

# Chennestone Primary School

## Inspection report

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<b>Unique Reference Number</b>	125094
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328288
<b>Inspection date</b>	3 June 2009
<b>Reporting inspector</b>	Peter Thrusell

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	346
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Neil Wilson
<b>Headteacher</b>	Mrs Sue Jackson
<b>Date of previous school inspection</b>	13 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Manor Lane Sunbury-on-Thames TW16 5ED
<b>Telephone number</b>	01932 785477
<b>Fax number</b>	01932 754943

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## Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the impact of leadership and management on further raising achievement and standards, especially in writing, and on improving the quality of teaching and learning
- the use of assessment information to challenge and guide all pupils in their learning
- the quality and standards in the Early Years Foundation Stage.

Evidence was gathered from lesson observations, and the scrutiny of pupils' work and the school's documents. Parents' questionnaires, and discussions with children, governors, other leaders and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors 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

Chennestone is a larger than average sized primary school, with one-form entry to Year 2 and two-form entry from Years 3 to 6. The great majority of pupils have White British heritage. A lower than average proportion are known to be eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities has reduced in recent years and is below average. These pupils have a variety of needs, including specific learning difficulties and speech, language and communication difficulties. The school has gained a number of awards including Healthy Schools and Silver Eco-Schools awards. There is on-site, independently run Nursery provision.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Chennestone Primary is a good school. It has some outstanding features. The headteacher and deputy headteacher provide committed leadership, and are well supported by the senior leadership team, staff and governors. This ensures that pupils make good progress in their academic development. Their personal development is outstanding. Very close links with an excellent range of outside agencies, other local schools and parents contribute to the outstanding level of care and support and the good learning opportunities provided for pupils. This ensures that all pupils are equally and fully included in the life and learning of the school. One parent commented, 'I have been overwhelmed by the fantastic support and commitment of the staff and support team at Chennestone.'

Pupils greatly enjoy all aspects of school life, as shown in their above average attendance. They particularly like their lessons, and say that teachers make learning fun, making good use of interactive whiteboards, and of 'visualisers' to quickly project examples of pupils' work for evaluation. Pupils say that teachers have just the right approach to discipline, strict enough and not too lenient. Consequently, pupils' behaviour is exemplary, they feel very secure in school, and they have very positive attitudes to learning. They fully appreciate the many opportunities for sport and physical activity, as part of a well-enriched curriculum. These are very well supported by specialist provision, and pupils are proud of their successes in local tournaments. This, along with a very good understanding of what constitutes a healthy diet, shows that they are well on the way to adopting healthy lifestyles, as has been recognised in national awards. The school council took the initiative to encourage younger pupils to select the items needed to make up a healthy lunchbox. It has also been keen to find out about disabilities and what life is like for disabled people, as well as surveying for opinions on homework. The work of the Green Team in developing environmental awareness is impressive and has gained national recognition. Their eTwinning with other European schools has enabled them to share their ideas and to see how others approach important global issues. This very high level of responsibility is also shown in the way pupils are increasingly involved in their learning. Curricular targets, and good opportunities for pupils to talk about and evaluate their learning, encourage them to look closely at how well they are doing and to take responsibility for improving their work. These personal qualities contribute to the good progress which pupils make in their learning, and the excellent preparation for their future life and learning.

Pupils throughout the school make good progress towards the challenging end-of-year targets set for them. Very good tracking systems enable any underachievement to be quickly identified and effectively addressed. By the end of Year 2, standards are above average. The improvements made in 2008 are likely to be sustained in the current year. When pupils leave the school in Year 6, standards in English, mathematics and science are well above average. This constitutes good achievement for pupils. The improvements made in writing over the last year, especially of more-able pupils, are impressive. The challenging writing targets set for this group in Year 6 are likely to be exceeded. This has been brought about through staff training that has raised expectations, and the guidance given to pupils on how to improve their work. Opportunities to write in other subjects, as part of the school's revision of its curriculum, are adding further interest and purpose to pupils' writing, particularly of boys. A whole-school focus on speaking and listening has helped to develop pupils' reasoning skills in mathematics, and their vocabulary and ideas for writing. Very well-managed provision for pupils with learning difficulties and/or disabilities, and for those who are vulnerable, enables these pupils also to make good progress.

Well-trained teaching assistants, who work closely alongside teachers, provide good in-class support for these pupils, which has reduced the numbers on the special needs register. The early identification of pupils with particular difficulties, such as those related to speech, language and communication, enables their needs to be quickly and successfully addressed.

This good progress results from good teaching. Lessons are generally well planned and prepared. Teachers share with pupils what they are going to be learning, so enabling them to evaluate and assess for themselves how well they are doing. This is especially evident in the many opportunities for pupils to look at each other's work in pairs, helping them to see how improvements could be made. However, at times, teachers pay more attention to the activities to be undertaken than to the learning behind them and the skills to be acquired. As a result, teachers do not have a sufficient focus on the skills to be assessed in order to move learning further forward. This was seen in a lesson where the objective was to draw a block graph, without sufficient emphasis being given on understanding why information is displayed in this way.

The school is extremely accurate in evaluating its provision and performance so that planned actions are very sharply focused on school improvement. School improvement teams have been set up to lead on these actions. These involve all teachers, and are instrumental in developing their leadership and management skills and in supporting and improving teaching and learning. The curriculum is being reviewed, and purposeful links made between subjects to provide opportunities to develop skills in different subjects. This is helping to further improve the good provision for literacy and numeracy, and to extend the use of information and communication technology; the school acknowledges that there is still some way to go. School leaders have yet to fully evaluate the effectiveness of this approach in raising achievement and standards. The school works well to promote pupils' understanding and respect of communities, both locally and internationally. An evaluation has helped the school to identify where this provision could be extended further, particularly in relation to a greater understanding of the cultural diversity in Britain. Given improvements since the last inspection and the positive impact of its recent actions, the school has a good capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children get off to a good start at Chennestone because excellent induction procedures ensure a smooth transition into school and allow the children to settle quickly. It is aided by close links with the different pre-school providers, especially the on-site Nursery. The extremely high level of care and commitment shown by staff, and the early links with parents, help children feel secure. As a result they are happy to come to school and quickly become confident learners. The Reception class is well managed by the phase leader. She is ably supported by a well-qualified and effective teaching team. They have an accurate view of children's performance, and a clear vision for improvement. Good teaching ensures that the needs of all children are well met. Staff monitor their progress thoroughly through observations and a well-established tracking system. Where necessary, activities are adapted and interventions put in place to provide a better match to the next stage of children's learning, so accelerating their progress. The provision both indoors and out is well planned, and staff have created a stimulating learning environment, showing good improvement since the last inspection. Children get on well together. They enjoy the mix of interesting adult-led activities and those that they choose for themselves. Staff have started to place a greater emphasis on children investigating and exploring. Children clearly derive great pleasure from this aspect, which makes learning more fun. There was great

excitement when investigating 'swamps', as children plunged their hands into the different mixtures they had created. 'Squidgy' was a popular description. However, some activities remain too teacher-led, so that children do not always have the freedom to follow their own lines of investigation.

Children's attainment on entry to Reception is generally in line with age-related expectations, although some aspects of communication, language and literacy, and calculation are less well developed. However, the successful introduction of initiatives, such as the letters and sounds programme, has raised standards and achievement in reading and writing. The stronger focus on problem solving to support children's learning in areas of mathematical development is also having a positive impact on their learning. Children make good progress in all areas of learning, and by the end of Reception most reach the expected goals for their age and many exceed them, particularly in reading.

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

- Ensure that lesson planning sets out the specific knowledge and skills to be learnt by pupils of all abilities, as much as the activities to be undertaken.

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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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

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<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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	1

## 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	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

15 June 2009

Dear Pupils

Inspection of Chennestone Primary School, Sunbury-on-Thames, TW16 5ED

On behalf of the inspectors, I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with some of you during our visit and you were interesting to talk to, extremely polite and helpful. You spoke enthusiastically about enjoying school and all of the things in which you take part.

Chennestone Primary is a good school. It has some excellent features. We liked these things the most.

- Children get a good start in Reception.
- Your behaviour is excellent.
- The school makes sure that you are safe and extremely well looked after.
- Those of you who find learning difficult are given good-quality help.
- You thoroughly enjoy school and are all keen to keep fit and eat the right things.
- You are very keen to take on responsibilities and want to make the school even better. We were impressed by your concern for disabled people and how you found out about their needs.
- The Green Team are helping you all to think about looking after the world.
- Your headteacher, deputy headteacher, staff and governors are doing a good job.

We have asked the school to improve in one area of its work.

- You enjoy what you do in lessons and work hard to complete the activities provided. We believe that you would benefit even more if it was always made clear to you what you are going to learn from the work. This will help teachers to keep an even closer eye on how well you understand what you are doing and the progress you are making. As well as being pleased about finishing your work, you will also be able to think even more about what it has taught you.

We did enjoy visiting your school and watching you learn.

Yours faithfully

Peter Thrussell

Lead Inspector