

Chase Lane Infants' School

Inspection report

Unique Reference Number	103032
Local Authority	Waltham Forest
Inspection number	355302
Inspection dates	9–10 November 2010
Reporting inspector	Jacqueline Marshall

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	667
Appropriate authority	The governing body
Chair	Mark Sheldrake
Headteacher	Carolyn Houstoun
Date of previous school inspection	1 July 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 26 lessons, observed 22 teachers and held meetings with groups of pupils, staff, school leaders and representatives of the governing body. They looked at school documentation including policies, pupils' progress data, attendance figures and school improvement planning. They also scrutinised pupils' work and evaluated 186 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The effectiveness of the school's strategies for improving the learning and progress for all pupils, particularly in science.
- The extent to which staff use assessment information to support and challenge pupils' learning, particularly the higher achieving pupils in mathematics.
- The effectiveness of leaders in checking, reviewing and taking actions to improve teaching and pupil progress in order to tackle previous underachievement and secure satisfactory achievement, especially in Key Stage 2.

Information about the school

Chase Lane is a larger than average primary school. Two thirds of the children come from a wide range of ethnic backgrounds, with the remaining third coming from White British families. Almost a third of the children speak English as an additional language and of these most join the Nursery class with little or no English. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. They have a range of needs that includes specific learning difficulties, speech, language and communication issues and behavioural, emotional and social needs. The school has gained a number of awards, including Healthy Schools status and Arts Mark.

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?

3

The school's capacity for sustained improvement

3

Main findings

Chase Lane Primary is a satisfactory and improving school. Since the previous inspection, it has worked hard to maintain the good level of pastoral care, guidance and support it provides, ensuring pupils develop successfully as individuals. This has been a key factor in ensuring that pupils feel safe, well cared for and thrive in their personal development. Pupils benefit from good relationships with staff and their behaviour is good both in lessons and at play, where they show considerable support for one another regardless of age, gender or ethnicity. They talk with enthusiasm about their school and from an early age are keen to take on responsibilities, whether sweeping and mopping in the Nursery, being part of the school council or acting as one of the newly-elected prefects.

The school is solidly focused on improving learning and there is a strong shared commitment to raising attainment for all pupils. Leaders at all levels are increasingly involved in formal self-evaluation. Senior leaders and the governing body have an accurate understanding of the school's effectiveness and what it needs to do to bring about further improvement. For example, as a result of their good efforts in working with pupils and families, attendance has risen considerably since the previous inspection and is now average and improving. This, combined with the effective action to tackle previous underachievement, shows the school's satisfactory capacity for sustained improvement.

Leaders have focused successfully on improving the quality of teaching to ensure that all pupils make at least satisfactory progress. Teaching is satisfactory and good in increasing numbers of lessons and classes throughout the school. However, inconsistencies in the quality of teaching remain and, as a result, pupils' make better progress in some lessons and classes than others. Consequently, pupils do not build consistently well on their learning as they move up through the school. All teachers regularly check how well pupils are doing, but some do not make sufficiently accurate use of this information to set suitably challenging work for all pupils. This hinders the progress made by some pupils, particularly the most able in mathematics. While day-to-day assessment, including marking, is effective in some classes and better in English than in mathematics, in others it is not used well enough. Not all pupils are made aware of the next small steps needed to improve their work and this limits their ability to take responsibility for their learning. Attainment in English and mathematics has risen due to the school's recent focus on these areas and is now average. Though attainment in science remains weaker, the school has identified this as the next priority in the school improvement plan.

What does the school need to do to improve further?

- Secure better achievement for all pupils by:

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- developing teachers' use of marking so pupils always understand exactly what to do to improve their work and know the next steps in their learning
- building on the best practice in marking already seen in English to ensure pupils know how to improve their work in mathematics and science.
- Accelerate pupils' progress by:
 - making better use of assessment information in the planning process to ensure that lessons always challenge and engage pupils well, particularly the most able
 - ensure that the monitoring by a II leaders is thorough enough to secure consistently good or better teaching across the school.
- Raise attainment in science by developing the curriculum so that pupils systematically build their scientific and investigative skills.

Outcomes for individuals and groups of pupils**3**

Across the school, pupils achieve satisfactorily in their academic learning. They have good attitudes towards school and can explain clearly what they are learning because this is always shared with them at the start of a lesson. However, the planned learning is not always matched closely enough to the differing abilities of each group or individual to enable all pupils to achieve consistently well. In such cases, pupils' interest and progress dips. Where pupils' learning is good, they talk eagerly about what they have learnt. In a Year 6 English booster lesson, pupils successfully used what they had learnt in previous lessons to identify the key elements needed to make a balanced argument, using this to explain confidently to each other the good elements of their writing and where they could improve further.

Attainment has been rising steadily over the last three years and, consequently, by the time pupils leave in Year 6, it is broadly average. Whilst attainment in science remains weaker, work is beginning on raising achievement in this area. After a good start in the Early Years Foundation Stage, pupils start school with the skills and understanding expected for their age. Throughout the school, progress is securely satisfactory, with an increasing proportion of pupils achieving well. Those at the early stages of learning English make satisfactory progress as a result of the appropriately targeted support planned for them. Pupils with special educational needs and/or disabilities make good progress, both academically and in their personal development, because of the effective support they receive and the well-matched small steps planned for their learning.

Pupils achieve well in their personal and social development. Their enjoyment of school life is evident in their supportive attitudes towards each other, which help to make the school a safe and welcoming place. Behaviour is managed well, with most pupils saying that they enjoy school, feel cared for and know they can talk to someone if they have any problems. As a result, although a small minority of parents, carers and pupils have concerns, inspectors judge behaviour to be good. Pupils have a good understanding of how to stay safe and lead a healthy lifestyle, as demonstrated by their enthusiastic participation in clubs and high take-up of healthy eating choices. Pupils' spiritual, moral and social development is good, and, with over 20 different ethnic heritages represented in the school population, their cultural awareness within the school and local community is also good. Staff are increasingly extending pupils' awareness of the diversity of cultures within the United Kingdom and around the world. Pupils' numeracy and literacy skills are average

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and they are prepared well for their future education. These, together with improving attendance and pupils' ability in general to work well together from an early age are key factors in their good development of their workplace skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3
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?

Good relationships between staff and pupils and the effective way behaviour is managed by all staff help to foster pupils' positive attitudes towards learning. Most lessons are planned and organised well with interesting activities to engage the pupils and high expectations set by teachers. For example, Year 2 pupils were able to create their own rhyming couplets in a literacy lesson as a result of the teacher's good modelling. They produced high quality answers, discussing their ideas and recording them in pairs on whiteboards as the teacher used questioning effectively to improve their writing. In less successful lessons, teachers miss opportunities to capitalise on pupils' enthusiasm for learning, or encourage them to explain their ideas in detail to challenge their thinking further; this is particularly the case for the most able pupils. In these lessons, the tasks do not move pupils' learning forward sufficiently and the pace of teaching is not quick enough for them to achieve well. As a result, progress slows and pupils become less engaged and attentive. The 'Next Steps' approach to marking in English has been successful in raising achievement. In mathematics, however, in their marking and during lessons, teachers do not refer consistently enough to the next steps in pupils' learning in order to show them

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how to improve their work. Other adults are deployed well to support learning, particularly for pupils with special educational needs and/or disabilities, who, as a result, make good progress.

The curriculum is adapted appropriately to meet the needs of different groups of pupils, enabling them to build satisfactory basic skills in literacy, numeracy and information and communication technology. Through its rigorous tracking systems, the school is increasingly holding teachers to account for their pupils' progress. Pupils with special educational needs and/or disabilities achieve well because the curriculum is carefully tailored to meet their needs whether in lessons, small group work or on a one to one basis. However, some curriculum planning does not always take account of the most able pupils. Too often it relies on what the pupils produce rather than providing specific tasks to match their ability closely and this hinders their progress. As part of the school's work to develop its creative curriculum, the science curriculum has rightly been identified as a priority. At present, pupils' scientific and investigative skills are not planned for systematically. The curriculum is enriched well through a wide variety of visits and visitors as well as a good range of extra-curricular activities which help to promote pupils' enjoyment of learning.

Pupils' welfare and personal, social and health needs are well catered for because the school works closely with parents and outside agencies where needed. One such area is pupils' attendance, which has improved recently. This is due to the success the school has had in working with pupils and their parents or carers, especially those who find it difficult to attend regularly, by setting clear guidelines regarding holidays and other absences. Similarly, the school's good efforts to support pupils and families who might otherwise find it hard to access education are evident in those pupils' increasing attendance and fewer exclusions from school.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for how the school can move forwards and has developed good links and partnerships with parents, carers and the local authority to help achieve this. There is a positive team spirit and a strong atmosphere of 'can do' amongst the staff. Leaders are becoming increasingly involved in analysing performance data to see how well the school is doing and to plan actions for improvement. At all levels, leaders are becoming more proficient in the monitoring of teaching and learning, but the impact across the school is uneven. The governing body is increasingly involved in checking how

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well the school is doing and is playing a key role in driving forward the school's focus on raising attendance.

At the time of the inspection, leaders at all levels, and indeed all staff, were seen to play their part in ensuring that safeguarding procedures were effectively managed as well as supporting the school's effective focus on pastoral care. Good practice in safeguarding is adopted across all areas of the school's work. The school's promotion of equality and diversity are good because they are particularly effective in tackling discrimination to make sure that pupils from all backgrounds perform to a similar standard whilst ensuring the most vulnerable pupils have the opportunities to achieve well. Pupils are encouraged to play their part in the school and the local community and are currently developing and strengthening links with other schools in the United Kingdom and further afield. Consequently the school's contribution to community cohesion is good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
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	3

Early Years Foundation Stage

Children enter the Reception classes with skills and understanding that are below those typically expected for their age, particularly in their communication, language and literacy and personal, social and emotional skills. They grow quickly in confidence, becoming enthusiastic learners because of the particularly strong focus on pastoral care, guidance and support. Children are making good progress, especially in those areas where their skills are weaker, and enter Year 1 with average attainment. The curriculum is adapted effectively, with adults using the children's own interests to engage them in learning. For example, adults picked up on a group of boys who are interested in space. Activities were planned to link to the theme and during one session, a whole Reception class became utterly engrossed in becoming imaginary space travellers, gathering food and equipment for their flight into space. During the ten minute 'flight', they travelled to different planets,

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met aliens and looked back to the world to see their tiny homes, talking animatedly as they acted out their ideas.

Teaching is good and the children learn well from the high quality interventions they receive from teachers and other adults as they play. Learning opportunities in the Nursery class are well planned so that children can build on their knowledge and understanding both indoors and outdoors. This is increasingly being reflected also in the Reception classes but activities where children play independently are less well developed here. Communication with parents and carers is good, with home?school books currently being developed to give them a better understanding of how they can help their children's development through everyday activities. Staff use assessment information effectively to promote learning and are able to demonstrate the good gains that children make in all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 vast majority of parental questionnaires received were positive and most of the written comments expressed considerable satisfaction with the school. They commended the caring attitude of the school, its support for pupils and how well their children are prepared for the future. Typical comments about the school included, 'it provides a wonderful environment for my child to flourish' and 'the staff make us feel welcome and are very approachable.'

A very small minority of parents and carers reported concerns over how the school deals with disruptive behaviour and how the school takes account of their suggestions and concerns. While there are occasional displays of challenging behaviour by pupils, these are dealt with effectively, the impact on other learners is minimal and the management of behaviour is good. Evidence gathered during the inspection showed that parental concerns were dealt with in a timely manner and the recently introduced parents' forum is welcomed by parents and carers, some of whom commented positively on this aspect of the school's work in their questionnaires.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chase Lane 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 186 completed questionnaires by the end of the on-site inspection. In total, there are 667 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	53	79	42	7	4	0	0
The school keeps my child safe	114	61	64	34	4	2	0	0
My school informs me about my child's progress	75	40	99	53	8	4	1	1
My child is making enough progress at this school	67	36	104	56	12	6	0	0
The teaching is good at this school	86	46	88	47	4	2	1	1
The school helps me to support my child's learning	76	41	99	53	9	5	0	0
The school helps my child to have a healthy lifestyle	75	40	97	52	8	4	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)	62	33	98	53	5	3	0	0
The school meets my child's particular needs	60	32	106	57	9	5	1	1
The school deals effectively with unacceptable behaviour	63	34	100	54	9	5	4	2
The school takes account of my suggestions and concerns	59	32	98	53	9	5	3	2
The school is led and managed effectively	88	47	83	45	5	3	3	2
Overall, I am happy with my child's experience at this school	100	54	76	41	5	3	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



11 November 2010

Dear Pupils

Inspection of Chase Lane Primary School, London E84 8LA

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear that you like school and we agree that you do best when your teachers plan many interesting things for you to do and get involved in. You get on with one another well and behave well in lessons and around the school. We think your school gives you the right help to know how to be healthy and safe.

The inspection team has found that your school is satisfactory. The curriculum planned for you meets your needs and teachers do what is expected to help you make satisfactory progress in your work, although you do better in English and mathematics than in science. The leaders in the school do a suitable job of running your school. They know what needs to be done to make your school better. In order to help you to make faster progress, we have asked the adults at your school to do three things:

- Make better use of marking to help you understand how to improve, particularly in mathematics.
- Keep checking to make sure your lessons are always challenging enough and interesting.
- Help you to do as well in science as you do in other subjects.

You can help by coming to school regularly, continuing to respect others' values and always using the advice teachers give you on how to improve your work. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector

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