

Chase Bridge Primary School

Inspection report

Unique Reference Number	102905
Local Authority	Richmond upon Thames
Inspection number	355282
Inspection dates	11–12 January 2011
Reporting inspector	Jane Chesterfield

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	The governing body
Chair	Bob Hope
Headteacher	Andrew King
Date of previous school inspection	18 October 2007
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Introduction

This inspection was carried out by four additional inspectors. They visited 15 lessons taught by 15 teachers. They held meetings with pupils, staff, parents and carers, and members of the governing body. Inspectors observed the school's work, and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the governing body minutes. Questionnaires completed by staff, pupils and 203 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which pupils are currently making good progress, particularly in writing.
- How well teachers challenge and support all pupils in their classes.
- Whether the quality of feedback to pupils has improved sufficiently since the last inspection.
- How effectively leaders and managers at all levels are involved in monitoring and supporting teaching and learning.

Information about the school

Chase Bridge is an above-average-sized primary school, serving a suburban area of south-west London. A below-average proportion of pupils is known to be eligible for free school meals. The percentage of pupils who are of minority ethnic heritage is above the national average, while the proportion of pupils who speak English as an additional language is in line with the national average. The percentage of pupils with special educational needs and/or disabilities is low, although proportionally there are more pupils with statements of special educational needs than nationally. This is because there are a number of pupils at the school with complex physical disabilities. The school offers Early Years Foundation Stage provision in its Reception classes. There is a privately run Nursery on the school site, which was subject to a separate inspection. The school has gained a number of awards, including the Activemark Gold award and Healthy Schools status. There has been considerable staff turnover since the last inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Chase Bridge Primary is a good school which has improved considerably since its last inspection. Pupils get a good start to their education, making good progress and achieving well throughout the school. They benefit from excellent enrichment opportunities, especially in sport and music, thanks to the outstanding partnerships the school has developed with other organisations. Parents and carers are very happy with the school and what it offers their children. One parent said, 'My daughter's confidence has blossomed. Her teachers have encouraged her in developing and expressing her talents across the wider curriculum.' Another commented, 'I love the school's friendly, community feel, and all the staff are approachable and have a good relationship with the children and parents.'

Thanks to the good pastoral care, pupils feel safe at school and able to turn to adults if they have a problem. Throughout the school, pupils have a clear understanding of right and wrong, and show outstanding enthusiasm about taking on the many opportunities for responsibility. Year 6 school safety officers, for example, were prepared to undertake training for their role and to speak about safety in front of the rest of the school in assembly. Pupils get on exceptionally well with one another, and are supportive of others. They have an excellent knowledge of how to live a healthy lifestyle and are very actively involved in sport, reflected in the awards gained by the school. Pupils enjoy coming to school, and their attendance is consistently above the national average.

There has been a steadily improving picture of progress since the last inspection, and pupils now achieve well at all key stages. They reach above average standards in English and mathematics when they leave the school. However, the school has rightly identified that attainment and progress in writing in Key Stage 2 has recently been weaker than in reading and mathematics, particularly for some boys, and has appropriately set this as a target for improvement. Pupils with statements of special educational needs, especially those with complex physical disabilities, make good progress, thanks to the quality of their personalised support for learning. The progress of a very small minority of pupils with less severe special needs has been identified by the school as satisfactory. In response to this, the school has adjusted the curriculum to meet the needs of these pupils better, and to provide more consistently well targeted support for them. It is too soon, though, to see the impact of these changes on their progress.

The headteacher and senior staff give the school good direction. They have introduced very effective systems for subject leadership and school self-evaluation in response to the recommendations of the last inspection. As a result, leaders and managers at all levels are now thoroughly involved in monitoring teaching and tracking progress, and the governing body is confident about challenging the school and holding it to account. Good work has been done on improving the quality of teaching since the last inspection. Inadequate

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teaching has been eradicated, and the proportion of good teaching greatly increased. The school has correctly identified that the next step in the development of teaching is to achieve complete consistency in all classes in the level of challenge and the quality of target setting and feedback to pupils, so that the best practice in the school is shared by all teachers.

Senior leaders and the governing body have a good understanding of the school's strengths and weaknesses, and school development planning focuses on the most important priorities for the future. The school has made good progress since the last inspection, tackling the issues highlighted then and raising achievement and the quality of provision. It has a good capacity for further continuous improvement.

What does the school need to do to improve further?

- Raise achievement in writing for all pupils in Key Stage 2, particularly boys and pupils with special educational needs and/or disabilities.
- Improve the consistency in teaching by:
 - providing the right level of challenge for all pupils in lessons
 - ensuring that pupils' targets for learning are understood by them and are used in teachers' marking
 - sharing best practice in supporting pupils with special educational needs and/or disabilities.

Outcomes for individuals and groups of pupils

2

The work seen in lessons and in pupils' books confirms that attainment is above average at the end of Key Stage 2, and that the overwhelming majority of pupils achieve well from broadly average starting points, including those who have been identified as gifted and talented. Those pupils who are learning English as an additional language are well supported right from the time they arrive in Reception, so that they make rapid progress. Pupils are keen to learn and eager to apply themselves to their work. In a Year 2 literacy lesson, for example, pupils showed that they had the concentration to work independently for long periods on descriptions of their journey to school, and persevered until the task was completed. Pupils relish challenge in their learning, and show a great capacity for team and partner work, supporting one another and valuing others' ideas. In a Year 6 literacy lesson, pupils were very enthused at the idea of preparing and carrying out a debate on the pros and cons of home schooling, and worked together productively to formulate thoughtful and well-reasoned arguments for and against the proposal.

Pupils behave well in class and in the playground, and are very sensible and orderly in the way they move around the school. They have a good understanding of how to keep themselves safe. Pupils' spiritual development is excellent, and they show a heightened appreciation of the world around and beyond them, thanks to their many excellent opportunities to be involved in the creative arts, especially music. Their moral, social and cultural development is strong, and they have a good insight into a range of different cultures. They are well prepared for moving on to secondary school and for later life.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The school has been successful in tackling the issues related to teaching from the last inspection. Work is now well matched to pupils' needs in almost all classes, and assessment information is well used to plan lessons and target additional support for those who need it. Teachers make good use of technology, such as interactive whiteboards and visualisers, to stimulate pupils' interest and promote good understanding of what is being taught. This is particularly helpful for pupils with special educational needs and/or disabilities. Relationships in all classes are excellent, and as a result, pupils have confidence in themselves as learners. Occasionally, in lessons, pupils can be passive and over-dependent on the teacher, particularly if the lesson does not challenge them sufficiently. Additional adults are usually skilfully deployed to support pupils with special educational needs and/or disabilities, but on occasion there are some inconsistencies. There has been good improvement in the procedures for marking pupils' work and setting them targets for how to improve. However, whereas in Key Stage 1 targets are carefully expressed in child-friendly language, in Key Stage 2, they are occasionally couched in jargon which pupils find difficult to remember.

The school offers its pupils a good curriculum with a secure grounding in literacy and numeracy and thorough coverage of other subjects. Great strides have been made in developing information and communication technology (ICT) and the creative arts since the last inspection, and improvements to the mathematics curriculum have led to

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improved achievement. The school is currently reviewing its curriculum with the aim of strengthening cross-curricular links to provide greater excitement and motivation for pupils. This is being trialled successfully in Year 6 and has produced some high-quality work. In their study of Twickenham Riverside, for example, pupils have been able to apply their skills in history, geography, literacy, ICT and art, and develop an insight into their local community. Pupils value the extensive range of clubs and activities available to them. When asked what they liked best about school, one said, 'We get the chance to do really well in sport and music.' The quality of care, guidance and support for pupils is good overall, and for those pupils who are vulnerable or who have complex physical needs, it is outstanding. Partnerships with outside agencies to support these pupils are particularly strong and effective.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior leaders are effective and committed to giving pupils the best all-round start to their education. They have been particularly successful in establishing very clear structures for monitoring and evaluating the work of the school, and in giving responsibility to staff at all levels. As a result, staff motivation is high, and both long-established and more recently appointed staff pull together very effectively as a team, identifying strengths in the school and tackling areas of weakness. Faculty leaders have had a positive impact on improvement in their areas. Arrangements for safeguarding pupils are rigorous. The governing body is effective and has become much more involved in the work of the school since the last inspection, and now provides the school with a good balance of support and challenge. Required checks on adults who come into contact with pupils are carried out, and risk assessments are thorough. Procedures for child protection are stringent, and staff training is up-to-date. The school works well to promote equality of opportunity and tackle discrimination. It noticed a gap in the achievement of boys and girls in writing emerging over the last year, and is already tackling this through a number of initiatives. Boys were keen to do well in the recent writing competition organised by the deputy headteacher, for example.

The school has forged good relationships with parents and carers, and makes a particular effort to involve parents from all the different cultural backgrounds represented in the school. It has a good understanding of the local community and has forged some outstanding partnerships which give pupils opportunities they might not otherwise experience. As well as liaison with local agencies to support vulnerable pupils, the school has formed some excellent working relationships, including those with the adjacent national rugby stadium and the military school of music, which help pupils develop new

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skills and talents. The school makes a good contribution to community cohesion. Families serving with Her Majesty's Forces are helped to settle and feel part of the local community, and the traditions of the different cultures represented within the school are celebrated and respected. Good global links have been developed, and those with schools in Italy support pupils' learning of modern foreign languages well. Links with schools elsewhere in the United Kingdom are being developed to help pupils understand what life is like for children in other parts of the country.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. Relationships between adults and children are very supportive, and consequently children feel safe and secure. They are friendly and happy, and enjoy exploring the activities available to them indoors and out. Adults work well with the children, promoting their speaking and listening skills and developing their vocabulary. Opportunities for children to develop their ideas and experiences through role play are particularly strong. There has been some improvement to the size of the outdoor area since the last inspection, but it is still too small to provide a full range of activities covering all the areas of learning. Nonetheless, good use is made of the space available, and some very stimulating and exciting role play based on the story of the three little pigs was seen engaging and motivating children during the inspection.

The Early Years Foundation Stage is well led. Pupils' progress is carefully monitored and information from staff observations is used well to inform teachers' planning for future sessions. Children are well cared for, and staff form positive working relationships with parents and carers, who appreciate their approachability. Senior staff have a good understanding of the strengths of the provision and know what needs to be done to improve it further.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was well above the national average. Their satisfaction with the school was high. Almost all felt that their child enjoyed school, that teaching was good and that the school helped their child to have a healthy lifestyle. A few felt that the school did not help them to support their child's learning, did not meet their child's particular needs, or did not deal effectively with unacceptable behaviour. Inspectors investigated these concerns, but found that during the inspection behaviour was good. Behaviour is managed consistently well throughout the school, and pupils with behavioural difficulties are effectively supported. The school provides parents and carers with a good level of information about what their children are learning and how they can support them at home, and keeps them well informed about the progress their children are making. The school meets the needs of the vast majority of pupils in almost all lessons. In a very few instances, a very small minority of pupils are not given the right level of challenge or support in class, and the school has been asked to rectify this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chase Bridge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 203 completed questionnaires by the end of the on-site inspection. In total, there are 444 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	131	65	69	34	3	1	0	0
The school keeps my child safe	103	51	90	44	6	3	3	1
My school informs me about my child's progress	65	32	129	64	7	3	1	1
My child is making enough progress at this school	62	31	128	63	8	4	3	1
The teaching is good at this school	84	41	116	57	1	1	0	0
The school helps me to support my child's learning	71	35	116	57	14	7	0	0
The school helps my child to have a healthy lifestyle	75	37	118	58	5	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	66	33	114	56	11	5	0	0
The school meets my child's particular needs	54	27	129	64	12	6	2	1
The school deals effectively with unacceptable behaviour	56	28	120	59	10	5	3	1
The school takes account of my suggestions and concerns	59	29	118	58	10	5	1	1
The school is led and managed effectively	75	37	117	58	8	4	0	0
Overall, I am happy with my child's experience at this school	103	51	94	46	3	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2011

Dear Pupils

Inspection of Chase Bridge Primary School, Twickenham TW2 7DE

Thank you for making us so welcome when we visited your school recently, and for helping us with the inspection.

We really enjoyed talking to you, looking at your work and sharing your lessons. We found that Chase Bridge Primary is doing well and giving you a good start to your education. These are just some of the things that we liked about your school.

- You enjoy being at school, and your attendance is consistently above average.
- You are making good progress in your lessons, because you are well taught.
- You behave well in class, and often exceptionally well around the school.
- You enjoy an outstanding range of extra-curricular clubs and opportunities.
- You have excellent relationships with one another and with your teachers.
- You feel safe at school and you are well cared for.
- The senior leaders are doing a good job and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Make sure that you all do as well as you can in your writing.
- Make it clear to you what you need to do to improve your work.
- Make sure that everyone has the right amount of challenge and support in lessons.

All of you can help by telling your teachers if the work they give you is too hard or too easy, or if you do not understand their comments in your books.

Yours sincerely

Jane Chesterfield

Lead inspector

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