

Chesterfield School

Chesterfield Road, Enfield, EN3 6BG

Inspection dates 23–24 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well because they are taught well in all classes. By the end of Year 6 they reach average standards in writing and mathematics, and above average standards in reading.
- Teaching is good and some is outstanding. In most lessons, teachers show that they expect pupils to do their best and behave well. Teachers' planning is good.
- Pupils from different groups, including disabled pupils and those with special educational needs, make good progress. Their needs are understood and they receive good support.
- Provision in the Nursery and Reception classes is outstanding. From starting points that are well below those typical for their age, children make outstanding progress.
- Pupils receive good advice on how to improve their work. Teachers' spoken feedback and written comments are acted upon by pupils and this supports their good progress.
- Behaviour is good, in lessons and around the school. Pupils feel safe, have positive attitudes towards school and enjoy learning.
- The executive headteacher provides inspirational leadership, ably supported by the school's team of leaders, managers and the governing body. They share a common vision and ensure that the school continues to improve. The leadership manages teaching outstandingly well.
- Governors have a deep understanding of the school and provide high levels of challenge to ensure that the school keeps on improving.

It is not yet an outstanding school because:

- Not enough pupils, particularly the most able, reach the higher National Curriculum levels in tests in English and mathematics because work set is not always challenging enough for them.
- Teachers do not always give pupils opportunities to find things out for themselves and use their initiative. This occasionally limits progress because pupils are too dependent on teachers' instructions.

Information about this inspection

- Inspectors observed 38 lessons, six of which were joint observations with school leaders. In addition, the inspection team made a number of other short visits to observe one-to-one support and small-group booster sessions.
- Inspectors also watched a school assembly.
- Inspectors listened to pupils read and met with four different groups of pupils. They spoke with two school governors, a local authority representative and school staff, including senior and middle leaders.
- Inspectors took account of the 27 responses to the online Parent View survey when carrying out the inspection, and also spoke to parents and carers who were bringing their children to school. Responses to the school's own staff, parent and pupil questionnaires were also considered.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, planning and monitoring documents, and records relating to behaviour, attendance and safeguarding.
- Inspectors observed the breakfast activities in classes and visited the breakfast club which is run by the governing body.

Inspection team

Aune Turkson-Jones, Lead inspector	Additional inspector
Neil Gillespie	Additional inspector
Ann Short	Additional inspector
Peter Thrussell	Additional inspector

Full report

Information about this school

- The school is much larger than most primary schools and became part of a federation in partnership with another primary school in the area in April 2012. The two schools share one governing body and are led by an executive headteacher, who is a National Leader in Education.
- The majority of pupils are from minority ethnic groups and the proportion who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of those supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for looked after children and those known to be eligible for free school meals, is well above average.
- Provision for children in the Early Years Foundation Stage is in the Nursery and Reception classes.
- The breakfast club on site is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school uses its own facilities to teach pupils and also makes use of the additionally resourced provision, run by the local authority on the school site, for pupils with complex needs. At the time of the inspection, there were eight pupils on roll in this provision.
- The school does not make use of any alternative provision.

What does the school need to do to improve further?

- Improve teaching and achievement so that it becomes outstanding, by:
 - making sure that the work set in lessons is always hard enough for all of the pupils, particularly the most able
 - creating more opportunities for pupils to find things out for themselves and show initiative, so that they can make even more rapid progress.

Inspection judgements

The achievement of pupils is good

- Children joining the school in the Nursery class have skills which are well below the levels expected for their age. They make outstanding progress through the Early Years Foundation Stage because teachers and adults plan together and encourage them to develop confidence and independence in their learning.
- Pupils make good progress through the school and by the end of Year 6 are reaching average standards overall. Occasionally, a few of the most able pupils do not make the progress which they are capable of when the work set is not challenging enough.
- Parents, carers, and pupils say that progress is now good. Gaps are closing between girls and boys. Pupils known to be eligible for free school meals also achieve well. Their average points score is in line with others' nationally, and their best achievements are gained in reading and in writing. In school the difference in points between those eligible and other pupils is reducing and is getting closer to that seen nationally. Extra funding through the pupil premium is used well to provide targeted support in school.
- Standards of reading overall are average with several years exceeding this for their age. The more-able pupils in Years 2 and 6 read fluently and with good expression, demonstrating skill levels above those expected for their age. Less able pupils in these years show a secure grasp of the principles of reading and how they have been taught to cope with unfamiliar words. Pupils speak happily about their enjoyment of reading. Year 1 pupils achieve higher than average results in the national phonics test.
- Disabled pupils and those who have special educational needs receive good quality support and achieve well as a result. Additional funding to provide adult support for smaller groups has been effective in promoting pupils' success in learning.
- Pupils in the specialist resource unit receive good support and achieve as well as other pupils with special educational needs during their time in the school.
- The achievement of pupils from minority ethnic groups is similar to other pupils' and is now good. Those who speak English as an additional language also make good progress, because the school identifies their needs early on and provides appropriate support. The school is also active in working with parents and carers and organising activities to encourage them into school. The Turkish 'school' held weekly is a good example of this.
- All pupils make at least good progress in lessons. In a few of the lessons observed, progress was outstanding. Pupils are keen learners and rise to the challenges set for them by their teachers. In a typical science lesson, pupils had to carry out their own investigations to find out and explain how air pressure works. They enjoyed the chance to be independent and think for themselves, quickly grasping essential, investigative skills.

The quality of teaching is good

- Lesson observations, work seen in pupils' books and the school's own records show that good teaching over time enables pupils to make good progress and achieve well. In the majority of lessons, teaching is consistently good. This evidence also shows that teaching has improved over time, and is now outstanding in a few lessons.
- Teachers plan together carefully, taking account of what pupils already know, understand and can do. This ensures that tasks are usually suitably demanding for most pupils and engage the interest of both boys and girls, and motivate them well. Occasionally the most able pupils are given work that is not demanding enough for them, and this can limit their progress.
- The school provides good support for disabled pupils and those who have special educational needs. Pupils benefit from the two nurture groups and the class in the specialist resource provision. Their progress is carefully tracked and considered when matching support to their individual needs. All pupils receive high-quality support from teachers and dedicated teaching assistants at the right level for them within lessons and in one-to-one or small-group activities.

This approach particularly helps those pupils who speak English as an additional language to make the same good progress as others in their classes.

- Activities in lessons are increasingly varied, particularly when pupils learn about different topics. Teachers use information and communication technology (ICT), visual aids and a range of paired and group activities so that pupils can be more actively involved in their learning. Their resulting motivation and enjoyment of learning contribute to their good progress.
- In the small number of lessons where teaching is outstanding, teachers are very effective in creating opportunities for pupils to develop their thinking, apply ideas and find things out for themselves. However, this is not widespread across the school and often pupils are overly dependent on the teacher for direction.
- Marking across the school is good, and pupils say that they value this as it helps them to know how to improve and to reach their targets. Pupils' responses to teachers' comments help their progress.

The behaviour and safety of pupils are good

- Pupils are typically polite and well behaved around the school. They hold doors open and volunteer to help others without being asked to. They respond well in class, especially when teaching is good, and show positive attitudes to learning.
- The parents and carers who responded to Parent View, and staff who completed the school questionnaires, agree that behaviour in lessons and around school has improved.
- Pupils are proud of their school community and the older ones speak positively about how the atmosphere has changed for the better. They treat each other with mutual respect and are tolerant of each other's differences. Pupils take on the roles of buddies, trained mentors, ambassadors and school councillors and apply for work experience 'jobs' within the school. 'Having a voice and being able to make decisions to improve the school are important', as one of the Year 6 ambassadors said.
- Staff manage pupils' behaviour consistently well across the school and this has contributed directly to the calm and positive atmosphere in the school. Behaviour is not yet outstanding because pupils do not manage their own behaviour to a high enough standard without the need for adult intervention.
- Bullying is rare and dealt with effectively when it occurs. Pupils understand risk and know about different types of bullying and how to keep themselves safe, especially on the internet. There are few racist incidents and discrimination is not tolerated.
- Attendance has improved and is now in line with the national average. The school has been active in raising attendance and the appointment of a parent support adviser has helped to tackle unauthorised absence and strengthen contact with families who struggle to ensure their children attend regularly.

The leadership and management are outstanding

- The executive headteacher has been highly successful in helping to transform the school, and in establishing and communicating a clear vision of improvement. School leaders work together with a great sense of passion and commitment, and their high expectations are reflected throughout the school.
- Leadership roles have evolved and strengthened and several of the school's leaders have moved across from the outstanding partner school. The powerful working partnership between the two schools has played a key role in accelerating the improvements seen, especially in the Early Years Foundation Stage. Staff responses were unanimously positive and praising of the leadership team.

- The school reviews all aspects of its work thoroughly and acts quickly to address any gaps so that the pace of improvements is not hampered. School development plans are realistic and sharply focused. They illustrate well the school's ambition to seek ongoing improvement, and plans to raise standards are linked to close monitoring of the quality of teaching, learning and progress.
- Leaders make sure that the way they check on teachers' performance links directly to whole-school priorities, the impact on pupils' progress and, in turn, staff salaries. Only outstanding teachers are considered to be eligible for some additional pay allowances. This has raised the quality of teaching in the school, including the proportion of good and better lessons.
- Good staff training and the appointment of achievement leaders for each year group have led to marked improvements across the school, and has strengthened teaching and planning, as well as teachers' marking and assessment of pupils' work. This means that the staff are more skilful in adapting work to suit the needs of individuals and groups. This is especially noticeable in the school's approach to teaching phonics (the sounds that letters make) and in developing pupils' writing.
- Pupils are taught a broad and interesting range of subjects. These are enhanced by planned activities which provide memorable experiences and create opportunities for pupils to prepare for life beyond school. Pupils enjoy the different themes and topics they study, which are often chosen by themselves and driven by their own interests.
- Equal opportunities are rigorously promoted. No pupil, regardless of background or need, is denied access to anything the school has to offer. Leaders ensure that there is no discrimination against any pupil.
- The school promotes pupils' spiritual, moral, cultural and social development well. It has strong links with the local community and with its partner school in a different part of the borough.
- The local authority has supported the school very well. It has contributed to improvements in teaching, and its assessments of teaching and learning have contributed to the overall rise in the quality of teaching. Support is now at a low level.
- Safeguarding meets current government requirements and is effective. The school carries out the necessary checks on staff to ensure their suitability to work with children. All staff have undergone training at the required levels.

■ **The governance of the school:**

- Governors work exceptionally well in close partnership with the school and the local authority. Members of the governing body are highly skilled and have been instrumental in strengthening the alliance of the two schools and aligning their systems so that there is cohesion and clarity of vision. They ensure that financial resources are efficiently managed, for example in the way that pupil premium money is spent on providing additional teaching support for pupils, appointing a parent support adviser and even contributing to the school minibus so that all pupils have access to trips and visits. Governors see that targets to improve the performance of staff are checked carefully and that teachers' pay is linked to how well pupils are doing. Governors' monitoring includes regular visits to check directly on key areas of the school's work such as achievement, the quality of teaching and leadership and management. This helps them to have a good working knowledge of the school's strengths and what still needs to improve, and is supported by training to improve their own. Governors also ensure that the breakfast club is well run.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	131528
Local authority	Enfield
Inspection number	406439

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	900
Appropriate authority	The governing body
Chair	Tom Sheldon
Executive Headteacher	Sarah Turner
Date of previous school inspection	10 February 2011
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