

Inspection of Chennestone Primary School

Manor Lane, Sunbury-on-Thames, Surrey TW16 5ED

Inspection dates: 28 February and 1 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are proud to belong to this friendly, nurturing primary school. They are happy in this vibrant community and feel safe. Pupils show high levels of respect for people different to themselves.

Pupils do not worry about bullying. They know that the strong team of adults who care for them will help resolve any friendship issues or unkindness quickly. Staff have high expectations of behaviour and achievement. Pupils work hard to rise and meet these.

There are many opportunities for pupils to develop their talents and interests. They enjoy and benefit from a wide range of clubs such as cheerleading, football, choir and art. Older pupils take on leadership roles, such as anti-bullying ambassadors or prefects, to become important role models for younger pupils. Pupils develop citizenship skills through their charity work and as part of the 'pupil parliament'. This also gives them a voice in the running of the school and helps pupils feel inspired to help others.

Leaders and staff are ambitious for every pupil, including those with special educational needs and/or disabilities (SEND). They have a clear determination for every pupil to be fully involved in the life of the school and to prepare them for the next stages of their learning effectively.

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

A high turnover of staff and governors has led to some uncertainty and instability. Governors have been dealing with significantly challenging issues for over a year. This has affected some parents' confidence in the school. Leaders and governors have rightly utilised support during these turbulent times to steady things. Governors acknowledge their task of rebuilding staff morale. They have taken effective action and have the capacity to continue doing so.

Leaders have designed an ambitious and exciting curriculum. Teachers have benefited from high-quality training in specific subjects, for example in phonics and mathematics. In the majority of subjects, teachers know what pupils should have learned by the end of each topic or year, from the early years onwards. However, in a small number of subjects and in some aspects of early years, the curriculum does not identify what pupils need to learn precisely. This means that sometimes, teachers are not clear about what to teach or what essential learning to check to ensure that pupils have understood.

Pupils, including those with SEND, learn well overall. Leaders are determined for pupils with SEND to achieve their best. The effective inclusion leader helps staff to identify needs quickly. She prioritises supporting less-experienced staff to help them adapt their teaching to meet the additional needs of pupils.

The teaching of early reading is effective. From the start of Reception, teachers follow the phonics scheme rigorously and consistently. Pupils practise their reading using books that accurately match the sounds they have learned, which helps with their fluency and confidence. Weaker readers receive carefully planned support to help them keep up. Staff routinely read aloud to pupils to entertain as well as to develop their vocabulary.

From the start of Reception, staff model the positive behaviour and language they expect children to demonstrate. Leaders have ensured there is a clear procedure for staff to use to manage behaviour. However, a high turnover in staff means that a few adults are not always consistent in following these. Relationships among pupils and staff reflect the very positive and respectful culture.

Leaders ensure that the curriculum supports pupils' personal development well. Pupils appreciate and look forward to the weekly current affairs topics. These are discussed, and the wider issues, such as climate change, are debated maturely. Staff use effective personal, social and health education lessons to equip pupils with the knowledge, skills and appreciation they will need. Pupils are well prepared for life in modern Britain because leaders teach them about democracy, tolerance and equality. As a result, pupils develop well-considered and respectful views.

There have been many changes in the governing body, including two chairs in just over a year. Despite this, governors check on the school's improvement effectively. This enables governors to hold leaders to account and provide the necessary support. The majority of staff are positive about recent changes, including highly effective training. They value that leaders carefully consider their workload and well-being while helping them in their roles. The majority of parents are positive about the recent developments, such as the arrival of the acting executive headteacher. However, parents would like more stability and communication to keep them better informed.

Safeguarding

The arrangements for safeguarding are effective.

Strong safeguarding practice underpins all aspects of school life. Effective policies ensure adults know what to do to protect children. Leaders have established a culture of vigilance so staff can identify pupils who may be at risk of harm. Leaders understand their pupils and whether there are any local risks. Leaders ensure that children and families in need of additional support can access this quickly. Pupils feel safe in school and know where to go for help if they need it. They are confident their concerns will be dealt with well. Pupils know how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few foundation subjects, and in some aspects of the early years, the curriculum is not yet fully effective. Leaders have not precisely laid out what knowledge and skills to be learned. This sometimes leads to teachers being unclear about what key knowledge to teach or what understanding to check across a series of lessons. Leaders need to continue refining the curriculum so that it identifies the precise sequenced knowledge that pupils must know and remember.
- The many changes in staffing, governance and leadership have unsettled some parents and staff. Much of this turbulence has been beyond the control of governors. Although most staff and parents are enthused by recent changes and improvements, a significant minority feel disengaged, wanting more information and stability. Governors and leaders need to prioritise rebuilding morale and levels of communication moving forwards.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

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

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	125094
Local authority	Surrey
Inspection number	10242098
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	339
Appropriate authority	The governing body
Chair of governing body	Emma Eggleton
Headteacher	Hayley Mulhall (Acting Executive Headteacher)
Website	www.chennestone.surrey.sch.uk
Date of previous inspection	5 July 2017, under section 8 of the Education Act 2005

Information about this school

- The school is federated with Beauclerc Infant and Nursery School, under one governing body and one executive headteacher.
- The acting executive headteacher was appointed in November 2021.
- The acting assistant headteacher, based at Beauclerc, began working in the school in January 2023.
- The inclusion leader, who is also the special educational needs coordinator, began working at the school in September 2022.
- The school has seen a significant turnover in the membership of the governing body in recent years. There have also been a significant number of staff leavers and joiners.
- The school provides wrap-around care through a before-school and after-school club.
- There are more pupils with education, health and care plans for their SEND than in the average primary school.
- The school currently uses one registered alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the continuing impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the acting executive headteacher, the acting assistant headteacher and the inclusion leader.
- The lead inspector met with four governors, including the chair of governors.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education, history and geography. Deep dives included visiting a range of lessons, looking at pupils' work, and talking with leaders, teachers and pupils about how teaching in these subjects builds pupils' knowledge over time. The lead inspector also heard pupils read to a known adult.
- Inspectors checked a wide range of safeguarding documentation, including the single central record. They also reviewed the school's records for child protection and assessed the school's culture of safeguarding throughout the inspection.
- The lead inspector reviewed a range of documentation, including the school's self-evaluation, school development plan and relevant school policies.
- Inspectors took account of parents' responses to the Parent View questionnaire, along with their written comments. Inspectors also talked with parents on the morning of the first day of inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they felt safe. Inspectors also talked to pupils about their views on personal development.

Inspection team

Gareth Flemington, lead inspector	His Majesty's Inspector
Martin Smith	His Majesty's Inspector
Gavin Evans	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023