

Chesterfield School

Inspection report

Unique Reference Number	131528
Local Authority	Enfield
Inspection number	360286
Inspection dates	9–10 February 2011
Reporting inspector	Melvyn Blackband

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	833
Appropriate authority	The governing body
Chair	Mr Andrew Nicholas
Headteacher	Sarah Turner
Date of previous school inspection	10 February 2011
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Introduction

This inspection was carried out by five additional inspectors. Inspectors visited 35 lessons and observed 26 teachers. They observed the school's work, and looked at a range of the school's documents on safeguarding, monitoring, curriculum development and teachers' planning and assessment records. They also scrutinised a range of documents relating to the management of the school. In addition, inspectors analysed 154 parents' questionnaires, 115 pupils' questionnaires and 42 staff questionnaires.

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

- The current progress and attainment of pupils throughout the school. This focused in particular on whether the school leaders can demonstrate that each group is fully provided for, including those with special educational needs and/or disabilities, those who have English as an additional language and late entrants to the school
- the consistency of teaching, assessment and support especially for pupils with special educational needs and/or disabilities, higher ability pupils, pupils with English as an additional language and those with behavioural difficulties
- how effectively the school leaders have evaluated the personal development outcomes for pupils
- how effectively leaders at all levels are monitoring, evaluating and seeking improvement in outcomes and provision.

Information about the school

The school is much larger than the average primary school. The pupils come from a variety of ethnic backgrounds and over half have English as an additional language. A higher proportion than average is known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is significantly above average as is that of pupils either joining or leaving the school at other than the usual times. There are specific classes for pupils with complex learning needs and a part-time nursery for 60 children. In November 2009, the school entered into a collaborative partnership with a neighbouring primary school. The headteacher of this school is also executive headteacher of both schools.

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

2

Main findings

In this satisfactory school, the pupils are happy and confident and they have positive attitudes to their learning and each other. The vast majority of parents support the school. Even those with some criticisms recognise that their children are safe and enjoy coming to school. Pupils' personal skills are good as is their spiritual, moral, social and cultural development. Pupils have a high regard for their classmates and the adults who look after them. Sensitive and vigilant pastoral care ensures that by the time the pupils leave Year 6 they are confident, well-rounded youngsters. The pupils' behaviour is good and has shown consistent improvement over the last year. This makes a strong contribution to their learning. Attendance is at average levels. However, despite the school leaders' efforts to promote good attendance, a small number of families have not been able to ensure that their children attend regularly.

Pupils join the school with a level of knowledge, understanding and skills which are well below those expected for their age. The children in the Early Years Foundation Stage make good progress and by the time they leave this setting their attainment is only slightly below average. A legacy of significant underachievement in the last few years, however, means that those leaving in Year 6 still do not reach the attainment expected and standards remain low. Nevertheless, the pupils' learning overall is satisfactory. Their progress in lessons is consistently sound and sometimes good. This is as a result of rapidly improving teaching standards. Pupils in each year are now making accelerated improvements in their learning. There is, however, still not enough good teaching to ensure the pupils make better progress. In particular, assessment information is not used well enough to ensure that lesson activities challenge all the pupils to make the best progress that they can. Pupils do not always have clear enough individual short-term targets and they do not sometimes, therefore, know how to improve their work. As a result, some of the most able are not stretched sufficiently and pupils from some minority ethnic groups are not making the progress that they should.

Some groups are however making better than expected progress. The large number of pupils who have English as an additional language and those with special educational needs and/or disabilities are making good progress overall. Pupils in the small classes because of their more complex educational needs, including those with behavioural difficulties, also make good progress as a result of a high level of individual tuition and clear assessment which enables staff precisely to target pupils' learning needs. Pupils who join the school other than at the usual times make satisfactory progress. The curriculum has been extensively adapted to meet the needs and the interests of the pupils. Learning is meaningful and fun. There are well-established links between subjects which provide good and well-monitored opportunities for pupils to practise the basic skills of literacy, numeracy and research skills.

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Recent improvements have been driven by the experience and expertise of the executive headteacher. In a relatively short time she has overhauled the management structure of the school and provided senior and middle managers with the knowledge and time to monitor closely, evaluate and improve all aspects of the school's provision. The school's self-evaluation of its strengths and weaknesses is robust and effective. As a result, there have been rapid improvements to the curriculum, to standards of teaching and hence the pupils' learning. The school's action planning is focused and specific on the key priorities for improvement. The governing body monitors the school's performance robustly through an effective committee structure. Newly-appointed parent governors are scheduled for appropriate training and are beginning to find their feet in challenging the school leaders to improve further. As a result of decisive and effective leadership and management and encouraging signs that the rate of pupils' progress is beginning rapidly to improve, the school has a good capacity to improve further. Given the outcomes for pupils, at the present time the school provides satisfactory value for money. ♦

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise the attainment of all pupils by:
 - increasing the challenge for the most able
 - ensuring teaching meets the needs of pupils in some minority ethnic groups who are not making the progress that they should
 - improving the use of assessment information to ensure that work is consistently well matched to pupils' individual needs
 - improving the quality of marking and verbal feedback to pupils
 - ensuring that pupils have clear, short-term, individual targets which they understand and which show them how to improve their work.
- Raise attendance levels further by providing specific support for those few pupils who are persistently absent.

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

The work seen by inspectors in lessons confirms the overall picture of satisfactory and improving progress. The quality of learning in all lessons is now at least satisfactory and in almost half of the lessons observed it was good. This is because teachers have increasingly high expectations of the pupils' progress and mostly set challenging learning activities. School leaders have set ambitious targets for 2011 to raise standards to the national average. The school's data, as well as the current level of work observed in Year 6, confirm that pupils are on track to reach these. Through rigorous monitoring, the school leaders are well aware of the relative underperformance of some higher ability and minority ethnic groups. To address this underachievement, they have ensured specific remedial measures are in place. This is beginning to extend the learning of pupils in these groups. Pupils from all groups enjoy their learning and develop very positive attitudes to learning. This was illustrated in a Year 6 mathematics lesson on probability. The pupils had

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been well prepared for the lesson and were excited and eager to start tossing coins to test the 'fifty fifty rule'. The pupils enjoyed the challenge of constructing and testing their theory and most made good progress in reinforcing their understanding of the probable results of actions. Some higher ability pupils however were not sufficiently challenged by the activity and could have extended their learning further.

Pupils have a good understanding of healthy lifestyles. The school has gained the Healthy School award and Activemark. More pupils for instance are walking to school and have a clear understanding of the health and environmental benefits. School surveys, confirmed by parents and carers, indicate that the vast majority of pupils feel safe at school. The school council is active and represents the views of everyone, while pupils are well regarded for their helpfulness, politeness and good behaviour by the local community. The pupils benefit from the close curriculum and social links with the partnership primary school. The pupils' spiritual, moral, social and cultural development is good. Pupils demonstrate high levels of tolerance, empathy and understanding, for instance in a 'reward' assembly where they enthusiastically clapped fellow pupils who had made exceptional progress or been very kind to others during the week. As a result, pupils of all the different cultural and religious backgrounds work and play together harmoniously. This, together with the extent to which they develop basic skills, prepares them satisfactorily for their secondary education.

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	4
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	3
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

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How effective is the provision?

Where teaching is good, it is characterised by the teachers' good knowledge of the subject and by well-paced and interesting lessons. Teachers use effective techniques to check pupils' understanding, for example by using well-targeted questions. Where teaching is satisfactory, the work is not as well matched to pupils' learning needs and sometimes lacks challenge. Marking and the quality of verbal feedback to pupils is inconsistent and does not always help pupils to know how well they are doing and how to improve their work. Teaching assistants provide a good contribution to pupils' enjoyment and levels of concentration. There are positive relationships and the pupils develop good attitudes to their learning.

The curriculum supports pupils' personal development well through effective personal, social and health education. This is particularly so through the success of the 'Chesterfield Learning Journey' which combines a variety of curriculum activities and is designed to allow pupils a strong voice in choosing topics of interest to them. This broadens the pupils' experiences and helps them to bring literacy and numeracy skills to bear across the curriculum. This system is closely monitored by the school's leaders to ensure a broad and balanced range of learning experiences and to confirm that the curriculum meets the needs of all the pupils. Learning is successfully adapted to meet the diverse needs of pupils in the special classes with a variety of learning and behavioural difficulties. As a result, these pupils concentrate well, enjoy their learning and make good progress. Extra activities, such as after-school clubs, are popular and have a high take up by pupils.

The school's strong emphasis on promoting the pupils' emotional well-being results in pupils feeling secure and well looked after. Safeguarding arrangements are good. There are good partnerships with a range of outside health and social care professionals which support pupils effectively. Pupils whose circumstances have made them vulnerable and those who arrive later during the school year are well supported. Attendance is closely monitored and the school does all it can to reduce absence. When pupils get ready to leave the school they and their parents, where appropriate, are helped by the school's parent support advisers to make a successful transfer to secondary 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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The executive headteacher has been pivotal in establishing a clear vision and in leading significant change and improvement. She has recruited and trained a committed and enthusiastic leadership team which is proving ever more successful in monitoring

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standards throughout the school. The team is aware of the need to raise teaching standards further. The governing body supports and challenges the school effectively, for instance in ensuring that all aspects of safeguarding, child protection, risk assessment and the necessary checks on staff are carried out to a good standard. Leaders at all levels consistently hold the school to account. They make sure that all pupils have equal access to all learning opportunities and they are making determined efforts to narrow the gap in attainment between some minority ethnic groups who are currently not making the same levels of progress as most pupils.

Relations with parents are good. Parents report that school leaders keep them well informed of their child's progress. Collaboration with the partnership school is having a positive impact on curriculum development, expertise and standards in teaching and on the pupils' social and cultural development. For example, joint singing sessions for the pupils of both schools are greatly enjoyed by the pupils and help develop a strong spiritual awareness as they all strive together to produce a polished sound. The school develops pupils' understanding of community cohesion satisfactorily. Pupils have a good understanding of the school and of the local religious and ethnic community, but their knowledge of the national and global community is more limited.

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	3
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Although children enter the setting with skills which are well below those expected for their age, they quickly start to make good progress and by the time they leave the Early Years Foundation Stage, they are approaching average levels. The good teaching ensures that the children make good progress and that their needs are met across the areas of learning. There are good links with parents and carers who are encouraged to be involved

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and supported where necessary, in helping their child's learning. Parents and carers receive detailed, ongoing reports of their child's progress.

There are high expectations of the children's learning, personal development and behaviour. The staff are well organised and enthusiastic and have a good understanding of how young children learn. As a result, the children are well cared for, show positive attitudes to their work and have the confidence to initiate activities as well as follow well-established routines. Adults have good relationships with the children and inspire confidence and success. Safeguarding arrangements are secure. Teachers and additional staff plan and work well together and the provision is well led and managed. ♦

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 school and its leaders clearly enjoy the confidence and support of most parents and carers who returned the questionnaire. A number of individual comments praised the quality of care and support and the effectiveness of teaching and the leadership. A very small minority raised concerns about behaviour and about how well the school leaders take account of suggestions and concerns. Inspectors followed up these concerns. The pupils' behaviour was found to be good and much improved from previous years. The school acknowledges that there is always more to be done to welcome the suggestions and address the concerns of all parents and carers. ♦

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 154 completed questionnaires by the end of the on-site inspection. In total, there are 833 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	52	69	45	5	3	0	0
The school keeps my child safe	66	43	83	54	4	3	0	0
My school informs me about my child's progress	62	40	83	54	5	3	0	0
My child is making enough progress at this school	61	40	80	52	9	6	1	1
The teaching is good at this school	52	34	94	61	5	3	0	0
The school helps me to support my child's learning	58	38	77	50	14	9	0	0
The school helps my child to have a healthy lifestyle	48	31	94	61	7	5	1	1
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)	57	37	76	49	9	6	0	0
The school meets my child's particular needs	44	29	87	56	13	8	0	0
The school deals effectively with unacceptable behaviour	41	27	87	56	16	10	2	1
The school takes account of my suggestions and concerns	42	27	81	53	15	10	0	0
The school is led and managed effectively	44	29	93	60	6	4	0	0
Overall, I am happy with my child's experience at this school	60	39	79	51	9	6	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.



11 February 2011

Dear Pupils

Inspection of Chesterfield School, Enfield EN3 6BG

Not long ago my colleagues and I visited your school. We really enjoyed meeting you and talking to you in our meeting and in the classrooms. Chesterfield is a satisfactory school with some good features, although there are some things it can still do better. This is what we found:

- you are starting to make good progress in your work and in learning about how to keep safe, about a healthy lifestyle and becoming part of your community You develop your personal skills well ♦
- you behave well and you always try to make amends when you slip up! Most of you come to school as often as you can
- your lessons are interesting and you have interesting trips and visits to look forward to. You have good shared experiences with Bowes School. I enjoyed listening to you singing together. These experiences help you to be more confident and take responsibility for your own safety and behaviour
- you are safe and well looked after. All the adults take care to make sure you are secure and able to learn wellyour headteacher and her staff run the school well.

To make the school even better, I have asked the teachers to use the details they have about how you are getting on in lessons to give you clearer learning targets, to provide work that is just at the right level for each of you and to give you more guidance as to how you can improve your work. A few of you do not come to school as often as you should and I want teachers to try even harder to make sure that some of you attend school more often.

You can all help the school to get even better, of course by always working hard and behaving well.

Yours sincerely

Mel Blackband

Lead inspector

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