

Chatsworth Infant School

Burnt Oak Lane, Sidcup, Kent, DA15 9DD

Inspection dates 6–7 November 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The attainment of pupils over time has been consistently and significantly above average in all subjects, including reading, writing and mathematics.
- The majority of teaching is good or better because work is well matched to the pupils' needs.
- Teaching assistants and volunteers support pupils well in their learning.
- Children get a good start in the Nursery and this good progress is maintained throughout the school.
- The school has developed a positive climate for learning. There are good relationships between staff and pupils, who want to learn.
- Pupils behave well and feel safe in school.
- Leaders at all levels have a mostly good understanding of the needs of pupils through the monitoring of teaching and learning and pupils' achievement.
- The headteacher has implemented robust procedures for the management of the performance of all teachers, ably supported by the governing body.

It is not yet an outstanding school because

- The progress of a few disabled pupils and those with special educational needs is not always as good as that of their peers.
- Personal targets are not always specific and clear enough for pupils to know what they need to do to improve.
- Governors were not fully aware of how some additional funding was being spent.
- Tasks on occasions do not fully meet the needs of the less able and the more able.
- The monitoring of groups of pupils is not as refined as it might be to ensure all are making consistently good or better progress.

Information about this inspection

- Inspectors observed 16 lessons, of which seven were jointly observed with senior leaders.
- Inspectors considered a range of evidence, including the school’s development plan and self-evaluation, monitoring reports, performance management records, policies on child protection and special educational needs, case studies, subject action plans, pupil premium records, the sport premium action plan, parental questionnaire results, attendance records, governing body minutes, safeguarding information and records relating to behaviour and safety.
- Inspectors analysed information on pupils’ achievement over the past three years and the school’s own achievement information on different groups. Inspectors looked at samples of pupils’ work and listened to a number of pupils read from Year 1 and Year 2.
- Meetings were held with a group of pupils, the headteacher, the senior leadership team, the Early Years Foundation Stage, mathematics, literacy and special educational needs leaders, teaching assistants, the Chair and other members of the Governing Body and a representative from the local authority.
- Inspectors attended an assembly, observed a break and a lunchtime.
- Inspectors took into account of 68 responses to Parent View, the online questionnaire. Inspectors took account of the views of staff in 24 questionnaires.

Inspection team

Jameel Hassan, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

Full report

Information about this school

- Chatsworth Infant is smaller than the average-sized primary school.
- Children join the Early Years Foundation Stage part-time in the Nursery and full-time in Reception.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils eligible for free school meals, looked after children and those with a parent in the armed services, is well below average.
- The vast majority of the pupils are from White British backgrounds, with a very small number of pupils from various different ethnic backgrounds.
- The proportion of pupils who speak English as an additional language is very low.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of those who are supported through school action plus or with a statement of special educational needs is well below average.
- The school is currently federated with a local junior school
- The school has gained various awards, including the Artsmark Gold Award in 2012.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring pupils' personal targets are clear and are linked to specific aspects of writing and mathematics
 - ensuring activities in lessons fully meet the learning needs of all groups of pupils, including the most and least able and those with special educational needs
 - making sure there are regular opportunities for pupils to respond to teachers' comments in their marking in mathematics and writing.
- Strengthen leadership and management by:
 - refining systems for monitoring the progress of pupils achievement effectively to ensure all are making consistently good or better progress
 - having regular intervals to monitor pupils learning over time so any underperformance can be identified and immediately improved
 - making sure governors are fully informed about the spending of additional funding.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills in line with those expected for their age, with the majority making good progress by the time they leave Reception. Although progress slowed a little in 2013, the school has addressed the issue and school data shows that that progress is again good.
- Pupils make good progress in Key Stage 1 and by the end of Year 2, attainment has mostly been significantly above national expectations. In 2011 and 2012, there was a slight reduction in standards but they were still above national expectations.
- At the end of Year 1, the phonics screening check shows that pupils' understanding of letters and sounds has improved. School data shows that the majority in Year 1 make good progress.
- In 2012, the attainment of girls was slightly above that of the boys in reading and writing. Current school data shows that this issue has been tackled successfully and now boys and girls are doing as well as each other, thus closing the gap in their attainment. Occasionally, the most able pupils are not challenged to achieve as highly as they could.
- The small number of pupils entitled to pupil premium funding achieve as well as their peers in both English and mathematics. The school is using the pupil premium funding well to ensure these pupils make good progress.
- The attainment of some of the small number of disabled pupils and those with special educational needs has been lower than expected and not all made good progress. The school quickly recognised this issue and introduced measures to provide additional support for these pupils, including the use of outside agencies, such as those offering speech therapy, to accelerate their learning and the provision of skilled teaching assistants in classrooms. These actions are having a good impact in improving their rates of progress.
- Pupils from different ethnic groups and those who speak English as an additional language achieve as well as their peers and some new to learning English make better progress than their peers because of the good support they receive.

The quality of teaching is good

- Nearly all pupils achieve well because of consistently good and some outstanding teaching throughout the school. Teachers and teaching assistants know the pupils well, which helps pupils to maintain their concentration in lessons and to want to do their level best. Teachers' good subject knowledge and use of skilled, open-ended questioning helps to move pupils' learning forwards. Appropriate resources are used to support their learning. A brisk pace encourages pupils to remain on task throughout the lesson and to complete their work in good time.
- Children in the Nursery and Reception classes benefit from a well-organised and stimulating environment, good teaching and well-planned activities. In an outstanding physical education lesson in Reception, children took an active part in their learning. They were grouped according to need, ably supported by the teaching assistants, and showed great confidence in improving their skills in gymnastics. There were good opportunities for the adults to reinforce the use of vocabulary which pupils could use in other subjects.
- Pupils read widely and often, and reading is a strength of the school. They are supported well by arrangements to make sure individuals have the correct reading book for their level of ability. There are good opportunities to learn phonics (the sounds that letters make) throughout the school. Pupils have reading records which help monitor their progress and are used by adults in the school as well as parents at home. Pupils have a good knowledge of fiction and non-fiction books and a good understanding of what the terms 'author' and 'illustrator' mean. Interventions are in place for those who need additional support to improve their reading skills.
- Teachers have mostly high expectations but occasionally the needs of the most and least able

are not fully met. Targets are not always sufficiently challenging for individual pupils or linked specifically to the area being learnt in writing and mathematics. As a result, pupils are not always as aware as they might be about what they need to improve.

- In most cases, marking is supportive and helpful, although there are some missed opportunities for pupils to have time to respond to the teachers' comments in their marking.

The behaviour and safety of pupils are good

- Pupils worked well, both with others and on their own, in almost all lessons that were seen during the inspection. Good relationships have been fostered between the pupils and adults. Pupils are very respectful towards their teachers and one another in being polite and courteous. Staff, pupils and parents are proud of their school. It is a happy and welcoming community.
- Pupils support each other and are excited to get on with their work, even in a less strong mathematics lesson, where there was a great cheer when they realised it was going to continue, due to a wet playtime.
- Pupils reported that they felt safe in school and there were opportunities to learn about safety across the curriculum such as road, internet and firework safety as well as what to do if they are worried about bullying. Parents support the view that their children are safe in the school.
- Pupils are given responsibilities in their classes, such as book and equipment monitors and becoming school council members who are democratically elected by their peers.
- Pupils have a good understanding of types of bullying. They report that there is none in the school and that the only issue is when friends fall out with each other. Parents report that there is no bullying that they are aware of at the school.
- Pupils are punctual to school and to lessons. Over time, attendance is mostly average but currently is above average.

The leadership and management are good

- The headteacher has high expectations. She makes sure that pupils achieve consistently well. Senior leaders have an accurate view of the quality of teaching and learning and hold teachers and teaching assistants to account through an effective system to manage their performance, which ensures pupils' achievement continues to improve. The local authority has supported senior leaders in developing this accurate view of teachers' performance.
- Although the school tracks pupils' progress, the system is not as refined as it might be in checking on the progress of all different groups of pupils to ensure all make consistently good progress. However, it is clear that most pupils are making good progress from their individual starting points, thereby promoting equal opportunity for all.
- The curriculum is broad and balanced. Art work is evident across the school with various colourful displays. Pupils have opportunities to use different materials in their learning and each class is named after a famous artist. Pupils have opportunities to visit museums and wild life centres linked to their topic work. Through themed weeks, pupils learn about cultural diversity, science and art such as Aboriginal drawings and paintings. Visitors such as the police to discuss internet safety support learning. During the inspection, a theatre company was working with Year 2 pupils in learning about a Victorian classroom. In the Nursery, children have a wonderful opportunity to develop skills for outdoor learning. There are clubs which the pupils attend on a regular basis, including art, Spanish and various sports clubs.
- Pupils' social, moral, spiritual and cultural development is strong. They know right from wrong and follow the positive code of conduct the school has in place. Rewards, such as 'pride' points, are in place and teachers use them effectively in class to manage behaviour. The school develops a sense of empathy through raising funds for a number of charities. Assemblies respond effectively to the spiritual needs of the school's community.

- Pupil premium funding has been used effectively to ensure the progress of eligible pupils is as good as their peers. The additional sport funding is used to good effect in helping teachers to improve the quality of physical education lessons and heighten pupils' awareness of healthy lifestyles.
- Parents feel supported and well informed about their child's progress through informal and regular formal meetings and reports. The Parents' association organises events as well as raising funds for equipment, such as outdoor resources for the children in Nursery to use when they go into the forest area. Parent volunteers in classes support the learning of groups and individuals who need additional help in reading.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - The governors set the strategic direction of the school with the headteacher. There is robust performance management for the headteacher and other staff in the school, ably supported by the local authority. They hold the headteacher to account for ensuring staff salaries and their performance are closely linked. They are well informed about the key issues facing the school. Through regular meetings and visits to the school, they challenge and support leaders. They have a good grasp of information about the progress of most pupils and any who are underperforming. They have undertaken training to keep up to date with their duties and, as a result, they have a good understanding of their financial responsibilities. They have overseen the allocation of funding for those entitled to the pupil premium but know less about how the additional sport funding is being spent. The school meets its statutory requirements for safeguarding.

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

Unique reference number	101439
Local authority	Bexley
Inspection number	425638

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	John Judd
Headteacher	Roslin Owen
Date of previous school inspection	21 June 2007
Telephone number	0208 300 9295
Fax number	0208 308 9339
Email address	admin@chatsworth.bexley.sch.uk

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