

# Chadwell Primary School

## Inspection report

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<b>Unique Reference Number</b>	102836
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	308134
<b>Inspection date</b>	23 May 2008
<b>Reporting inspector</b>	Judith Dawson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	472
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Caren Caldeira
<b>Headteacher</b>	Ms Frances Burton (Acting)
<b>Date of previous school inspection</b>	18 October 2004
<b>School address</b>	High Road Chadwell Heath Romford RM6 4EU
<b>Telephone number</b>	020 8590 1242
<b>Fax number</b>	020 8598 8990

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## Introduction

The inspection was carried out by an Additional Inspector, who evaluated the effectiveness of the school and investigated the following issues: teaching and learning, and the effectiveness of the Foundation Stage.

Evidence was gathered from visits to lessons and scrutiny of pupils' books, discussions with pupils, staff and governors, school monitoring and tracking data, and teachers' planning. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This large primary school serves a diverse community where most of the pupils are from ethnic minority groups. About half speak English as an additional language and the number of these in the early stages of English language acquisition is increasing, as is the number of families needing support. Several pupils have emotional or behavioural difficulties. The school is housed in three old buildings and accommodation is at a premium. It is in the process of being improved in the Foundation Stage. The deputy headteacher has been acting headteacher since November 2005 and a substantive headteacher has been appointed for September 2008.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The acting headteacher has led the school well, ensuring that it maintains the good quality of education in place at the time of the last inspection. She, and the good senior management team, have continued the process of school improvement, based on her very good understanding of the school's strengths and areas for improvement, as well as the needs of the pupils. A new support teacher for pupils with English as an additional language and an inclusion manager ensure that pupils with specific learning, linguistic or emotional needs have access to the support they need and achieve well. Leaders have maintained an ethos of striving for high standards, both academically, socially and through the arts, setting challenging targets for pupils and their teachers. These have been instrumental in maintaining and enhancing pupils' achievements. Teaching and learning are monitored regularly and the outcomes inform teachers' professional development.

Standards at the end of Key Stage 1 are broadly average and pupils have made good progress from their below average starting points on entry to the school. This is a tribute to the teachers' pupils' and parents' commitment to raising achievement. All pupils in Year 6 attended voluntary twice-weekly tutoring before school this term to hone their skills. Pupils of all backgrounds and abilities achieve well by the end of Key Stage 2 and standards in English, mathematics and science have been consistently above average in recent years. Pupils' achievements in music are outstanding. The orchestra performs to a high standard and its concerts are enjoyed within the school and community. Its repertoire would suggest that the choir is of an equally high standard.

There is a great deal of respect amongst the different groups in school. Behaviour is outstanding and there are very few incidences of bullying and even fewer of racism. Teachers understand the needs of pupils with social or emotional challenges very well and encourage them to take a full and responsible part in school life. Pupils have a good understanding of each other's beliefs and cultures and share their important festivals. They know how to eat healthily, to keep fit and to stay safe. Many parents remarked on how much their children enjoy coming to school, which is reflected in the good attendance. One parent wrote 'My daughter really enjoys school and loves the lessons.' The school is a happy and harmonious place where pupils feel safe and well cared for. Members of the school council run their own meetings and have a real impact on school life, such as interviewing the prospective headteachers. Pupils are developing good skills to prepare them for their futures and have a good understanding of citizenship, some writing to the council about local graffiti and litter.

Teaching and learning are good. Teachers have high expectations of their pupils and mostly plan lessons well to challenge and support learners. All pay rigorous attention to ensuring that pupils have the necessary skills to complete their work. For example, pupils confidently selected the correct process to solve mathematics problems. Occasionally, less is achieved because the pace is too slow and not enough is expected of the pupils. Although teachers make few written comments when marking pupils' mathematics work, oral guidance is good. Pupils know what they are learning and some evaluate how well they have learnt. Marking in English books is very detailed and most teachers identify at least two things each pupil needs to do to improve for each piece of work. Pupils also have their own targets. Consequently, pupils are not sure what to work on first and rarely have time to respond to their teachers' comments. This misses opportunities for teachers to make full use of pupils' good attitudes to work by enabling them to take responsibility for their learning.

There is a good curriculum, although the school is aware of the need to make more links between subjects to make learning even more relevant. The planning for English, mathematics and science is adjusted to meet pupils' needs. The curriculum for other subjects is interesting, develops pupils' knowledge and skills well, and is well supported by external visits and visitors. Year 6 pupils have visited Duxford Air Museum as part of their Second World War studies and 'Florence Nightingale' visited younger pupils. There is a good range of extra-curricular activities. Sport, music and personal development are an important part of the curriculum and parents are pleased with the opportunities offered by the school. This is a very inclusive school where all are valued and cared for. Effective tracking systems help teachers to identify pupils who are underachieving or need support. Good links with, and support for, parents and carers help to provide wrap-around care and support.

Chadwell Primary School's staff and governors ensure pupils have a good education. There is a commitment to continuing development that provides a good basis for the school to improve further under its new leadership.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

Many children join the Nursery with lower than expected knowledge and skills, and several are in the early stages of learning to speak English. They make satisfactory progress throughout the Foundation Stage. The school has judged children's standards by the end of the Foundation Stage to be at least average, but the systems for measuring children's levels across the six areas of learning are not rigorous enough to ensure the assessments are accurate.

The Foundation Stage staff take very good care of the children and plan enjoyable activities that encourage them to socialise. The consistent expectations of good behaviour and politeness ensure that children behave well and often help each other. Some children have had few opportunities to play outside and the staff encourage outdoor play and exercise. At present, access to this is difficult for one Reception Class, but the new building work will help to address this. Class and small-group focussed teaching ensures that children learn the language, literacy, and mathematical skills they need. Planning for other areas of learning is not as effective. Adults provide plenty of opportunities for children to learn through play, but the equipment and activities are not fine-tuned to help children achieve the next steps in their learning.

## **What the school should do to improve further**

- Ensure that teachers in the Foundation Stage accurately evaluate children's achievements in order to adapt the planning to meet their needs.
- Simplify teachers' marking to pin point specific short-term targets for improvement and provide time for pupils to respond to their advice.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

05 June 2008

Dear Pupils

Inspection of Chadwell Primary School, Romford, RM6 4EU

Thank you all very much for your friendliness and help when I visited your school. I was very impressed with your politeness and willingness to share your views with me. A special thanks to those of you in the school council who left your lessons to talk to me. I wonder if the candidate you selected will be your new headteacher. You and your parents and carers told me that you enjoy school and that adults in school take good care of you. I agree with you. I could tell how much you enjoy yourselves in school. I enjoyed looking at some of the work you have done after your visits. You work very hard in your English and mathematics lessons and I was impressed by your science work. Well done. You make good progress throughout the school and many of you make excellent progress, especially as you get older. Your orchestra is splendid. Many grownups would be proud if they played together as well as you. Thank you for a very enjoyable concert!

You have good teachers who make sure that all of you have the help you need. Many are very good at keeping you on your toes throughout your lessons and making you think quickly. I have asked them to do some things that will help you make even better progress. I want the teachers in the Foundation Stage to make sure that they know exactly what each of you can do so that they can plan things that will help you learn what you need to know next. In other classes, your teachers give you lots of advice about how to improve your English work when they mark your books. Some of you have so many things to improve, including your targets, that you don't know what to do first. I have asked your teachers to give you one or two things to concentrate on so that you can quickly master your targets and move on to the next. This will help you to take responsibility for improving your work yourselves. I have also asked them to make sure you have time to read what they have written and take their advice. You will make sure you do, won't you?

You have a good school that is well led and managed. Your headteacher and other leaders are always looking for ways to improve your school so that you enjoy school and achieve well.

I wish you all the very best for the future. Keep up the good work!

Yours sincerely

Mrs Judy Dawson

Lead Inspector