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Mrs Roslin Owen  
Headteacher  
Chatsworth Infant School  
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Kent  
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Dear Mrs Owen

### **Short inspection of Chatsworth Infant School**

Following my visit to the school on 5 December 2018, 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 your predecessor school was judged to be good in November 2013.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You and your deputy headteacher work effectively in partnership. You achieve high academic standards and provide a nurturing environment where all pupils are known and valued. Pupils said that the best thing about their school is that 'everyone is kind and helpful'. The families I met at the Christmas show were overwhelmingly supportive of the school and spoke fondly of a strong sense of community and a 'family feel'. A parent said: 'This is a beautifully led school with great staff and my child is very happy here.'

During the inspection pupils were friendly and courteous to each other and to the adults at school. Their conduct around the school building was exemplary. Pupils' attitudes in lessons were positive and they were keen to talk about their learning. I observed a high degree of engagement in all classes. Pupils worked hard and showed resilience when tasks were difficult.

Since the previous inspection, you have continued to develop your teachers and you have trained new leaders effectively. Together, you have successfully addressed the key areas for improvement identified in the inspection report. As a

result, by the time pupils leave at the end of Year 2 their attainment is above the national averages in all areas. Your leaders are keen learners and you are committed to providing them with opportunities to develop their leadership skills. As a result, the capacity for continued improvement is strong.

Governors are actively engaged in self-evaluation and in improving the quality of governance at your school. They have recently reshaped the board to improve the range of expertise that governors can contribute. They understand the school well as a result of focused school visits.

The school receives a good balance of challenge and support from representatives of the trust. The chief executive officer has an accurate picture of the strengths and key areas to develop at the school. The trust's director of education rigorously monitors the progress you are making against objectives in your school development plan. She plays an important moderation and quality assurance role. As part of the trust, you and your leaders benefit from a wide range of training opportunities including sharing expertise with leaders in other schools.

### **Safeguarding is effective.**

Pupils say they feel safe at school because 'people look after us'. A number also said that their friends look after them. They appreciate the 'monster worry box' where they can post their worries so that a member of staff can help them. In their view there is very little bullying at school and any incidents in the playground are sorted out by staff. The majority of parents who responded to Parent View reported that the school deals effectively with bullying and that their child is happy at school. Pupils have learned how to keep themselves safe in a range of different contexts. They talked knowledgeably about fire safety, road safety, online safety and anti-bullying week.

Safeguarding arrangements are well managed across the school. As designated safeguarding lead, you understand the risks to your pupils well and have strategies in place to address these. You have made sure that training for staff is up to date and includes the most recent statutory guidance. You talked me through case studies that showed how you follow up concerns thoroughly. This includes engaging support from the local authority social care team where appropriate.

### **Inspection findings**

- The previous inspection report identified that pupils with the lowest and the highest starting points made less progress than others. In addition to this, you have also been focusing on accelerating the progress made by boys across the school. Together, we examined how well pupils from these groups achieve.
- Assessment information shows that attainment for your pupils on entry to the school is similar to age-related expectations. By the end of Year 2, attainment in reading, writing and mathematics is above the national average in both the expected standard and at greater depth. Pupils are well prepared to start at junior school.

- We looked at progress in books belonging to those with the lowest and highest starting points, and boys. Evidence in a wide range of books indicates that progress over time is strong for all pupils. In lessons we saw how teachers are carefully designing learning to meet the needs of all pupils. Pupils are being appropriately challenged and are making excellent progress as a result.
- You and your leaders have been developing the quality of teachers' feedback to pupils. The impact of this focus on pupils' progress is evident in books in all classes. In mathematics, for example, feedback included simple diagrams that helped pupils understand the concept in greater detail.
- The progress of key groups is closely monitored by leaders. When necessary, targeted interventions are used effectively to provide additional support for lower-attaining pupils and the most able pupils. Such strategies have been effective in ensuring that all pupils are successful.
- Provision for pupils with special educational needs and/or disabilities (SEND) at the school is skilfully designed by your special educational needs coordinator. Case studies demonstrate how these pupils make significant progress as a result of this carefully tailored provision.
- You and your leaders accurately identify that maintaining good levels of attendance is a priority. In 2017, absence for all pupils and persistent absence was higher than national figures. We looked at how you have improved attendance and reduced the proportion of pupils who are persistently absent.
- You have ensured that strategies are in place for attendance to improve. Leaders monitor attendance information carefully and ensure that low attendance is systematically followed up. Teachers encourage regular attendance through displays, assemblies and rewards.
- In 2018, both absence and persistent absence rates improved. This year so far, attendance is higher than the national average at 96.5%. Persistent absence is currently lower than the national average at 6.8%. You talked me through case studies that show a significant improvement in the attendance of targeted pupils. These improvements are recent; you and your leaders recognise that there is more work to be done to ensure that new systems become well embedded.
- Finally, we examined how effectively leaders, including your middle leaders, are developing the school's curriculum. Leaders have a shared understanding of the rationale that underpins the school curriculum design. Resources to help teachers deliver the curriculum have been carefully chosen and are regularly evaluated. Leaders talked knowledgeably about the progress pupils are making in their subject areas and how they are improving provision.
- Leaders have established high-quality teaching and learning across the wider curriculum. In pupils' books we saw a high standard of work in a range of subjects including science, history and design technology. Pupils' learning was also evident in vibrant displays throughout the school.

## **Next step for the school**

Leaders and those responsible for governance should ensure that:

- overall attendance continues to improve for all pupils.

I am copying this letter to the chair of the governing body, chair of the board of trustees and the chief executive officer, the regional schools commissioner and the director of children's services for Bexley. This letter will be published on the Ofsted website.

Yours sincerely

Joanna Franklin  
**Ofsted Inspector**

## **Information about the inspection**

I carried out the following activities during the inspection: listened to parents' feedback about the school and analysed the 161 responses to Parent View, Ofsted's online survey; met school staff and held discussions with you and senior and middle leaders; undertook joint visits to lessons in all year groups with you and your deputy headteacher; scrutinised a range of pupils' work ; met with a group of pupils and asked them their views of the school; met with your school governors; met with representatives from the trust; reviewed a range of documents, including those related to safeguarding and the school's self-evaluation; and analysed responses to the staff survey.