

Chatsworth Primary School

Heath Road, Hounslow TW3 2NW

Inspection dates

29–30 June 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The governing body does not check the information about basic health and safety standards and procedures in the school with enough care and attention. This means that they are unaware of how risks are assessed, or how children are kept safe.
- Governors are unclear about their responsibilities in holding senior leaders to account for standards of health and safety across the school.
- The headteacher has not ensured that the systems for checking on, and reporting of, the safety of the school site are robust enough.
- Leaders have not made site safety or risk assessment a high enough priority.

The school has the following strengths

- The senior leadership team has an accurate view of the strengths and weaknesses of teaching, learning and assessment, and outcomes.
- The quality of teaching helps pupils to make good progress throughout the school, especially in reading, writing and mathematics.
- Pupils' behaviour is good. They work together well and behave sensibly around the school and in lessons.
- The curriculum provides a wide range of interesting subjects and experiences. Pupils learn French, play a variety of musical instruments and take part in sporting activities.
- Safeguarding is effective. The headteacher and deputy headteacher are jointly responsible. The headteacher effectively oversees the diligent work of the deputy headteacher.
- Early years provision is good. Children join the school at two years old and settle in very quickly. By the time they leave Reception, they are ready for Year 1.

Full report

What does the school need to do to improve further?

- Senior leaders should:
 - ensure that routine checks and risk assessments of the school site are carried out more systematically, are recorded, and provide assurance to leaders and governors that any hazards are swiftly identified and addressed.

- Governors should:
 - hold senior leaders and managers to account rigorously for their implementation of procedures to ensure high levels of safety throughout the school.
 - put in place a policy which ensures that on-site risk assessments are carried out and reported to the governing body, and monitor closely how risks are dealt with.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Governors have not grasped the importance of their role in holding senior leaders to account for checking the school site's safety or assessing and managing risks to children. The governing body does not have an oversight or knowledge of how basic site checks are carried out. This means that governors and senior leaders cannot be securely confident that the school site is safe or that they are aware of any risks. For example, the checking of hazards and reporting to senior leaders by caretaking staff is informal and not recorded and therefore cannot be verified.
- The governing body has a reasonable understanding of most aspects of the school. For example, they have an awareness of the strengths and weaknesses of the quality of teaching and the progress pupils make. However, the leadership and management of the governing body is weak. As a result, the governing body is not sufficiently rigorous in how they hold the school leaders to account for basic safety checks or risk assessment.
- During the inspection, no immediate concerns regarding pupils' safety were evident. The staff show good care and attention to pupils' welfare and safety. For example, children who are ill or have an accident are looked after appropriately.
- The headteacher is ably supported by the two deputy headteachers. The team have an accurate view of the strengths and weaknesses of the school's educational provision. They are also clear about how to make further improvements regarding pupils' education.
- The monitoring of the quality of teaching and learning by the senior leadership team has ensured that teaching has continued to be of good quality. Teachers have received appropriate training and support to improve their practice.
- The headteacher has been robust in using more formal procedures to challenge and support the small number of teachers who are not meeting the standards required. As a result, the good teaching and learning in the previous inspection report has been maintained.
- The middle leadership team are new and developing. They contribute effectively to the improvement of the quality of teaching through feeding back to teachers after observing them.
- Senior leaders have a clear grasp of the new arrangements for assessment. They have managed the changes from the previous national curriculum levels to the current system effectively. As a result, teachers are able to accurately assess the progress pupils are making and accurately match activities to pupils' abilities.
- The support for pupils who have special educational needs and/or disabilities is effective and well led. Pupils make good progress.
- The curriculum provides pupils with a wide variety of experiences and subjects. Different subjects are well planned across the different age groups. There is strong emphasis on the creative arts and sport which ensures that pupils experience varied and interesting topics. Each pupil has a 'passport' which is 'stamped' as they gain different skills, knowledge and understanding in different subjects.
- The curriculum is enhanced by a range of visits that inspire and stimulate the pupils. For example, pupils were taken to Cambridge University. Other visits have included a West End show, Hampton Court Palace and a rugby match at Twickenham.
- Fundamental British values are woven into a wide range of subjects and assemblies. Pupils were able to tell inspectors about how well children from different backgrounds get on with each other.
- Pupil premium funding is accurately targeted and has been used well to ensure that the gaps between disadvantaged pupils and their peers in reading, writing and mathematics have narrowed rapidly.
- **The governance of the school**
 - The governing body does not hold senior leaders to account rigorously enough. Governors do not check that secure processes are in place for site safety with sufficient care or attention.
 - There is insufficient rigour in how governors check that the single central register is completed. Although there are regular informal meetings between the headteacher and chair of governors, no minutes have recorded that the single central register has been checked.
 - Governors are not fully aware of their responsibilities regarding holding the headteacher and other senior leaders to account for the running of the school. Inspectors met twice with four of the governors during the inspection. In neither of these meetings was the chair of governors able to assure inspectors how the governing body checked that leaders were carrying out their routine duties regarding site safety.

- The arrangements for safeguarding are effective. The headteacher and deputy headteacher ensure that the school's routine systems for checking staff and keeping training up to date are in place. The single central register is up to date. The school has implemented the 'Prevent' duty well and has used the information and training in specific instances to protect pupils from radicalisation and extremism. There are strong links with outside agencies related to child protection and vulnerable families.

Quality of teaching, learning and assessment is good

- Teachers use their good subject knowledge well to ask challenging questions. Consequently, pupils' thinking and learning are moved on swiftly.
- The teaching of writing is highly effective. Pupils have many opportunities to edit and improve. For example, in a Year 2 class pupils were writing about 'London landmarks' and were sharing examples and receiving useful feedback from teachers and teaching assistants. As a result, pupils were able to complete high-quality writing.
- Mathematics is taught very well throughout the school. Pupils make strong progress in this subject. In one of the lessons seen, Year 3 pupils were investigating three-dimensional shapes by visualising them from two-dimensional shapes. One pupil told the inspector 'I can see how a cone comes out of a circle', demonstrating a good ability to articulate his understanding of shape.
- Lessons are well planned and organised to maximise the time spent on learning.
- Pupils are clear about what they are expected to do during lessons. This clarity of understanding about what they need to do promotes good progress.
- Pupils receive effective feedback on their work and have opportunities to respond to teachers both in writing or verbally.
- Phonics (letters and the sounds that they make) is taught well. Pupils are encouraged to 'have a go' at unfamiliar words. Teaching assistants provide effective support.
- Teachers have high expectations for pupils' attitudes to learning. Pupils respond with enthusiasm and, as a result, enjoy their learning and make good progress.
- The majority of most-able pupils are challenged well because teachers provide activities that match their ability. School leaders know that this is not a consistent picture because some teachers do not provide the most challenging activities soon enough during lessons. Thus, pupils' progress is hampered from time to time.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident learners and show initiative.
- Pupils are polite and thoughtful and get on well with each other and adults. They are able to explain their thoughts and feelings confidently.
- All pupils are trained in first aid. Older pupils know how to treat burns, cuts and other minor ailments.
- Pupils say that they feel safe in the school and that bullying is rare. If it does occur, pupils know that it will be dealt with effectively. A few of the pupils who spoke to inspectors were not entirely clear about the definition of bullying in all its forms. For example, some pupils were not sure what homophobia was. Senior leaders are aware that there is still some work to do and have secure plans in place to address these issues.

Behaviour

- The behaviour of pupils is good. Pupils are polite and responsive. During discussions in lessons, pupils are mature and articulate.
- Pupils are keen to learn and answer teachers' questions eagerly.
- Attendance is in line with the national average and improving.
- Pupils told inspectors that they think their schoolmates behave well. Those parents who responded to online survey Parent View agreed. Inspectors spoke informally to several parents on the first day of the inspection; they too were happy with behaviour in the school.

Outcomes for pupils

are good

- Pupils make good progress throughout the school. At the end of Year two, pupils' attainment is much higher than average in reading, writing and mathematics.
- At the end of Year 6, pupils' attainment has built on their previous learning. The proportion of pupils who reach the higher levels of attainment is well above the national average in reading, writing and mathematics.
- Most-able pupils make good progress. In the 2015 assessments and tests, over a quarter of Year 6 pupils achieved the higher levels expected of them in mathematics and English grammar. A third of Year 2 pupils gained the highest levels in mathematics and 44% in reading.
- The school has used the funding for pupil premium well and higher-attaining pupils who are also disadvantaged make good progress. As a result there are no gaps between them and their peers.
- Pupils who speak English as an additional language gain fluency quickly and learn to read and write with confidence. A small number struggle with reading comprehension. Leaders are aware of this and have put effective strategies in place. The sample of pupils inspectors heard read demonstrated their abilities in understanding text to an age-appropriate level.
- Pupils who have special educational needs and/or disabilities are very well supported and make similar good progress to their peers.

Early years provision

is good

- The leadership and management of the early years are well supported by the senior leadership team. The deputy headteacher responsible has ensured that the changes of staff have not destabilised the effectiveness of the provision.
- The very youngest children in the provision for two-year-olds settle in very quickly. Parents told inspectors how well the staff keep them informed about their children's progress and development. Learning journals are kept up to date and used well to share information between home and school.
- Those children who transfer into the Nursery and Reception continue to make good progress and, by the end of Reception, children's levels of development are at least in line with those seen nationally. Children are well prepared for key stage 1.
- Children are well behaved and responsive to adult instruction.
- Those children who speak English as an additional language receive additional time and support. This support is effective in accelerating their understanding and speaking skills.
- Learning environments are well organised, bright and cheerful. Children gain in confidence and independence because of the ease with which they are able to come and go between the indoor and outdoor areas.

School details

Unique reference number	135880
Local authority	London Borough of Hounslow
Inspection number	10003707

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	710
Appropriate authority	The governing body
Chair	Cheryl Horabin
Headteacher	David Wright
Telephone number	02085606018
Website	www.chatsworthprimaryschool.co.uk
Email address	office@chatsworth.hounslow.sch.uk
Date of previous inspection	9–10 May 2011

Information about this school

- Chatsworth Primary School is larger than the average primary school.
- The proportion of pupils from different ethnic minority backgrounds is much higher than average.
- There is a higher than average number of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for free school meals is lower than average.
- The school has provision for two-year-olds, which is managed by the governing body.
- There is a breakfast club and an after-school club run by the governing body.
- The proportion of pupils who have special educational needs and/or disabilities is lower than the national average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.
- The school's website meets the government's requirements.

Information about this inspection

- The inspection was converted from a short inspection to a full section 5 inspection.
- Observations in lessons took place. Some of these were short, focused visits and others were longer and gathered a wider range of information about teaching and learning. Inspectors were often accompanied by senior leaders.
- Meetings and informal discussions took place with senior leaders, including governors, subject leaders, parents, pupils, a representative from the local authority and the school's educational consultant.
- Inspectors scrutinised documentation regarding the school's website and safeguarding, including the single central register.
- Other information looked at included the school's self-evaluation, plans for improvement and the school's analysis of pupils' progress.
- Pupils' behaviour in lessons, before and during school time was observed by inspectors.
- Inspectors took into account the 74 responses to the Ofsted online questionnaire Parent View and the 29 responses from the staff survey.

Inspection team

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Roger Easthope	Ofsted Inspector
Alison Moller	Ofsted Inspector
Maureen Okoye	Ofsted Inspector

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