the rest of the school.

All of you can help by trying not to make mistakes in your written work and by using the best words you can think of to make your writing interesting. Those of you in Year 1 and Year 2 should let your teachers know if there is anything you do not understand in your lessons, or if your work is too hard or too easy.

Yours sincerely

Jane Chesterfield

Lead inspector

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