

# Chase Side Primary School

## Inspection report

---

<b>Unique Reference Number</b>	101984
<b>Local Authority</b>	Enfield
<b>Inspection number</b>	376651
<b>Inspection dates</b>	12–13 October 2011
<b>Reporting inspector</b>	Brian Netto

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

---

<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>	478
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Lewis
<b>Headteacher</b>	Sally Quartson
<b>Date of previous school inspection</b>	14–15 January 2009
<b>School address</b>	Trinity Street Enfield EN2 6NS
<b>Telephone number</b>	020 8363 1120
<b>Fax number</b>	020 8366 9522
<b>Email address</b>	headteacher@chaseside.enfield.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	12–13 October 2011
<b>Inspection number</b>	376651

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This inspection was carried out by four additional inspectors. They visited 20 lessons or part lessons, and observed 16 teachers. They met with the headteacher, senior and middle leaders, members of the governing body, parents and carers, and pupils. They observed the school's work, and looked at school development plans, records of pupils' progress, pupils' work, policies, minutes of meetings and self-evaluation documents. They received and analysed 126 questionnaires from parents and carers.

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

- The achievement of current pupils, particularly higher-attaining pupils and pupils with special educational needs and/or disabilities.
- The impact of teaching and teachers' use of data on the progress of pupils.
- The effectiveness of middle and senior leaders in ensuring at least good progress for all pupils.

## Information about the school

Chase Side Primary is a larger than average school, with a higher percentage of boys than girls. The school's population is becoming increasingly diverse, with the majority of pupils coming from a range of minority ethnic groups; the largest single ethnic group is White British. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is around the national average. Mobility is relatively high with a higher than usual number of pupils transferring to and from the school other than at the planned time of admission. The school has received a number of awards including Healthy School status, Investors in People and the International Schools Award.

**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?**

**2**

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

**2**

## Main findings

Chase Side is a good school. It has many outstanding features, particularly in the care, guidance and support it provides for all its pupils, especially those facing challenging circumstances and those who have special educational needs and/or disabilities. Pupils make good progress, because of the well-targeted support which they receive and the excellent partnerships with specialist agencies. Children get off to a flying start in the warm and welcoming Early Years Foundation Stage and make outstanding progress, particularly in their personal development. Pupils' broadly average and rising attainment demonstrates that this is an improving school. However, the progress of some pupils, particularly in writing, has been slow in recent years. The school is now making a concerted effort to tackle this issue but pupils are not achieving as well in English as they are in mathematics.

The positive lead provided by the headteacher has resulted in a strong, cohesive leadership team, and the development of effective systems for monitoring and evaluating the school's performance. However, at present, the use of assessment and tracking information by middle leaders is inconsistent. Close partnerships with the local authority and other partners have contributed to the drive to raise attainment, and have also offered good opportunities for staff development. The school responded well to a recent review by the local authority, implementing strategies to improve the quality of teaching. It has also made effective improvements to the recommendations from the last inspection. Self-evaluation is rigorous and thorough, and the school has a good capacity to improve.

The governing body has a good understanding of its role in supporting and challenging the school. Governors are reflective and well informed, and use their skills to support school improvement and self-evaluation. As part of the very high quality care for pupils, extremely robust systems are in place to ensure their safety. The school council and the eco-council provide opportunities for pupils to engage in discussions and activities which help to develop the school. The school provides excellent opportunities for pupils to participate in sporting activities, including a wide range of after-school clubs, daily exercise, a weekly whole-school dance exercise which does much to promote enjoyment for all, and a good adoption of healthy lifestyles. This is reflected in the Healthy School award. The behaviour of the pupils is good and often they make an outstanding contribution to learning. The few instances of challenging behaviour are managed well by the school. There is a strong sense of community within the school, and community cohesion is promoted extremely well. The pupils' spiritual, social, moral and cultural development is outstanding; pupils are

**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

confident and articulate, and take every opportunity to celebrate and embrace the diverse cultural and religious ethos of the school and local community. They feel extremely safe and have an excellent awareness of how to keep safe. Pupils enjoy coming to school, and staff encourage high expectations, and as a result, attendance is high. As one parent said, 'My son loves attending and always has a huge smile still at the end of the session.'

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

- Raise attainment in English at Key Stage 2 to national averages by July 2012 by:
  - increasing the proportion of good and outstanding lessons in literacy
  - improving writing skills, especially for higher-attaining pupils.
- Ensure that all middle leaders make consistent use of accurate assessment and tracking information to promote pupils' progress.

## Outcomes for individuals and groups of pupils

**2**

In the past, the achievement of pupils in English, especially in writing, has been lower than in mathematics. However, improvements in the quality of teaching, more accurate assessments of pupils' needs, and a sharply focused intervention programme are helping to narrow gaps in achievement. In 2011, attainment in mathematics was above the national average. The school's latest data suggest that pupils currently in Year 6 are well placed to achieve their challenging targets. In the best lessons, skilful questioning by the teacher helps pupils to improve their understanding. Activities are varied and challenging, and closely match the needs and interests of the pupils. However, higher-attaining pupils need further challenge to ensure they achieve the levels they are capable of in writing.

Children enter the Nursery with skills which are well below age-related expectations, but make outstanding progress through the Reception Year because they are provided with a wide range of stimulating experiences. Pupils with special educational needs and/or disabilities achieve well because they are fully integrated into the life of the school and are well supported. Similarly, those that join the school at other than the usual times are helped to settle quickly and make as much progress as their peers thereafter.

Pupils willingly take on responsibilities across the school, and are actively involved in fundraising and community projects. Many take part in sporting activities and enjoy physical exercise. Pupils say they feel extremely safe in the school, and pupils from a wide range of cultures and religions mix well and enjoy learning about their similarities and differences. Diverse heritages are celebrated through some

**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

exceptional displays and murals around the school.

A strong drive to improve attendance has resulted in high attendance and low numbers of pupils who are persistently absent. Many pupils participate in the breakfast and after-school clubs.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The majority of teaching is now securing good progress. A positive learning environment and strong relationships, where pupils are known as individuals, enable good participation from the pupils and increasing independence in their learning. However, teaching, particularly of literacy, is not fully consistent across the school or within the same year groups. In a few lessons, the pace of learning is too slow, and work is not matched closely enough to the abilities of the pupils, which limits their progress. Pupils' skills in writing are underdeveloped, and the most-able pupils are not always stretched. Marking is consistently good and supports pupils to identify what they do well, and how they can make improvements to their work.

A well-planned and imaginative curriculum is making a good contribution to learning. This is supported by an extensive and varied after-school programme which has high levels of participation. Pupils talked vividly about their experiences of visits to

---

<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

**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

contrasting locations in England; as one pupil said about an adventure visit, ‘This was a good place to face your fears.’

The school provides an extremely welcoming and caring environment, and a range of personalised support enables all pupils to benefit, particularly those whose circumstances may make them vulnerable and those who join at irregular times. Outstanding partnerships with external agencies provide highly effective support for pupils with challenging behaviour and those who are more vulnerable. Care, guidance and support underpin the school’s extremely inclusive ethos. Pupils and parents and carers fully appreciate the well-organised and extremely secure environment provided.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Under the dynamic and motivational leadership of the headteacher and her able leadership team, effective steps have been taken to ensure that pupils’ progress is assessed accurately, particularly in Key Stage 1. As a result, pupils’ needs are more readily identified, and action to raise attainment and accelerate progress is already having a positive impact on pupils’ achievement. Inspectors agreed with the view of one parent who said, ‘The head has a clear vision and articulates this well to parents through opportunities for children, events and communication forums.’ Some middle leaders have only recently been appointed, and their roles in the school’s monitoring and evaluation programme are not fully established.

Governance is good and rapidly improving. The governing body supports and challenges the school in a measured way. Its members make a strong contribution to promoting a caring ethos and to the pupils’ personal development and well-being, particularly in terms of ensuring that safeguarding procedures are highly effective. The safeguarding of pupils is an extremely high priority for everybody at the school and excellent procedures are embedded in the life of the school.

All staff feel valued and make a positive contribution to an improving school. This is reflected in the school’s Investors in People accreditation. The school’s commitment to promoting equality of opportunity and eradicating discrimination is reflected in the caring ethos and the focus on developing all aspects of pupils’ development. In this

**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

highly inclusive school, equality of opportunity is effectively promoted, so that all pupils achieve well and gaps in achievement between different groups of pupils are closing.

The school makes a very strong contribution to community cohesion. Links with local community associations, businesses and schools in contrasting parts of England ensure that pupils’ awareness of the diverse nature of the United Kingdom is fully appreciated. These have been enhanced by international links with a school in the Azores. The school has received the International Schools Award as a result of its work.

Partnerships with external agencies are strong, particularly in supporting the needs of pupils whose circumstances have made them vulnerable. The school has taken a lead role in developing teaching across the local authority. The school has worked hard to encourage parent and carer participation, for example through parent forums. Parents commented very positively about the subject evenings which have helped to support home learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</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>2</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>2</b>

## **Early Years Foundation Stage**

The Early Years Foundation Stage provides an outstanding start to the children’s experience at Chase Side. Children enter the Nursery with skill levels well below typical expectations, but the majority make exceptional progress. As a result, they reach close to average levels of attainment in some areas of their learning by the time they enter Year 1. A key strength is the focus on personal and social



**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

development. Transition arrangements mean that children integrate and settle well in a new environment. The care, guidance and support for the children are outstanding. Adults know them as individuals, routines are well established and so they are kept extremely safe. The fully integrated unit encourages children to develop independence and choice, with carefully focused adult interventions. Leadership is outstanding as all adults work effectively as a team. Planning takes account of the children’s interests and well-targeted assessment ensures that the majority of children make significant gains in their learning.

*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**

A small minority of parents and carers returned the questionnaire. The majority of those who did were very positive in their responses. A small number raised concerns about communication, about how the school is helping to prepare their children for the future, and how the school meets their needs. During the inspection, inspectors found communication with parents and carers to be good, and evidence on achievement demonstrated that the needs of all pupils are met.

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

Ofsted invited all the registered parents and carers of pupils registered at Chase Side 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 126 completed questionnaires by the end of the on-site inspection. In total, there are 478 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	72	30	24	3	2	0	0
The school keeps my child safe	98	78	27	21	0	0	1	1
The school informs me about my child’s progress	58	46	63	50	3	2	0	0
My child is making enough progress at this school	62	49	53	42	5	4	0	0
The teaching is good at this school	79	63	41	33	1	1	0	0
The school helps me to support my child’s learning	66	52	50	40	5	4	0	0
The school helps my child to have a healthy lifestyle	64	51	60	48	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)	61	48	43	34	5	4	1	1
The school meets my child’s particular needs	60	48	50	40	6	5	0	0
The school deals effectively with unacceptable behaviour	58	46	53	42	5	4	2	2
The school takes account of my suggestions and concerns	55	44	53	42	5	4	1	1
The school is led and managed effectively	69	55	44	35	1	1	1	1
Overall, I am happy with my child’s experience at this school	79	63	41	33	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



14 October 2011

Dear Pupils

### **Inspection of Chase Side Primary School, Enfield EN2 6NS**

Thank you for your friendly welcome and for talking to us when we visited your school recently. We enjoyed our visit very much, and we were particularly impressed by how you are developing as young people. This is what we found about your school.

Chase Side is a good school where you make good progress because you enjoy your lessons and your teachers teach you well. They plan interesting lessons which help you learn many different things. You told us that you particularly enjoyed the visits you made to other parts of England.

Here are some of the strengths of your school.

- You are very happy at school, enjoy coming and attend very regularly.
- You feel extremely safe, and your parents and carers agree with this.
- You have extremely good personal skills and enjoy contributing to the school.
- You have an excellent understanding of people who live in your local community and those who live in communities that are different to your own.
- The youngest children get off to an excellent start in the Early Years Foundation Stage and are looked after very well.
- Those of you who find learning hard get extra help and do well.

We have asked the headteacher and her staff to make things even better by ensuring that even more of your lessons help you all to make good progress, particularly in your writing. We have also suggested that those teachers who are in charge of subjects and areas become more involved in keeping an eye on how well you are all doing.

We know that you will all enjoy the new dining room once it is finished, and wish you the very best for the future.

Yours sincerely

Brian Netto  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**