

Inspection of a good school: Chadwell Primary School

High Road, Chadwell Heath, Romford, Essex RM6 4EU

Inspection dates:

27–28 November 2019

Outcome

Chadwell Primary School continues to be a good school.

What is it like to attend this school?

Chadwell Primary School is a lively and friendly place to learn. Pupils of many cultures and backgrounds thrive in this large but welcoming school. They are polite and respectful towards each other and staff. Pupils behave well in lessons and when moving around the school. They are proud to take on responsibilities such as being a school councillor or a physical education (PE) monitor.

Pupils feel safe in school and know how to stay safe when they use the internet. They told us that bullying is rare, but when it happens, teachers deal with it quickly and fairly. Pupils know what to do and who they can talk to if they are worried.

Leaders, staff and governors have high expectations of what pupils can achieve. They want pupils to be able to do their best and enjoy what they are learning. Pupils say that teachers plan lessons that are interesting and that they enjoy being challenged to work hard. Pupils really like the wide range of after-school clubs including music, art and many sports.

Pupils have an appreciation of issues beyond their school. They want to play their part in making a difference to the wider world. For example, they recently set up an 'Eco' club.

What does the school do well and what does it need to do better?

Leaders are ambitious for pupils to do well. They give high priority to the development of pupils' reading skills. The teaching of early reading begins as soon as children start school. The youngest children are confident using the sounds that letters make to help them read new words. They learn these sounds in a sequence which helps them to read confidently and achieve well. Teachers help older pupils to develop good comprehension skills. Reading lessons help pupils understand key words and phrases. Pupils told me that they like spending time in the library, selecting books to read in class and at home.

Well-balanced and interesting plans for how different subjects are taught across the

school have been put in place by leaders. These plans are working well in most subjects. Teachers enable pupils to build new knowledge and skills in a logical order, starting from the early years. For example, in the Reception classes, carefully planned activities build children's mathematical understanding.

Leaders are aware that there is still a need to refine planning in history and geography. Currently, some of the historical knowledge and skills teachers want pupils to learn get lost along the way. This is because tasks focus more on writing than on history. They are also looking at ways to strengthen geography.

Teachers work together to develop each other's skills and share their expertise. In mathematics and PE, subject specialists support colleagues to develop their subject knowledge. As a result, teachers motivate and inspire pupils to learn by making lessons interesting and fun. Teachers check regularly to see how well pupils are learning. Pupils are given lots of opportunities to discuss their thoughts and opinions. Pupils are rarely distracted from their work.

Leaders and staff ensure that pupils are well prepared for life in modern Britain. Pupils learn what it means to be a good citizen and part of a community. They understand, accept and respect differences. Pupils told us that, 'We treat everyone as an equal.' They enjoy many activities that help them develop as well-rounded individuals. Pupils learn about the wide range of cultural heritages represented in the school and celebrate a variety of religious festivals. Leaders organise educational outings and visitors to the school to enrich pupils' learning.

The school is highly inclusive for pupils of all abilities. Pupils with special educational needs and/or disabilities (SEND) are supported well across the school. Teachers work closely with other adults to meet pupils' individual needs. As a result, pupils with SEND are helped to develop confidence and independence.

In the early years classes, children are happy and calm. They learn and play well together and follow school routines. The classrooms in Nursery and Reception are attractive and well resourced, both indoors and out. Adults ask carefully considered questions to help the children think more deeply about what they are doing. As a result, children achieve well and are well prepared to move on to Year 1.

Leaders and governors are careful to ensure that teachers' workload is manageable. Teachers and support staff feel well supported and, consequently, staff morale is high. Staff told us that leaders take great care to support them. Parents and carers are very positive about the school and are supportive of the leadership and all that the school offers them and their children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors make safeguarding a priority. All pre-employment checks are carried out and recorded appropriately and all the required safeguarding training is up to

date. Staff understand their responsibilities to keep pupils safe. They share any concerns quickly so that extra support can be put in place for pupils and their families. Leaders follow up every safeguarding concern. They work closely with other agencies and professionals.

Pupils are taught how to keep themselves safe from risks they may encounter. They know that adults in the school will listen and help them if they are worried about anything.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not yet coherently planned and well sequenced in history and geography. Plans and tasks do not focus on deepening pupils' subject-specific knowledge and skills. However, it is clear from the actions that leaders have already taken that they are in the process of bringing this about. Leaders are already reviewing planning in these subjects to improve this. They are also supporting staff new to subject leadership to develop their skills.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Chadwell Primary School to be good on 11–12 July 2011.

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The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

School details

Unique reference number	102836
Local authority	Redbridge
Inspection number	10110426
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	669
Appropriate authority	The governing body
Chair of governing body	Mr John Hickman
Headteacher	Mr Lee Walker
Website	www.chadwellprimaryschool.co.uk/
Date of previous inspection	10 March 2016

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who speak English as an additional language is well above the national average.
- There are 52 places in the school's Nursery and all the children attend on a part-time basis.

Information about this inspection

- We met with the headteacher, deputy headteacher, other senior leaders and staff at the school, and the school improvement adviser from the local authority. We also met five members of the governing body including the chair of governors.
- We looked in depth at reading, mathematics, physical education and history. In these subjects, we spoke to leaders, visited lessons, and spoke to teachers and pupils. We also looked at samples of pupils' work.
- We talked to parents, staff and governors about safeguarding arrangements and routines at the school. We examined the record of employment checks on school staff and checked the school's safeguarding records, including some case files.

- We visited classes in Nursery, Reception, key stage 1 and key stage 2. We observed pupils' behaviour in lessons and at playtimes.

Inspection team

Chris Birtles, lead inspector

Ofsted Inspector

Sean Flood

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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