

Chatsworth Primary School

Heath Road, Hounslow TW3 2NW

Inspection dates

5–6 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
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	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Since the previous inspection, leaders have ensured that they have focused on the school's continual improvement. As a result, the school is now good.
- The governing board is skilled and has a range of governors with expertise. It is a strength of the school. Governors ensure that leaders are well supported and appropriately challenged.
- Senior leaders ensure that teaching is good. They provide staff with effective training opportunities to improve their skills further.
- Middle leaders are committed to the school and their roles. However, they do not always check sufficiently the impact of their actions on pupils' progress.
- The broad and balanced curriculum is interesting and inspires the pupils to learn. Pupils demonstrate high levels of knowledge and understanding across a range of subjects.
- Pupils at the end of key stage 2 achieve above the expected standards in reading, writing and mathematics.
- Pupils' personal development and welfare are outstanding. Pupils have excellent attitudes to learning.
- Children have a good beginning to their education in the early years. Staff ensure that children make good progress from their low starting points.
- Leaders have ensured that the school is an inclusive environment. The core values permeate every aspect of the school's work. Pupils' behaviour is good. They conduct themselves well, treating each other and adults with respect. Consequently, the school is calm and orderly.
- Phonics teaching is good. However, some pupils do not have secure reading skills because there is not a systematic approach to the teaching of phonics across the school.
- In writing, across the curriculum, some pupils do not have work that is well matched to meet their learning needs. As a result, they do not make the progress that they are capable of.
- The school promotes the development of pupils' spiritual, moral, social and cultural skills effectively. They have an excellent understanding of differences, equality, respect and fairness. Consequently, pupils are well prepared for life in modern Britain.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management by ensuring that middle leaders develop their strategic roles within their areas of responsibility so that their actions secure further improvements.
- Further improve teaching and learning by making sure that:
 - lower-attaining pupils have work that is well matched to their ability in writing
 - there is a consistent and systematic approach to the teaching of phonics as pupils move through the school.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the last inspection, the headteacher and governors have been proactive in ensuring that they have focused on the school's continual improvement. Leaders have an accurate understanding of the strengths and weaknesses of the school. They make sure that they concentrate on the correct things and have high aspirations for the school. The leadership team shares the headteacher's vision and is committed to ensuring that all pupils receive at least a good education.
- Leaders have created a school with a welcoming and inclusive culture. The core values permeate every aspect of the school's work. Pupils have a thorough understanding of the importance of the school values of respect, responsibility, honesty, compassion, perseverance, community and enjoyment. These values shape their positive attitudes and behaviour.
- Leaders focus well on developing and improving the quality of teaching. They are knowledgeable about the strengths of each teacher and where further development is required. Leaders provide regular professional training opportunities to develop and enhance teachers' skills further.
- Middle leadership is developing and leaders are fully committed to their individual area or subject. However, middle leaders are not always forensic enough in their analysis of the actions they have implemented. As a consequence, they have a lack of clarity in relation to the impact of their work on pupils' progress.
- The curriculum is broad and balanced and has good coverage of a range of subjects. Pupils enjoy their lessons and find them interesting. French, physical education and music lessons are delivered by specialist teachers, which ensures that pupils are able to demonstrate high levels of knowledge in these subjects. In key stage 2, pupils in Years 3, 5 and 6 learn a musical instrument. In Year 4, pupils learn how to compose their own music by exploring the work of well-known composers. As a consequence, pupils demonstrate a thorough understanding of music. For example, they are able to talk with confidence using technical vocabulary.
- The curriculum is further enhanced through educational visits and visits to local places of worship. Each class has the opportunity to visit a place of interest connected to the topic they are learning about. For example, during the inspection, Year 5 visited the local botanical gardens as part of their learning.
- The school promotes the development of pupils' spiritual, moral, social and cultural skills effectively. Displays are used to highlight themes pupils have been exploring, for example homophobia. Pupils have a clear understanding of right and wrong. Pupils value and maturely undertake their roles representing their classmates as school councillors. Pupils have an excellent understanding of equality and fairness. They recognise that everyone is different but equal, and have excellent attitudes towards other people. For example, pupils say, 'We take homophobia as seriously as racism.' As a result, pupils are well prepared for life in modern Britain.
- The special educational needs coordinator frequently checks on teaching arrangements to ensure that the extra support eligible pupils receive is working well. She gathers

assessment information regularly. Leaders have ensured that a wide range of high-quality training has been provided for teaching support staff. As a result, they provide effective support for pupils with special educational needs and/or disabilities (SEND).

- The pupil premium funding is used effectively and enables disadvantaged pupils to make good progress from their starting points. Leaders have recently reviewed the use of the pupil premium funding and its impact. They identify disadvantaged pupils' barriers to learning and implement measures to tackle them. They regularly monitor the progress that pupils make and change approaches to meet the pupils' needs.
- Sports funding is spent effectively. The school provides additional opportunities for pupils to experience inter-school competitions and to participate in different sports after school. These sports clubs, which are run by specialist coaches, cover a wide range of sports and physical activities, such as ballet, street dance and martial arts.

Governance of the school

- Since the last inspection, there has been an external review of the governance of the school and a restructure of the governing board.
- Governors are now a real strength of the school. They have a wide range of experiences, skills and backgrounds. Governors have a thorough understanding of their roles through providing the necessary expertise to fulfil their strategic responsibilities. They offer rigorous challenge to leaders to hold them to account, as well as supporting them very well. This has ensured that they have addressed the areas for improvement highlighted at the previous inspection successfully.
- Records from governing board meetings show that they ask leaders pertinent questions in relation to the additional funding the school receives and challenge them to improve the provision further. This has ensured that leaders are using the funding effectively to support disadvantaged pupils and those with SEND.

Safeguarding

- The arrangements for safeguarding are effective. The school's single central record of pre-employment checks meets the statutory requirements. The headteacher and governors check regularly that it is up to date. Documents are well maintained and reflect the school's robust approach to safeguarding.
- Leaders have ensured that safeguarding is a high priority for the school. Leaders and governors have a thorough understanding of the risks faced by pupils within the community. Staff are well trained in all aspects of safeguarding, the signs of abuse and what to do if they have any concerns. Leaders and staff are aware of their responsibilities and how to share these concerns with the relevant agencies.
- Leaders ensure that pastoral support and early help procedures are used effectively and that the welfare and care of pupils are of utmost importance. Leaders make sure that, through using effective strategies and interventions, the emotional and psychological needs of pupils are met well.
- Pupils said they feel safe at school and know who to speak to if they are worried. The overwhelming majority of parents and carers agree that this is the case.

Quality of teaching, learning and assessment

Good

- Teaching is good. This is because teachers try to make lessons interesting and engaging for pupils. Assessment information is generally used well to plan next steps in pupils' learning and to provide them with challenging work. Pupils are largely engaged in their learning and work hard. As a result, learning time is used productively for most pupils. Pupils have developed good relationships and cooperate well with each other. For example, during 'superhero maths', Year 4 pupils were observed explaining the concept of multiplication to Year 3 pupils effectively.
- Teachers use questioning effectively, both to check whether pupils understand and to deepen their learning. Pupils have meaningful opportunities to explore their understanding with their peers through discussion. Pupils work together maturely, listening to each other's ideas with respect. Teachers' good subject knowledge enables them to focus on developing pupils' knowledge across a wide range of subjects, such as geography and history.
- Teachers ensure that pupils have frequent opportunities to develop their writing skills in different subjects and for a range of purposes. Teachers set clear success criteria. This helps most pupils to understand what they need to do to be successful. Occasionally, teachers plan activities in writing that are too difficult to meet the lower-attaining pupils' needs. As a result, these pupils do not always make the progress they are capable of.
- Effective teaching of mathematics enables pupils to have a good understanding of the subject. Teachers provide appropriate opportunities for pupils to apply their skills to solve problems and develop their reasoning skills. Pupils' workbooks demonstrate that all pupils, including the most able, are being supported and challenged in mathematics. As a result, attainment and progress are strong across the school.
- The teaching of reading is good. Younger pupils use their strong phonics knowledge to decode unfamiliar words successfully. For example, in Year 2, pupils are mostly fluent readers and are developing their comprehension skills well. Older pupils are challenged well to unpick the meaning behind a range of texts and read fluently. Pupils who struggle with reading are supported and read with increasing accuracy. However, due to the lack of a consistent approach to phonics, their progress is hindered.
- Additional adults make a valuable contribution to learning. They offer skilful support in class and through well-planned interventions. For example, early morning phonics sessions provide pupils with opportunities to reinforce their phonics knowledge. Teaching assistants use questioning effectively to support pupils' learning and address any misconceptions that they may have. Where adults work to support pupils on a one-to-one basis, every opportunity is taken to involve other pupils in the learning. As a result, an inclusive approach is evident.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders and teachers have created a calm and purposeful learning environment where pupils are able to thrive. The social and emotional well-being of pupils is a high priority. Pupils have strong relationships with each other and with staff. They look after each other and know who to go to if they are worried or upset. They know they will be listened to and they use the 'message box' to share any concerns. As a result, they develop their self-confidence.
- The pupil voice is strong in the school. Pupils have the opportunity to put forward their ideas to the school council and can influence what happens in school. For example, pupils wanted more lunchtime play equipment and the school council ensured that this was provided. Pupils are encouraged to explore ideas and challenge stereotypes. They say that they are taught to 'be upstanders, not bystanders'.
- Pupils are very knowledgeable about the school values and how these are linked to fundamental British values. They are proud that they get recognition for following the school values through a badge reward system. Pupils are caring and demonstrate pride in their school community.
- Pupils know about bullying and the forms that it takes. They say incidents of bullying are very rare and, if it does happen, they trust that the staff will sort it out promptly. Parents said that the school deals effectively with bullying if it occurs.
- Pupils of all ages are taught how to keep safe. Pupils are taught about railway safety, stranger danger and how to protect their personal space. For example, they are familiar with the National Society for the Prevention of Cruelty to Children (NSPCC) helpline number through the NSPCC's 'PANTS' rule. Pupils learn how to travel safely to school. Leaders have planned to explore the dangers of gangs and knife crime later in the year. As a result, pupils have an excellent awareness of how to keep themselves safe.
- Pupils who spoke to inspectors say they feel safe at school and are confident that they can share their concerns with adults. The majority of parents who talked to inspectors or responded to Ofsted's questionnaire, Parent View, agreed.
- Pupils are taught how to stay safe online through assemblies, workshops and as part of the computing curriculum. Leaders ensure that parents are well informed about the dangers of the internet by providing them with access to a training course on how to protect their child online.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school, in the playground and in the dinner hall. They show consideration for others by, for example, holding open the doors for visitors. They listen to each other and teachers with respect. They know the school

rules and demonstrate an understanding of why rules are necessary. As a result, the school is calm and orderly.

- Staff have high expectations of behaviour and use the school's policy to reinforce these. Pupils who have specific behavioural needs are set targets to work towards and are monitored closely. Leaders ensure that these pupils and families are well supported to understand how to improve their behaviour, for example through parent workshops and parent support programmes. This positive approach works effectively.
- Pupils demonstrate positive attitudes and are confident in their learning. The standard of presentation of pupils' work is good. Books are neat and work is well presented for displays.
- Leaders ensure that attendance is given a high priority. As a result, attendance is in line with the national average. Leaders make sure that effective procedures are in place to tackle any persistent absence. As a result, no groups of pupils are disadvantaged by poor attendance.

Outcomes for pupils

Good

- In 2018, pupils' progress at the end of key stage 2 in reading and writing was in line with the national averages but well above average in mathematics. The proportion of pupils attaining the expected standard was above the national average in reading, writing and mathematics combined.
- Good teaching enables pupils to achieve well by the end of key stage 1. In 2018, the proportions of pupils reaching the expected standards were in line with those seen nationally in reading and writing and above average in mathematics. The proportions achieving the greater-depth standard were above the national averages in reading, writing and mathematics. Books and other inspection evidence suggest that pupils in key stage 1 are making strong progress this year.
- Results for the phonics screening check at the end of Year 1 in 2018 were in line with the national average. As a result, early reading skills are well developed for most pupils.
- School assessment information demonstrates that most current pupils make the progress that the school expects of them. Books show that most pupils are making strong progress from their starting points, including those who are disadvantaged. However, progress is slower for some of the lower-attaining pupils in writing because teachers do not always provide them with appropriate tasks to match their needs.
- Pupils with SEND make good progress from their starting points as a result of learning interventions and support.

Early years provision

Good

- Children enter the early years at levels that are typically below those expected for their age nationally. From these low starting points, children make good progress. The proportion of children achieving a good level of development in 2018 was slightly below the national average.

- Children begin in the two-year-olds' provision with skills that are below those typical for their age. Well-established routines and positive relationships between children and adults are evident. The level of interaction between adults and children is high. Well-qualified staff support children's learning effectively and plan activities that build on what children already know. A range of high-quality resources, both inside and outside, ensure that the provision for two-year-olds meets their needs well. As a result, at this early stage of their education, two-year-olds make good progress from their low starting points.
- Leaders and most staff within the early years are knowledgeable about early education. Well-planned activities and a variety of good-quality resources enable children to develop their skills and knowledge across all the areas of learning. Positive relationships between adults and children are strong. Adults support children's language development well. Through closely observing the children, adults frequently check what the children are able to do and what they need to do next.
- Due to an effective transition into the setting, children settle well in the Nursery and Reception. Relationships with parents are positive. After parents' evenings and by capturing exceptional moments at home through 'proud clouds', parents have regular opportunities to contribute to their children's 'learning journeys'. This strengthens the partnership between the school and parents.
- Many children enter the early years with low communication and language skills. Staff interact with children well. For example, children were encouraged by adults to go to the 'baker's shop' to buy buns. They were observed enthusiastically singing 'five currant buns in a baker's shop' and developing their understanding of mathematics. This stimulates their language and, through the use of skilful questioning by adults, encourages them to develop their speaking and listening skills. This ensures that children can access the curriculum successfully and make strong progress.
- Teaching is typically good across the early years. Phonics is taught well. During phonics lessons in Reception, children were able to practise writing the sounds taught and extend these skills. This was due to the teacher effectively modelling sentences orally. However, due to an inconsistent approach using a mixture of phonics programmes, some children do not make as much progress as they could.
- Safeguarding is effective and statutory welfare requirements are fully met.

School details

Unique reference number	135880
Local authority	Hounslow
Inspection number	10053246

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

Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	733
Appropriate authority	The governing board
Chair	Kate Horton
Headteacher	David Wright
Telephone number	020 8560 6018
Website	www.chatsworthprimaryschool.co.uk
Email address	office@chatsworth.hounslow.sch.uk
Date of previous inspection	29–30 June 2016

Information about this school

- The school is larger than the average-sized primary school.
- Pupils come from a wide range of ethnic backgrounds, with the largest group being Asian or Asian British Indian.
- The school is in the top 20% of all schools nationally for the proportion of pupils who speak English as an additional language.
- The proportion of pupils with an education, health and care plan is in the lowest 20% of schools nationally.
- The proportion of pupils with SEND is above the national average.
- The proportion of disadvantaged pupils is below the national average.

Information about this inspection

- Inspectors observed learning in all classes, jointly with members of the senior leadership team.
- Inspectors observed phonics lessons with children from Reception and pupils from Years 1 and 2.
- Together with leaders, inspectors scrutinised pupils' books from all year groups and across a range of subjects, including English, mathematics, science, history and the topic being studied. Inspectors discussed and analysed a range of information about pupils' progress.
- Inspectors listened to pupils from across the school read. They spoke to pupils while visiting classrooms, in the dining hall and at playtimes. In addition, inspectors met with a group of pupils formally to find out their views of the school.
- The lead inspector met with a group of governors, including the chair of the governing board, and met with a representative from the local authority.
- A range of meetings were held with the headteacher, senior leaders, middle leaders and teachers.
- Inspectors observed pupils' behaviour in lessons, at playtimes and at lunchtimes.
- Inspectors reviewed various documents provided by the school. These included: the school's self-evaluation; the school improvement plan; the pupil premium statement; sports funding; external reviews of the school; and governing board minutes.
- Inspectors reviewed documents relating to safeguarding, attendance and behaviour. These included: the school's single central record; staff human resources files; records of all behavioural incidents; exclusion records; first-aid records; and child protection and safeguarding files.
- The views of some parents were collected at the beginning and end of the school day. Inspectors took account of 120 responses to Ofsted's online questionnaire, Parent View. They also considered 36 responses to the staff survey.
- Inspectors visited the after-school club, spoke to staff and observed some activities.

Inspection team

Andrew Hook, lead inspector	Her Majesty's Inspector
Sahreen Siddiqui	Ofsted Inspector
Jacques Szemalikowski	Ofsted Inspector
Jayne Jardine	Ofsted Inspector

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