

# Chingford Hall Primary School

## Inspection report

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<b>Unique Reference Number</b>	103064
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	355305
<b>Inspection dates</b>	22–23 March 2011
<b>Reporting inspector</b>	Glynis Bradley-Peat

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Laurance Wedderborn
<b>Headteacher</b>	Patricia Davies
<b>Date of previous school inspection</b>	18 October 2007
<b>School address</b>	Burnside Avenue Chingford E4 8YJ
<b>Telephone number</b>	020 8527 7433
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, observed eight teachers and held meetings with the headteacher, senior leadership team, teaching staff, governors and pupils. They observed the school's work and looked at pupils' books. They checked documents including the school improvement plan, systems for tracking pupils' progress, safeguarding documentation and school policies. They also analysed information from 89 questionnaires from parents and carers, in addition to those received from staff and pupils.

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

- What the current rates of progress are and the attainment of the pupils in Years 2 and 6.
- Whether the latest figures demonstrate above-average attendance and what steps the school takes to ensure good attendance.
- What the key features of teaching are which promote evidently outstanding progress.
- How leaders and managers have made such demonstrable improvements since the time of the last inspection.

## Information about the school

This is a slightly smaller than average sized primary school but the number of pupils on roll is increasing steadily. The proportion of pupils known to be eligible for free school meals is much higher than average. The percentage of pupils from minority ethnic groups and the number who speak English as an additional language are well-above average. The proportion of pupils with special educational needs and/or disabilities is above average. The needs of these pupils are mostly related to speech and language difficulties and specific learning needs.

The school works in collaboration with two other schools. The school holds a number of awards including Healthy School status and the Activemark. The provision for two- year- old children and a breakfast and after-school club is not run by the school's governing body and is subject to a separate 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?**

**1**

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

**1**

## Main findings

The tenacious and talented leadership of the headteacher and her senior team have ensured that standards have risen sharply since the time of the last inspection and are now significantly above average. Achievement is outstanding. Children get off to an excellent start in the Early Years Foundation Stage and make exceptional gains in their learning in a very short space of time. Throughout the rest of the school, progress continues to accelerate and is very impressive; pupils meet and exceed highly challenging targets. This extraordinary progress is reflected by national data which show the school as being consistently in the top 1% of schools in both English and mathematics. Much has been achieved since the last inspection. This is because of a candid and robust approach to evaluating the work of the school and those within it. Self-evaluation procedures are extremely thorough and ensure an unrelenting focus on standards and achievement, and a drive for excellence at all levels. All areas for improvement identified at the time of the previous inspection have been tackled successfully. This, coupled with a dedicated, highly talented staff, means that the school has considerable capacity for further, sustained improvement. Leaders are never complacent and continually seek ways in which they can improve pupils' life chances.

Brilliant displays adorn the school which demonstrate the high level of pupils' skills. Art and design and technology work is an outstanding feature. The creativeness of the outstanding curriculum shapes the high quality of teaching seen during the inspection. The school provides variety and enrichment so that there is always something to motivate and enthuse every pupil. Teaching is entirely captivating. Excellent questioning techniques prompt pupils into using their speaking skills extremely well. This is why those pupils who speak English as an additional language make rapid progress in developing their language skills. Pupils work together in pairs and groups in a mature way and focus very well on the tasks set. This is because teachers' classroom management is excellent and pupils' energy is channelled effectively. High expectations coupled with meticulous planning mean that all pupils achieve as well as they possibly can, including those with learning difficulties and those most able.

The school has developed many links with a variety of institutions which benefit pupils' learning. This enables pupils to join in events which prepare them well for the next stage in their education. Along with their high level of basic skills, pupils are prepared outstandingly well for their future. Attendance is now above average because leaders have engaged exceptionally well with parents and carers. The emphasis leaders have put on the link between attendance and achievement has paid dividends and a clear plan of action for supporting those who attend least well is in place. The impact is already evident as the attendance continues to improve.

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## What does the school need to do to improve further?

- Build upon the work already done to raise attendance to the highest possible level by:
  - further evaluating actions taken to improve attendance and continuing to act rigorously on the findings.

## Outcomes for individuals and groups of pupils

**1**

A large proportion of pupils enter the school with exceptionally low skills for their age but by the time pupils reach the end of Year 6, the percentage of pupils gaining the higher levels in national tests is significantly above average. No groups of pupils underachieve. Pupils with special educational needs and/or disabilities receive expert support which enables them to take huge strides successfully towards their targets. Those starting school who speak little English make splendid gains in their learning. One pupil who spoke no English in September wrote an excellent piece of writing in his exercise book which told the story of his life in Chingford Hall so far and how much he had learnt. Confidence in learning is promoted by inspirational teaching and is supported by high-quality relationships. In an excellent Year 6 literacy lesson boys took risks and contributed exceptionally well to class discussion. They could hardly wait to set pen to paper and, when they did, the quality of their writing was high. Spontaneous peer assessment ensured that pupils challenged each other to improve their work. In another outstanding lesson in Year 1, pupils' language development was promoted exceptionally well through drama and role play. They talked excitedly about what would happen to Jack when he climbed up the beanstalk.

Pupils' contribution to the community is excellent. They assume numerous responsibilities in school, some of which link highly effectively with keeping themselves and others safe. The team of junior accident prevention officers, playground monitors and a high level of confidence that any concerns will be swiftly addressed promote high levels of self-assurance. Pupils' high levels of participation in events such as 'let's get cooking' have resulted in parents and carers changing their shopping habits. Ambassadors monitor and challenge the contents of packed lunch boxes. Their knowledge of what makes a healthy lifestyle is excellent. The acquisition of Healthy School status and the Activemark demonstrates the school's commitment to developing pupils' healthy lifestyles. Spiritual, social, moral and cultural development is outstanding. For example, an injured animal found on the premises was treated and brought back to health by fund raising directly organised by the pupils.

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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>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Teaching and learning are outstanding in every way. Teachers take a pride in planning comprehensive and stimulating work for pupils. This results in high-quality lessons which pupils thoroughly enjoy. Teachers employ a wide range of activities in all classes which keep every pupil engaged and interested. Interactive whiteboards enhance learning greatly because teachers are highly skilled at getting the best from them. Teachers offer high-quality verbal and written feedback as a matter of course to pupils so that they know what they must do next time to make their work better. Pupils know and use their targets to help them improve their work. In one lesson, pupils described to an inspector why targets are important and how they found them helpful. They are encouraged to assess each other's work and evaluate it. Teaching assistants support pupils extremely well. They are thoroughly briefed by teachers who involve them in all aspects of the lesson. This helps all pupils to achieve and contributes much to their success.

The curriculum is outstanding because it is highly creative and very flexible. It provides each and every child with the chance to excel. Extra-curricular activities and clubs are very well supported and pupils say how much they enjoy them. The school has forged strong links with other educational establishments, the local church and sports centres to name but a few. The staff and pupils have benefited greatly from these links, as evidenced by the superb work on display made by pupils during regular visits by 'resident' artists.

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Outstanding care, guidance and support underpin the exceptional personal outcomes of the pupils. They relish coming to school and their behaviour is excellent at all times. They are responsible, mature young people who show genuine concern for one another. All staff are very committed to ensuring the safety and welfare of the pupils in their care. Pupils' academic progress is painstakingly tracked to make sure that all pupils do as well as possible and that underachievement is spotted early on and tackled. Targets are set, met and exceeded because pupils know what these are and strive to achieve them.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leadership and management are outstanding; the headteacher and her team are unrelenting in their drive for continual improvement and are never complacent. Their enthusiasm for the school is infectious and, as a result, all staff, parents and carers as well as the pupils share the vision for the future of the school. Teamwork features highly in all that leaders and managers do. Monitoring of the quality of teaching and learning is exceptionally rigorous and involves staff at all levels who carry out their duties effectively. The school's evaluation of its performance is absolutely accurate. All staff are aware of the school's many strengths and where they can enrich provision even further because they evaluate their subject areas exceptionally well.

Governors play a full role in all walks of school life and are rightly proud of how much the school has achieved. However, even in such a successful school, they realise the importance of holding it to account for its work. Community cohesion is promoted exceptionally well and the work of the school has ensured that it is at the centre of the Chingford Hall community. In addition it has a marked impact on the wider community through links with a school in Wimbledon and another in Melbourne, Australia. The school knows clearly, through its outreach work with a variety of partnerships, how to engage parents and carers highly effectively for mutual benefit; examples include workshops for parents and carers and 'English as a second language' classes. The school ensures equal opportunities for all, as excellent teaching and learning narrow any gaps between groups of pupils highly effectively. Rigorous and effective methods to combat discrimination ensure pupils and all staff respect each other's views. All safeguarding requirements are in place and procedures are known by all staff. Checks on adults who work in the school are carried out regularly and rigorously.

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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>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

When children start in the nursery, their skills are low when compared to those typical of most three-year-olds. Despite this, they settle into life in the Early Years Foundation Stage quickly because of the very warm and caring relationships between adults and children. The stimulating and vibrant learning environment promotes children's curiosity and they begin to make rapid progress, developing a thirst for learning. In recent times, children's level of skills by the time they start Year 1 has been rising, with a higher than average proportion of children working at the level expected nationally in 2010. Children's outstanding progress reflects outstanding leadership and management.

Children's personal, social and emotional development is outstanding. This is because all adults take every opportunity to encourage children to understand routines and boundaries. This results in excellent manners and polite, courteous behaviour. Staff diligently ensure that children learn in a safe and secure environment. The Early Years Foundation Stage provides an excellent balance of opportunities for children to learn both independently and under the direct guidance of adults. Many group activities rightly focus on developing speech and language. Children participate confidently in role play. During the inspection, children dressed up as Goldilocks and the three bears and not only remembered the story and what they had to say, but also put real feeling and intonation into their lines. The quality of the learning was quite exceptional and the enjoyment was plainly evident. Adults work very well together to assess children's progress. They record their achievements accurately by way of a variety of media in 'Super books' and plan future steps in learning. Consequently, new learning builds extremely effectively on what children can already do. This promotes their rapid progress and ensures that planned activities challenge children and promote excellent learning.



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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>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Almost half the parents and carers returned the questionnaires and almost all of these were extremely positive about the school. The overwhelming majority were in agreement with all the statements posed on the questionnaire; consequently, the level of disagreement was extremely low. Very few parents and carers made additional comments. A very few parents and carers feel that unacceptable behaviour is not dealt with effectively. Inspectors found behaviour and its management to be outstanding.

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

Ofsted invited all the registered parents and carers of pupils registered at Chingford Hall 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 89 completed questionnaires by the end of the on-site inspection. In total, there are 225 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	82	14	16	1	1	0	0
The school keeps my child safe	57	64	30	34	2	2	0	0
My school informs me about my child's progress	57	64	30	64	2	2	0	0
My child is making enough progress at this school	57	64	31	35	1	1	0	0
The teaching is good at this school	61	69	27	30	1	1	0	0
The school helps me to support my child's learning	60	67	25	28	3	3	0	0
The school helps my child to have a healthy lifestyle	59	66	27	30	3	3	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)	52	58	29	33	1	1	0	0
The school meets my child's particular needs	53	60	34	38	2	2	0	0
The school deals effectively with unacceptable behaviour	56	63	30	34	1	1	1	1
The school takes account of my suggestions and concerns	51	57	32	36	4	4	0	0
The school is led and managed effectively	59	66	27	30	2	2	0	0
Overall, I am happy with my child's experience at this school	65	73	23	26	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.**



24 March 2011

Dear Pupils

**Inspection of Chingford Hall Primary School, Chingford, E4 8YJ**

Thank you very much for making our recent visit to your school such a memorable one. We enjoyed talking to you all and were very interested in what you had to say. We thought you were very well behaved, polite and thoughtful. We were pleased to see so many smiling faces. You quite clearly enjoy attending school. We were particularly pleased to hear about all the ways you contribute to ensuring things run smoothly in your school. Those of you who check the packed lunches do an important job and we were pleased you knew which foods were healthy. We were also impressed by the work of the junior accident prevention officers, well done!

We enjoyed watching you learn very much. You were able to participate in some excellent lessons because your teachers have very high expectations of what you can achieve. They plan interesting and exciting lessons for you. Some of the youngest children acted out the story of 'Goldilocks and the three bears'. We loved the way you spoke with gruff voices and Goldilocks' wig was very beautiful.

Your headteacher and her team of teachers also work hard to ensure that you all do as well as you can. That is why we think your school is outstanding; that means it is pretty super. It has made huge improvements since the last time inspectors visited it. There is only one thing which needs a bit of attention to make it better and that is attendance. I know your school has taken lots of action to improve attendance and it has been successful. However, it could still be even better. All of you can help with this too by always attending school whenever you can.

Once again, it was a pleasure to visit your school and we wish you all the very best for the future.

Yours sincerely

Glynis Bradley-Peat

Lead inspector

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