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Lee Walker
Headteacher
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Dear Mr Walker

Short inspection of Chadwell Primary School

Following my visit to the school on 10 March 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Since joining the school in September 2014, you have set high expectations about what pupils can achieve and provide clear direction for the school's further improvement. Morale among staff is high, including for teachers new to the profession.

The staff understand your vision and recognise that the school culture encourages calm and orderly conduct, and is aspirational for all pupils. Staff appreciate the bespoke training and support they receive. This has been particularly effective in accelerating reading progress across the school this academic year, including for the most-able pupils.

You and governors accurately identify the school's priorities for continuous improvement. Actions are monitored regularly to ensure that they are having the desired impact on improving outcomes for pupils. In particular, you have strengthened the senior leadership team through new appointments and a review of responsibilities. As a result, roles are clearly defined and correctly focused on the school's current priorities for improving progress in reading, achievement for the most able, and outcomes for children in the early years.

You have maintained the positive qualities identified at the previous inspection. Teaching remains good, pupils behave and achieve well. A broad range of subjects

is taught and interesting projects contribute to pupils' spiritual, moral, social and cultural development. Pupils appreciate the work of significant artists, musicians and authors. They enjoy visits to their school library which offers an interesting selection of children's classic and contemporary literature.

The majority of parents are supportive of the school. You have improved how the school shares information with parents, who now receive two written reports each year on their child's learning and progress. You have introduced collaborative workshops for parents to support children's learning. One parent wrote that the school has 'a very lovely atmosphere in which pupils are nurtured and their achievements celebrated. Very friendly and caring staff'.

Leaders, including governors, have addressed the recommendations for improvement identified at the previous inspection effectively. Over a number of years, standards in reading, writing and mathematics have been maintained broadly in line with national averages. This has consolidated improvements in pupils' outcomes at the end of Key Stage 1.

Pupils' achievement in writing across the curriculum has also improved and their skills in grammar, spelling and punctuation are developing well. For example, letters written by Year 4 pupils to the local council demonstrate confident, accurate use of appropriate language for the given audience and purpose. Work in pupils' books also demonstrates a good variety of effective writing across the curriculum. In 2015, the number of Year 6 pupils making expected and more than expected progress in their writing was above the national average.

Safeguarding is effective.

Pupils responding to the online survey confirmed that they feel safe. They appreciate the school's 'Worry Box' because it enables them to post any concerns to leaders confidentially. Pupils confirm that bullying is very rare at the school. They are clear that leaders deal quickly and effectively with any issues arising.

Leaders ensure that everyone at the school understands their collective responsibility to keep pupils safe. Pre-employment processes are thorough and check the suitability of staff working at the school.

All staff receive child protection training, at the appropriate level, updated regularly. As a result, staff have a thorough understanding of the school's safeguarding procedures, including the school's duty to report any suspected cases of extremism or radicalisation.

Inspection findings

- All leaders concentrate fully on improving teaching and learning. They make regular observations of teaching, scrutinise pupils' progress in books and support teachers to ensure that all pupils make fast progress.
- Pupils, including disadvantaged pupils, make good academic progress in mathematics and writing. Pupils who have special educational needs or

disability also make good progress, relative to their starting points. Leaders have recently increased opportunities to develop pupils' reading skills. Progress in reading is accelerating throughout the school, including for the most-able pupils.

- By the end of Year 6, pupils reach standards broadly in line with national averages. They are well prepared for their next stage at secondary school.
- The teaching of phonics (sounds linked to letters) has improved and is now effective. Recent training has improved teachers' subject knowledge and skills. Consequently, the proportion of pupils meeting the expected standard at the end of Year 1 has risen since 2013. Current assessment information indicates that the proportion is likely to exceed the national average in the forthcoming screening check, including for disadvantaged pupils.
- The quality of teaching is good across subjects. Teachers have high expectations of what pupils can achieve. Their assessments of pupils' learning are accurate. Teachers use assessment effectively to increase the level of challenge for all pupils, in line with the new curriculum expectations. Specialist teaching in music ensures that pupils reach good standards. Opportunities are taken to extend pupils' performance skills. The drumming group, orchestra and choir enjoy performing regularly and at high-profile events, including at the Royal Albert Hall in London.
- Good relationships between the staff and pupils underpin the school's ethos and ensure good learning at the school. The consistent and positive management of behaviour ensures an environment that is conducive to learning and mutual respect. Pupils say that they are happy and enjoy coming to school. You recognise that attendance for some pupils does need further improvement, and you are taking action to address this as a priority.
- Pupils are encouraged to be independent and take on responsibilities. In doing so, they rise to the challenge. Pupils acting as environmental ambassadors help to keep the school grounds litter-free and safe. Older pupils act as librarians at lunchtimes, helping younger children borrow books. Many charities also benefit from the pupils' highly successful fund-raising efforts.
- Leaders have focused strongly on improving provision in the early years. Pupils in both Nursery and Reception enjoy a range of learning experiences indoors and out. More regular phonics teaching is developing their early reading skills at a faster rate than in previous years. The proportion of children expected to reach a good level of development by the end of Reception is much higher this year than previously and likely to meet the national average. This represents good progress from the children's starting points.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils, including the most able, continue to make fast progress in their reading

- the attendance of all groups of pupils continues to be rigorously monitored and prompt effective action is taken where needed.

I am copying this letter to the Chair of the Governing Body, the Regional Schools Commissioner and the Director of Children's Services for London Borough of Redbridge. This letter will be published on the Ofsted website.

Yours sincerely

Kirstie Fulthorpe
Her Majesty's Inspector

Information about the inspection

I met with you and four other members of the senior leadership team, including leaders with responsibility for safeguarding. I also met a representative from the local authority and a group of four governors, including the Chair of the Governing Body.

I visited classes during the day to observe teaching and learning, accompanied by you. In lessons, I looked at a sample of pupils' work in books and on display. I evaluated the school's most recent information relating to pupils' progress, the school's self-evaluation and the school's plan for further improvement.

Other records were scrutinised, including documents relating to safeguarding and minutes from governing body meetings. I spoke to a group of pupils to gain their views about the school and evaluated the responses of 52 staff, 65 pupils and 38 parents to the online questionnaires.