

# Chisenhale Primary School

Chisenhale Road, Bow, London, E3 5QY

**Inspection dates** 12–13 June 2013

<b>Overall effectiveness</b>	Previous inspection:	<b>Good</b>	<b>2</b>
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Standards have declined recently because leaders did not have an accurate profile of pupil achievement or teaching quality.
- Attainment at the end of Year 2 and Year 6 has been inconsistent. Pupils with disabilities and/or special education needs and those eligible for pupil premium funding have not done as well as their peers.
- Pupils from some ethnic minority groups and pupils who speak English as an additional language have not always progressed as well as they should.
- The quality of teaching has been variable over time; too few lessons have ensured good progress of all pupils.
- Marking and assessment in pupil books is inconsistent across the school. Pupils do not always know where they are in their learning or how to further improve their work.
- Leadership structures are new and have not had yet time to show impact. In the past, leaders have had not had sufficiently rigorous monitoring systems to secure good achievement.
- The monitoring of the school's work by governors has in the past not been sufficiently rigorous. New systems have not yet embedded.

### The school has the following strengths

- Achievement in the Early Years Foundation Stage is good. Children enter both the Nursery and Reception and leave making better than expected progress.
- Leaders are now fully focused on raising achievement. Recent pupil performance information indicates achievement is improving.
- Behaviour of pupils is good. They are very friendly and welcoming and enjoy being in school.
- The school implements very successful strategies to engage parents which results in a very welcoming and inclusive community. As a result, parents are very supportive of the school and positive about its work.

## Information about this inspection

- Inspectors observed 20 lessons, of which eight were joint observations with the headteacher or assistant headteacher. They also visited an assembly, two registrations, the breakfast club, three after-school clubs and the after-school childcare provision. Inspectors observed the start of school, break and lunchtimes, and listened to pupils read.
- Meetings took place with pupils, parents, members of the governing body and a representative of the local authority.
- Inspectors scrutinised pupils' work, and looked at a range of school documentation, including those relating to attendance, safeguarding, pupils' achievement, staff performance management, school self-evaluation and development planning. They also studied a range of school policies and governing body minutes.
- Inspectors took into account the 63 responses to the online questionnaire (Parent View) and spoke to a number of parents. They also analysed views of staff from the 16 staff questionnaires.

## Inspection team

Michael Merva, Lead inspector

Additional Inspector

Theresa Mullane

Additional Inspector

Joan McGrath

Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average primary school.
- Just over one third of pupils are from White British backgrounds. Those remaining are from a wide variety of ethnic groups.
- The proportion of disabled pupils and those with special education needs at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above the national average.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils supported by the pupil premium (government funding that schools receive for pupils who are known to be eligible for free school meals, those who are in local authority care and children of service families) is well above average. There are no children in local authority care or from service families currently at the school.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' progress and attainment.
- The school runs a breakfast club every morning and a childcare provision every day after school.
- The school provides a range of after-school clubs, including sports, gardening, homework, reading and arts and crafts.
- The school does not provide alternative provision for any of its pupils.

### What does the school need to do to improve further?

- Improve the quality of teaching so that all is good and an increasing proportion is outstanding by:
  - enabling all pupils to make at least good progress through teachers planning activities and outcomes which relate directly to pupils' learning needs
  - ensuring that marking is applied consistently across the school, so that all pupils understand how well they are doing in their learning and how they can further improve.
- Ensure that pupils are making good progress through Key Stage 1 and 2 by:
  - tailoring support for pupils with special education needs, those from minority ethnic groups and those eligible for the pupil premium, ensuring that they attain at least as well as their peers.
  - ensuring that marking and assessment are consistent across the school, enabling all pupils to be aware of their current learning and how to improve.
- Consolidate the development of the new leadership structure and systems so they rigorously focus on monitoring the quality of teaching and pupil progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Attainment at the end of Year 2 and 6 has been inconsistent. In 2012, it was broadly average at the end of Year 6. However, it was below average in reading, writing and mathematics at the end of Year 2. Recent pupil progress information shows that pupils are now making better progress, especially in writing, and the school predicts that pupils will significantly exceed the national average by the end of the current academic year.
- Progress is broadly average for White British pupils, but had been below average for those of from ethnic minorities and pupils who speak English as an additional language.
- Pupils supported through pupil premium funding have not been making sufficient gains in progress to secure attainment which meets either the national average or that of their peers. More focused support is beginning to show an increase in their progress, however, especially in mathematics, and the gap in attainment is starting to close more sharply now. This is demonstrating the school's commitment to equality of opportunity for all pupils.
- The progress of disabled pupils and those with special educational needs is variable. Clear systems have been put in place to secure improvement and these are beginning to have an impact on progress, especially in Year 6, where standards are improving.
- Reading is well organised, with pupils being provided with a range of appropriate and challenging texts, and clear opportunities to read regularly and discuss their books. As a result, pupils have become confident, accurate readers who are developing a love for reading, and standards in reading are improving at the end of both Year 2 and Year 6.
- Children make good progress in most areas of learning in the Early Years Foundation Stage, although they make slower progress in mathematics. Having entered the Nursery or Reception class with skills generally below those expected for their age, by the time they enter Year 1 they have reached standards at least in line with national expectations.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement as there has not been a sufficiently high proportion of good or better teaching. The school has recognised this and implemented robust processes to monitor its quality. As a result, it is demonstrating some improvement, but inconsistencies remain.
- The quality of lesson planning is variable. There are examples of good practice; for example, in a Year 6 mathematics lesson on angles, skilful questioning and clear learning outcomes allowed all pupils to access the work in line with their ability and to make good progress. However, this practice is not yet consistent across the school. The effectiveness of marking varies because it does not always give pupils the opportunity to understand their current level of their learning and how to improve further.
- The school makes effective use of support staff. They are generally well focused to support specific pupils in their learning. In a Year 6 English lesson on speech punctuation, a member of support staff working with pupils with specific learning needs used carefully planned materials to make the work fully accessible. As a result, they made good progress.
- The better lessons typically feature strong pace and good teacher subject knowledge. In a Year 1/2 phonics lesson, for example, pupils made outstanding progress because activities were very well timed using effective visual resources which thoroughly engaged them and stimulated their learning as a result. In a Year 3 art lesson on drawing a moving figure, pupils progressed well because the teacher successfully combined technical language with the use of a vivid demonstration to enable pupils to access concepts well.
- The linking of subjects across the curriculum has allowed pupils the opportunity to develop a wider range of skills in reading, writing and communication. This was seen in a Year 5/6 geography topic lesson on the distribution of food where pupils successfully used mathematical

skills to work out appropriate proportions of the distribution of chocolate bars to supply a food chain.

### **The behaviour and safety of pupils** are good

- Pupils behave well. They are friendly and respectful. They support each other well, and come to lessons ready to learn. Their behaviour is not outstanding because their engagement is sometimes hindered when work is not well enough structured to meet their needs.
- Pupils state that bullying is rare, and they are very confident that on the few occasions when it might occur, it is fully dealt with. They understand different forms of bullying, and are aware of specific examples such as cyber and racist bullying because these are explored as part of the personal and social education curriculum. Parents agree, with one saying 'The school works to help pupils understand what bullying is and takes action when there are problems.'
- Pupils are happy at school and feel safe. One pupil said 'we learn together to have a better future.' Another said 'this is a very enthusiastic school.'
- The use of initiatives such as the 'Playground Council', 'Playground Buddies' and 'Class Charters' encourages pupils to help and support each other and take responsibility for their own behaviour. Inspectors found clear evidence from lessons and around the school that relationships are of a high standard. Pupils confirmed that this is typical.
- Behaviour is well managed. The behaviour policy emphasises positive behaviour and mutual respect. Good behaviour is celebrated. Sanctions are clear and understood by pupils. For example, they greatly value the Friday afternoon 'Golden Time' sessions and are aware that misbehaviour will result in their loss of this popular privilege.
- Parents are very positive about the standard of behaviour and their children's safety. They feel that the school is approachable and welcoming, and they value its sense of community. One parent said that sessions such as the after-school and breakfast clubs help children to mix well.
- Attendance has risen and is in line with the national average. It is monitored weekly, and parental support to improve attendance is secured. Good attendance is celebrated with an array of individual and class rewards. The very well attended breakfast club has a positive impact on the punctuality of pupils across the school.

### **The leadership and management** require improvement

- Leadership and management require improvement as pupil achievement and teaching have declined in effectiveness since the previous inspection. Leaders in the past have not been sufficiently focused on ensuring that underperformance is tackled quickly in order to ensure good or better teaching and pupil progress.
- A new management structure has been put in place involving the use of phase leaders to monitor progress in their areas of responsibility. They also have a clear understanding of what is going well and what the school needs to do to improve further. Other developments include a revised system of staff performance management appraisal and improved marking and assessment procedures.
- The school has addressed the areas for development from the previous inspection report. The outdoor Early Years Foundation Stage area has been improved and new strategies have been implemented, including termly formal lesson observations and clear support for underperformance, leading to improved teaching. As a result pupil attainment is rising. The school demonstrates capacity to continue to improve.
- The headteacher is aware of the strengths and weaknesses of the school and is implementing strategies and systems to address them. The school's self-evaluation processes have identified the appropriate areas for improvement. They are linked to the school improvement plan and involve both middle leaders and governors.

- The curriculum is broad and balanced, with a creative curriculum that is helping to make learning more exciting. It combines elements from a range of subjects into topics such as treasure, light, clothes and the Olympics. The leadership of the Early Years Foundation Stage is good. Pupil progress is well tracked and areas for development are carefully identified. Effective training is provided to encourage the use of new projects and techniques.
  - Opportunities for spiritual, moral, social and cultural education are present in the curriculum and through the life of the school. As a result the quality of relationships is a strength of the school and the use of pupils to support each other enhances understanding of right and wrong. The creation of a school garden and other gardening activities provides opportunities for reflection and engenders a sense of wonder. Visits to a variety of places of worship enhance pupils' spiritual understanding. The music assembly and the use of Greek myths in literacy are examples of opportunities for cultural enrichment.
  - The school engages parents very well. Its welcoming ethos encourages the involvement of parents. The parent teacher association and a parent involvement officer encourage parental engagement. Parent classes in phonics, mathematics and writing support pupils' learning. The Edible Playground Project (gardening) and events such as quiz night and 'Dad's Bake Off' help generate a strong sense of community. Parents are very positive about the school and termly parents' meetings are very well attended.
  - The local authority has provided a programme of support to help the school to improve.
  - The school meets all statutory requirements for safeguarding.
  - The governance of the school:
    - Until recently governors did not monitor the work of the school rigorously enough. This has improved and they are now fully aware of previous achievement issues and are working to secure improvement. They have set up their own monitoring group to evaluate progress and have undertaken training to better understand pupil progress information. This is helping to ensure that they are aware of how effective teaching is across the school. They are continuing to develop in their roles through training on finance, risk assessment, the use of pupil progress information and safer recruitment. They are involved in the new appraisal process in terms of linking classroom practice and pay awards; however, this is not yet developed into an overview of the whole process. Governors understand how the funding provided by the pupil premium is used, and realise that they now need to evaluate its impact more closely than in the past. They monitor the school's financial resources well. They ensure that safeguarding meets statutory requirements and their relevant committees make sure that risk assessment and health and safety procedures are in place.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	100896
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	411915

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	343
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jenny Lowe
<b>Headteacher</b>	Helen James
<b>Date of previous school inspection</b>	8–9 June 2008
<b>Telephone number</b>	020 8980 2584
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