

Chisenhale Primary School

Chisenhale Road, Bow, London, E3 5QY

Inspection dates 16–17 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Skilled and determined leadership by the headteacher, senior leaders and governors is leading to sustained improvements in teaching and pupils' achievement over time.
- Staff share the headteacher's drive for success. They feel valued and supported, and are eager to strengthen their practice. As a result, teaching is good.
- Governors are fully committed to the school's continuing development. They have a good understanding of pupils' achievement and they challenge leaders effectively.
- Very strong relationships exist with parents who are supportive and engaged in their children's learning. The school is an integral part of the local community.
- Disadvantaged pupils, pupils who speak English as an additional language and those who are disabled or have special educational needs make good progress from their starting points and achieve well.
- The school provides many interesting and exciting learning opportunities through its creative curriculum. These promote pupils' spiritual, moral, social and cultural development well. Pupils have a good understanding of the values of respect and tolerance. They are well prepared for the next stage in their education.
- Pupils' behaviour is good. They are eager to learn and they feel safe. Pupils form excellent relationships with staff based on mutual respect and trust. There is a positive climate for learning. Attendance is good and improving.
- Provision in the early years is good and improving. Children learn in an exciting and stimulating setting and make good progress from their starting points.

It is not yet an outstanding school because

- Opportunities for pupils to undertake investigations and solve problems in mathematics and science are not frequent enough.
- Pupils' understanding of how to tackle investigations or solve problems is less well developed than their ability to perform calculations.
- The quality of pupils' work is let down in some cases by poor presentation and handwriting.

Information about this inspection

- Inspectors observed learning in all classes, through 22 observations of lessons or part lessons. Three of these were carried out jointly with the headteacher. Inspectors also visited some small-group sessions and listened to some pupils read.
- Inspectors looked closely at pupils' work in lessons and in their books. They met with a group of pupils and spoke to others informally to gain their views of the school.
- Discussions were held with the headteacher, assistant headteacher and subject leaders. Inspectors met with some governors and representatives from the local authority. A telephone call was held with the Chair of the Governing Body.
- A meeting was held with the headteacher from the local teaching alliance school with whom the school has been working in partnership.
- Inspectors reviewed a range of documentation including the school's own view of its performance and plans for improvement. They also examined policies relating to child protection, safeguarding, and health and safety.
- Inspectors considered the views of parents through checking the 67 responses to the online questionnaire, Parent View. Inspectors also spoke to parents during the inspection.
- Inspectors took account of the views of staff expressed in the 25 responses to the staff questionnaire.

Inspection team

Penny Spencer, Lead inspector	Additional Inspector
Peter Thrussell	Additional Inspector
David Bryant	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. Pupils are taught in mixed-age classes from Nursery to Year 6.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is double the national average. This is additional funding provided by the government for pupils known to be eligible for free school meals or who are looked after.
- The large majority of pupils are either of White British or Bangladeshi heritages. The remaining pupils come from a wide range of ethnic groups. The proportion of pupils who speak English as an additional language is above average.
- The Nursery offers both full and part time places. Children attend the Reception classes full time.
- The school has a breakfast club and after-school provision managed by the school.
- In 2014, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.
- The school works in close partnership with Teach East London, which is a teaching school alliance led by Bonner Primary School and Morpeth Secondary School. It provides training and support for leaders and teachers.
- There have been a significant number of changes to teaching staff since the previous inspection.

What does the school need to do to improve further?

- Improve teaching further in order to continue to raise pupils' achievement, by ensuring that:
 - teachers provide more opportunities for pupils to develop and practise their skills in tackling investigations and problem solving, especially in mathematics and science
 - teachers consistently reinforce the school's handwriting and presentation policy, and so continue to improve pupils' written work in all subjects.

Inspection judgements

The leadership and management are good

- The headteacher, ably supported by the leadership team, demonstrates a passionate determination and sustained drive for improvement. This resolute approach has been vital in managing successfully changes in staffing since the previous inspection which were affecting the achievement of some year groups. As a result, past weaknesses in teaching have been successfully addressed and achievement is improving.
- All staff share a common purpose to make the school the best it can be. There is a strong team spirit and staff feel well supported and highly valued.
- Leaders at all levels know the school well and what is required for further improvement. Plans for improvement are detailed. They are reviewed regularly by senior leaders, governors and external partners. As a result, any underperformance is addressed quickly.
- Key stage, phase and subject leaders play a pivotal role in checking pupils' work, observing teaching and analysing assessment information. They share information regularly with governors and senior leaders to enable quick action to be taken. As a result, progress and standards are rising.
- The leadership of the early years is good. Regular checking of teaching and learning has improved the quality of provision and is leading to better achievement for all children.
- Funding for disadvantaged pupils is used well. Additional staff, such as the parental engagement officer and learning mentor, provide skilled support for pupils and their families. As a result, these pupils progress as well, and often better, than other pupils, both within the school and nationally.
- The quality of teaching is good and improving because nothing less than good teaching is acceptable to leaders and the governing body. Regular checks on the quality of teaching are followed up with training and support if necessary. Frequent opportunities to share good practice with other schools enhance this training further. Staff are appreciative of these opportunities and strive to improve further.
- The curriculum provides rich, varied and stimulating educational experiences for all pupils. A wide range of trips, visitors and residential stays enhances their experiences further. Pupils have excellent opportunities to learn music and develop their sporting skills through discreet lessons and after-school clubs.
- The promotion of pupils' spiritual, moral, social and cultural development is good. The school is working towards becoming a UNICEF Rights Respecting School. As a result, pupils develop an excellent understanding of the responsibilities that come with their rights. Tolerance and respect for diversity are evident in the good relationships with staff and the harmonious atmosphere around the school. Opportunities to celebrate different cultures and traditions are woven into the curriculum and the whole community enjoys these events. Pupils are, therefore, well prepared for life in modern Britain.
- Leaders ensure there is no discrimination and promote equality of opportunity at all times. No pupil is excluded from any activity and the school ensures extra government funding is used wisely to give opportunities to disadvantaged pupils in line with all pupils.
- Additional sports funding is used to employ specialist sports coaches, provide a comprehensive range of sporting activities and attend competitions. Pupils benefit from opportunities throughout the day to be active because the school has invested in high-quality equipment to promote active play. During the inspection, pupils in Year 5 and 6 were taking part in an intensive two-week swimming programme, which also involved a long walk to the pool, in order to raise their fitness levels.
- The school has very strong links with parents and the local community. Parents are supportive and the overwhelming majority of parents who responded to the parent questionnaire would recommend the school to others. Some of the many 'dads' who spoke to inspectors during the 'Bring a Dad to school day' stated they appreciated the opportunities to become involved in their children's learning and to get to know the staff.
- Comprehensive systems are in place to keep pupils safe. Regular training for all staff ensures they are aware of the signs of any abuse and understand the action they must take. Staff are checked for their suitability to work with children and procedures for safe recruitment are robust.
- The school benefits from a range of partnerships with local schools, the local authority and Teach East London. Following the previous inspection, the local authority provided strong support for governors, teachers and leaders in order to support improvement. It now offers a light touch to this good and improving school.
- **The governance of the school:**
 - Governors are fully committed to the school's continued improvement. The Chair of the Governing Body leads the governors well and they provide strong levels of support and challenge to leaders. Governors know about the quality of teaching. They understand the link between salary progression and good performance, and know how the school tackles underperformance. They have developed their skills in

analysing pupils' achievement and regularly meet with leaders and pupils to check on progress and challenge any inconsistencies. They know how well the school is doing compared with other schools nationally and that gaps are closing between disadvantaged pupils and others nationally by the end of Year 6.

- Following a recent review of governors' skills, the governing body has been strengthened and made more effective by the recruitment of new governors. Governors ensure that current safeguarding requirements are met and school funds are used wisely for the benefit of all pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and show respect for each other and adults. They play and work together well.
- Pupils have a good attitude to learning and are keen to do well. Behaviour is not outstanding because a few pupils find it difficult to remain 'on task' without supervision, especially if they are not fully engaged with the learning.
- Parents, members of staff and pupils all agree that behaviour is good. School records show an improving picture over time, especially for pupils who may find it difficult to comply with school rules. The behaviour management system is used consistently by all staff and is understood by pupils. They enjoy the rewards for good behaviour, such as the golden places set out for them in the dining hall.
- Pupils who attend the breakfast club or after-school provision enjoy a wide variety of activities including sports, arts and crafts. Leaders ensure they behave well and follow the school's behaviour policy closely. Nutritious food and a safe environment enable them to start and end the day positively. Pupils who spoke to inspectors stated they enjoyed attending because it was fun and exciting.
- Pupils take a pride in their school and look after it well. They help look after the garden and are proud of the awards they win. However, not all pupils take as much pride in the presentation of their work or their handwriting. As a result, workbooks are not always well presented and progress is slowed for some pupils.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel very safe in school. They know how to keep themselves safe because the school promotes good safety habits through lessons, assemblies and special events. The school works closely with the police and outside agencies to ensure parents and children are kept informed about the wider issues of extremism and racial intolerance.
- Pupils say that incidences of bullying of any kind are extremely rare and they know what to do if they have any worries or concerns. The class charters, signed by each child at the beginning of each term, are reviewed regularly to remind pupils about the right of every child to be safe and free from harm.
- Governors give high priority to pupils' safety and regularly review the stringent procedures for recruiting and checking the suitability of staff. As a result, pupils and staff feel safe and well looked after.

The quality of teaching is good

- Improved teaching over time enables pupils to make good progress and achieve well.
- Good classroom management and high expectations from teachers create a purposeful learning atmosphere for teaching. There are positive working relationships between pupils and staff. Teaching assistants are an integral part of the team and provide good support for both individual pupils and specific groups.
- Reading is promoted strongly within the school and is supported by parents at home. Pupils of all ages read regularly and enjoy reading for pleasure. Improved teaching of the sounds letters make (phonics) has led to a steady rise in reading standards, which are above average.
- A strong focus on developing writing skills is leading to improved progress and attainment for all pupils. Evidence seen in books shows good progress across all classes. Older pupils produce mature examples of high-quality writing. Good links between subjects mean pupils have a real purpose for writing. For example, Year 1 pupils are able to write clear instructions for planting a seed because they planted some during their science work.
- The recently introduced handwriting and presentation policy is beginning to have a positive effect but not all teachers are consistent in their challenge for pupils to improve.
- Teachers plan and deliver mathematics lessons that develop pupils' skills in the basic skills of calculation

and understanding of shape and space. Work is challenging and pupils have to work hard.

- Pupils have opportunities to apply their skills to solve problems and tackle investigations in mathematics, science and other subjects. However, some investigations are too complex and pupils do not have sufficient skills to approach them in an efficient manner. As a result, pupils become confused and progress slows.
- Good questioning from teachers and teaching assistants ensures pupils are given time to develop their thinking and deepen their understanding. This is particularly evident in the early years. Children and staff engage in frequent high-quality conversations, skilfully developed by adults, through their questioning.
- Teachers' assessment and marking allows pupils to understand what they need to do to improve their work. Pupils respond regularly to the comments. Even very young children assess their own work and that of their friends in a helpful but sensitive manner.
- Pupils who speak English as an additional language are taught well. Those who arrive mid-term with little spoken English have intensive support to allow them to catch up quickly. As a result, their progress is good and they achieve well by the end of Year 6.
- Disabled pupils and those who have special educational needs are taught well. Clear analysis of their needs results in swift intervention where necessary. Teaching assistants are trained successfully and provide effective encouragement and support to ensure pupils make good progress.
- The teaching of music, sport and technology are good. Pupils develop a wide range of skills in computing, including programming and coding. Technology is used effectively across a wide range of subjects and pupils are confident users of a range of resources. Year 1 pupils were observed playing the ocarina to a high standard because of the specialist teaching they receive.

The achievement of pupils

is good

- Children enter the Nursery and Reception classes with a range of skills and knowledge. However, many start with skills that are below those typical for their age, especially in communication and language. Pupils make good progress from their starting points. By the end of Year 6, standards are above average in reading, writing and mathematics.
- Achievement has risen over time and the most recent assessment information for current pupils indicates this is set to rise again in 2015.
- Reading is taught effectively and, as a result, pupils develop good reading habits. A recent review of the teaching of phonics is having a positive impact. In 2014, pupils in the Year 1 phonics check improved on the previous year, but standards were still just below average. Assessments for 2015 show standards are now above average.
- Progress through Key Stage 1 is now good. The legacy of underachievement has been eradicated and pupils' achievement has risen steadily over time. At the end of Year 2 in 2014, standards were above average in reading, writing and mathematics. The proportion of pupils achieving higher levels is increasing steadily. Current school assessment indicates this is set to increase further in 2015.
- Disadvantaged pupils make at least good progress over time. Therefore, gaps between them and other pupils nationally have closed by the time they reach the end of Year 6. In the 2014 national tests, there was no gap in disadvantaged pupils' attainment compared with that of other pupils nationally in reading, writing and mathematics. This is the same when compared with their peers. Assessment information for this group for 2015 indicates this improvement is being sustained.
- Disabled pupils and those who have special educational needs make good progress because teachers and support staff use assessment information carefully to provide suitable experiences and specific support.
- Pupils who speak English as an additional language make good progress from their starting points. Pupils who arrive at school speaking little or no English receive additional support to ensure they can access the curriculum quickly. By the time pupils leave at the end of Year 6, they achieve standards in line with all pupils.
- The most-able pupils are making more rapid progress than in the past. The proportion of pupils achieving higher standards is increasing over time. Teacher assessment for current Year 6 pupils in 2015 indicates this improvement is continuing.

The early years provision**is good**

- Children enter the Nursery and Reception with a wide range of skills and knowledge. However, many enter with skills in communication and language that are below those seen typically. Because of improved teaching and leadership, they now make good progress from their starting points and the proportion of children reaching a good level of development at the end of Reception in 2014 was above average. Children in the current cohort are on track to make similar good progress.
- Children settle into school quickly due to the highly nurturing environment with firmly established routines and caring staff.
- Relationships with parents are very strong. They meet frequently with staff and are encouraged to add information to the children's learning journals or 'Wow books'. This good communication allows staff to build an accurate picture of progress and plan work that is relevant and of high quality.
- Children in the Nursery and Reception learn together for long periods of the day in the richly resourced and stimulating environment. Careful assessment and discreet teaching for small groups ensures the provision is meeting the needs of different groups. Separate sessions of literacy and number work for Reception children enables them to tackle more challenging work at their level and so make good progress.
- Phonics teaching is strong. Different groups are taught equally well by both teachers and support staff. Most able children have a good understanding of how to write and spell words such as twilight. Meanwhile, less able children are encouraged to develop their skills in recognising and writing letters and simple words.
- Teachers use key reading texts as a basis for activities. For example, children make sand porridge for the three bears while comparing the size of bowls, write letters to the bears apologising for breaking the furniture and play in the three bears' house which has been constructed by the children and staff together.
- The outside space is exciting and reflects the learning seen inside. There are excellent opportunities for children to develop their physical skills in a safe environment. They use equipment sensibly and know how to stay safe.
- Opportunities for children to make marks and develop their writing are abundant both inside and out. Children use chinks, pens, brushes and pencils with increasing dexterity to record their learning.
- Behaviour is excellent. Children understand the rules and follow instructions quickly. They play together well and have a strong sense of fair play. Children sensibly use sand timers to ensure everyone gets a fair turn on the equipment, and consequently, there are very few disagreements.
- Staff develop children's communication skills through frequent conversation. Their skilled use of questioning ensures children can deepen their understanding while being engaged in purposeful play.
- Leadership of the early years is good. The leader has a good understanding of the quality of teaching. Frequent observations, coupled with high-quality support and training, have led to rapid improvements. Staff are supportive and are keen to improve further.
- Rigorous risk assessments ensure that children are safe and equipment is well maintained. Regular reviews of safeguarding policies and procedures mean staff are well informed and know how to recognise any signs of abuse.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100896
Local authority	Tower Hamlets
Inspection number	462134

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair	Deborah Handforth
Headteacher	Helen James
Date of previous school inspection	7 November 2013
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