

# Chingford CofE Voluntary Controlled Infants' School

Inspection report

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<b>Unique Reference Number</b>	103084
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	355310
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	Ruth McFarlane

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

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	180
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Dooks
<b>Headteacher</b>	Tessa Darlow
<b>Date of previous school inspection</b>	5 June 2008
<b>School address</b>	King's Road Waltham Forest London E4 7EY
<b>Telephone number</b>	020 8529 7601
<b>Fax number</b>	020 8523 9165
<b>Email address</b>	school@chingford-inf.waltham.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and seven teachers were seen. Meetings were held with the Chair of the Governing Body, staff and pupils. Inspectors observed the school's work and looked at a range of school documentation including policies, safeguarding arrangements and the school improvement plan. They looked at data showing pupils' progress over the last three years, and pupils' current work. The inspection team analysed 90 questionnaires from parents and carers, and questionnaires completed by staff.

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

- Has the school successfully overcome the apparent decline in attainment in writing?
- Are the needs of the more able, and the gifted and talented, being fully met?
- What benefits are evident that can be traced to the federation arrangements?
- How well do middle managers contribute to school improvement?

## Information about the school

This small infant school is federated with the neighbouring junior school and shares the headteacher and the governing body. It serves pupils from mainly White British heritages, although many different minority-ethnic heritages are represented. A below-average but increasing proportion of pupils are known to be eligible for free school meals, as is the proportion who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is also below average, but increasing. These are mostly speech and language difficulties or moderate learning difficulties. The school has Healthy Schools Status and a number of awards including the Artsmark. The Early Years Foundation Stage comprises two classes of Reception-age children. A breakfast club is provided, run by the governing body and part of this inspection.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Chingford Church of England Voluntary Controlled Infants' School provides a satisfactory standard of education. Pupils' achievement is satisfactory and their attainment by the end of Year 2 is average.

- Teaching and the curriculum are satisfactory and lead to pupils' satisfactory learning and progress.
- About a third of the teaching and learning is good, fully engaging and challenging pupils, and none is inadequate. In the less successful lessons, tasks are not well matched to the different abilities, teachers' expectations are occasionally not high enough, tasks are over-directed by teachers, and pace is sometimes not brisk enough, with too long spent listening to the teacher and recapping points already learned. Over time, this has slowed progress, especially for the more able in writing.
- The curriculum has some good aspects, recognised in awards, such as the Artsmark and Healthy School Status. These have a strong impact on pupils' spiritual, moral, social and cultural development and their thorough understanding of healthy lifestyles.
- Curricular planning does not always provide enough challenge for the gifted and talented and the more-able pupils, including for children in the Early Years Foundation Stage. Staff have undertaken appropriate training, and the governing body offers relevant expertise, but there are too few opportunities for pupils to learn and practise higher writing skills and extend their writing. Therefore, pupils achieve fewer higher levels in the teacher assessments in writing than can reasonably be expected, given their starting points.
- The school has a warm and welcoming ethos, built up from the emphasis on good care, guidance and support. In consequence, pupils enjoy school, their personal skills develop well and their attendance is high. Good partnerships with outside agencies bring in expert help appropriately to meet the needs of pupils, for instance those with special educational needs and/or disabilities.
- The federation brings a number of strengths: shared expertise has improved assessment techniques and joint planning assures appropriate variety and balance in the curriculum. Frequent links between the schools and a shared headteacher enable pupils to look forward to junior school life with confidence.
- Children's progress in the Early Years Foundation Stage is held at satisfactory for a number of reasons. These include inconsistency in planning for inside and outside activities, a lack of clarity among staff as to the leadership of the Early Years Foundation Stage, and daily arrangements that reduce the ease with which parents and carers can be fully involved in their Reception-age children's learning.

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- Leaders and managers work satisfactorily to improve outcomes for pupils and are overcoming successfully the decline in attainment and progress that emerged after the previous inspection. This is particularly evident in reading and mathematics. However, checks on the quality of the curriculum, teaching and learning, by the governing body, leaders and managers, are not robust enough. Middle managers currently have only a satisfactory influence on the drive for improvement because the process of self-evaluation is not shared well.
- The positive impact of action taken so far, the correctly identified priorities, and the teamwork evident demonstrate that the school has satisfactory capacity to improve.

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?**

- By September 2011, improve planning in the Early Years Foundation Stage to accelerate children's learning and development to good by:
  - improving the use of the outside area
  - ensuring that inside and outside activities are planned with more structure to reinforce the taught sessions
  - ensuring that parents and carers are assisted to be more fully involved in their children's learning
  - providing tasks that extend learning for the more able and the gifted and talented.
- By January 2012, improve good and better teaching to at least 80%, and accelerate pupils' progress to good, especially in writing, by:
  - ensuring teachers match work to pupils' needs consistently, particularly for the more able and the gifted and talented pupils
  - improving the pace and stimulation of all lessons to fully engage and motivate pupils
  - ensuring teachers' expectations of pupils are always high enough and that tasks ignite imagination and provide good challenge
  - increasing the opportunities for extended writing
  - ensuring that pupils spend a greater proportion of each lesson actively engaged in their own work.
- By April 2012, improve governance, leadership and management and accelerate improvement by:
  - clarifying responsibility for the leadership of the Early Years Foundation Stage
  - ensuring the full contribution of staff and members of the governing body to self-evaluation
  - ensuring that monitoring activities identify points for improvement that are focused on pupils' progress and followed up promptly.

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## Outcomes for individuals and groups of pupils

**3**

Children enter the school with skills and abilities in line with national expectations. They achieve satisfactorily. Pupils make satisfactory progress throughout the school because they engage willingly with the learning opportunities provided, especially enjoying the sporting and creative activities. They discuss actively and sensibly and they take care over their work. The few pupils at an early stage of learning English as an additional language make satisfactory progress because of the individual attention they receive. For example, individuals were seen making sound progress in developing listening skills and knowledge as a result of caring one-to-one support. Pupils with special educational needs and/or disabilities make progress in line with everyone else in the school because their needs are identified accurately and appropriate individual targets are checked regularly with parents and carers. Those who are known to be eligible for free school meals are carefully monitored to ensure they are helped to learn. They make equivalent, satisfactory progress. On the occasions when tasks are well matched to their ability, the more able and the gifted and talented make accelerated progress.

Pupils say they enjoy school and the high attendance rates confirm this. Pupils take on some roles of responsibility, for instance in the school council, although meetings are infrequent. Pupils' spiritual, moral, social and cultural development is good and is a strong characteristic of this inclusive school. Pupils possess a satisfactory understanding of the community in which they live and a strong understanding of right and wrong. Their understanding of communities beyond their local neighbourhood is developing appropriately.

Pupils say that they feel safe and know who to call on if they need to, which they report is rare. In such cases, they are confident that their teachers act promptly and effectively. All pupils have a good understanding of how to stay healthy. Behaviour is good because pupils conduct themselves well in lessons and around the school. They are polite and respectful to each other, staff and visitors. As one parent or carer commented, similar to others, 'The school fosters an environment of respect for others and encourages the children to be kind and polite.'

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Arrangements for care, guidance and support are well organised and make a good contribution to pupils' learning and personal development. Pupils' welfare is promoted thoroughly through the good levels of care they receive from the moment they arrive. The school's work to improve attendance has met with success. Pupils feel ready to move on to their junior school. As one put it, 'It's part of our big family.'

The curriculum provides a satisfactory range of learning experiences which meet pupils' needs adequately overall and is taught satisfactorily. This leads to pupils' satisfactory outcomes. The effective programme of personal, social and health education contributes positively to their good personal skills. The good resources in information and communication technology are used satisfactorily to support learning. Interesting extra-curricular activities, such as gardening and golf, enrich pupils' experiences. Curricular planning is satisfactory and includes appropriate cross-curricular experiences. Arrangements for the gifted and talented and the more able, while satisfactory, are not fully developed.

In the best lessons, pupils make good progress. For example, in a Year 2 lesson on shapes, space and measures, pupils were given different investigative tasks, mental, physical and visual, well matched to their abilities. This helped them understand quarter-turns. Teaching assistants are often well directed to support learning. In response to a whole-school initiative to improve marking, teachers' verbal and written comments are

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good, and offer pertinent suggestions that help pupils to improve their work. However, in some lessons, often for writing, pupils are given identical tasks whatever their ability and extension work is sometimes not well thought out.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Senior and middle leaders maintain satisfactory drive and ambition to bring about improvements. Their monitoring is not detailed enough to raise the quality of teaching swiftly and to make sure all pupils make the best possible progress. This is because the feedback to teachers does not offer enough specific guidance on how to improve. Middle leaders have made a substantial contribution this year to the development plan. They identified a broad range of priorities but most of the criteria for success are not precise enough to measure. Although the headteacher's self-evaluation accurately rates the school's current overall effectiveness, it is not shared widely enough. As a result, a majority of the staff have an incomplete view. This leads to satisfactory, rather than good, improvement in pupils' progress, at present.

The governing body makes a satisfactory contribution to improving what the school achieves for its pupils because it includes a core of skilled and dedicated members who support the school. The system of linking with classes has a positive effect on their understanding and challenge to the school. Attention to safety is good and an example of the successful partnerships, because professional expertise is brought in to advise the governing body as necessary. Safeguarding arrangements are implemented well and staff checks are thoroughly recorded. Pupils and their parents and carers feel strongly that the school keeps them safe. The school's engagement with parents and carers is satisfactory overall with some good informative features offered, such as a recent interactive e-safety and mathematics evening.

Provision for some groups is sometimes uneven, but outcomes for all pupil groups are satisfactory overall. This means the school promotes equality of opportunity satisfactorily. The school tackles discrimination appropriately by teaching pupils about their rights and responsibilities, and helping them to value differences and to respect people from different backgrounds. The promotion of community cohesion is satisfactory. The school has an appropriate understanding of its religious, socio-economic and cultural context, and action is underway for pupils to develop a good understanding of communities in the wider world. As a result of pupils' satisfactory outcomes, the school provides satisfactory value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter Year 1 with average attainment, representing satisfactory progress and achievement. They are helped to develop and learn satisfactorily because the adults have the necessary knowledge of the requirements and guidance. Relationships between children and adults are good and promote an atmosphere of enjoyment and growth. The environment is secure and bright, helping the children to feel safe. Planning is satisfactory. The learning opportunities are sufficiently challenging to enable the children to make satisfactory progress in all areas of learning. Activities devised for the more able and for those who are gifted and talented are not always challenging enough to fully extend their independent learning skills. Learning opportunities are attractively laid out inside and outside, but the outdoor area is not used well enough. Overall, not enough of the activities that children can choose for themselves are linked to the key learning sessions grouped around the teacher. During the inspection, the majority of the activities chosen by the children were not structured enough and their involvement was not assessed by staff frequently enough to promote rapid progress.

Leadership and distribution of responsibilities for the Early Years Foundation Stage are not clearly defined, but is satisfactory overall because all staff promote the children's welfare, learning and development appropriately. However, the arrangements at the start and the end of the day do not fully involve parents and carers, reducing the effectiveness of the home/school links for children of this age.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

A higher proportion of parents and carers than usual responded to the questionnaire. They were strongly positive in their praise of what the school does, with almost all questions rating over 90% agreement. In their comments, parents and carers expressed the belief that their children enjoy school. Most parents and carers indicated that they are happy with what the school has to offer. A few indicated a concern about behaviour. During the inspection, pupils' behaviour was well managed and was consistently good. A few parents and carers felt their children were not making enough progress and felt that the school does not take account of their suggestions and concerns. They suggested there might be a shortfall in provision for the more able and the gifted and talented. Inspectors judged outcomes to be satisfactory overall, but asked the school to accelerate progress to good for all pupils.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chingford C of E Voluntary Controlled Infants' 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 180 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	74	21	23	0	0	0	0
The school keeps my child safe	61	68	28	31	0	0	0	0
My school informs me about my child's progress	49	54	38	42	3	3	0	0
My child is making enough progress at this school	49	54	33	37	4	4	0	0
The teaching is good at this school	56	62	29	32	1	1	0	0
The school helps me to support my child's learning	51	57	35	39	2	2	0	0
The school helps my child to have a healthy lifestyle	41	46	44	49	1	1	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)	34	38	42	47	2	2	0	0
The school meets my child's particular needs	42	47	42	47	1	1	0	0
The school deals effectively with unacceptable behaviour	34	38	47	52	5	6	1	1
The school takes account of my suggestions and concerns	39	43	43	48	5	6	0	0
The school is led and managed effectively	47	52	40	44	2	2	0	0
Overall, I am happy with my child's experience at this school	61	68	27	30	1	1	0	0

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

## Glossary

### What inspection judgements mean

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

### Overall effectiveness of schools

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

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

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



1 April 2011

Dear Pupils

**Inspection of Chingford Church of England Voluntary Controlled Infants' School, London E4 7EY**

Thank you for being so friendly, courteous and welcoming to us during our recent inspection of your school. We enjoyed observing you in class and listening to your views about the school.

The inspectors judge that your school is satisfactory. That means some things are fine and others could be better. You told us that you enjoy school and you feel very safe there. Your school is very caring and supports you. You are well prepared for transfer to the junior school and know that the headteacher is the same in both schools! That makes you feel safe, too.

You make satisfactory progress but some of you could go a bit faster in your work. We have asked your school to:

- help the children in the Reception classes to learn by planning activities more carefully inside and outside, and helping parents and carers to be more fully involved with their child's learning
- help the older children learn and enjoy work even more by making sure all the lessons focus on you doing the activities, not the teacher
- make sure the activities in lessons are just right for your ability, that they make you think a bit harder to make faster progress, especially in writing, and especially for those of you who find learning easy.

We have asked those staff who lead the school to make sure they check how the school is doing in more detail so that they can help things get better, quicker.

All of you can help by continuing to work hard and enjoy school as much as you say you do now.

Yours sincerely

Ruth McFarlane

Lead inspector

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