

Chase Lane Primary School

York Road, Chingford, London, E4 8LA

Inspection dates 16–17 July 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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. From low starting points, by the end of Year 6, they have caught up with most eleven-year-olds in reading, writing and mathematics.
- Teaching is good and increasingly outstanding. In the majority of lessons, teachers set suitably demanding activities and pupils receive good written and verbal advice on how to improve further.
- Pupils from different groups, including disabled pupils and those with special educational needs, achieve well, as a result of the skilled support they receive.
- Pupils' behaviour, attitudes to learning and respect for each other are good. They feel safe, are very proud of their school and contribute strongly to the positive atmosphere.
- School leaders and governors share a common determination to ensure that the school continues to improve. Leaders have been successful in improving the quality of teaching and as a result, standards of reading, writing and mathematics have risen.
- Children in the Nursery and Reception classes are well taught. They make good progress because teachers and adults enable them to learn on their own and enjoy their learning.

It is not yet an outstanding school because

- Pupils are not given enough opportunities to develop the necessary skills to take responsibility for checking their own work and progress.
- Teachers do not always encourage pupils to talk about their targets and ensure that they know how to reach them.

Information about this inspection

- Inspectors observed 31 lessons, two jointly with the headteacher and deputy headteacher. In addition, they made a number of short visits to observe support and small-group sessions for pupils at risk of falling behind.
- Inspectors visited all of the classes and also looked in on the breakfast club.
- Inspectors listened to pupils read and met with two different groups of pupils. They spoke with the Chair of the Governing Body and a representative from the local authority. They also spoke to school staff, including senior and subject leaders.
- Inspectors noted the views of 53 parents and carers who responded to the online Parent View survey and spoke to parents and carers who were bringing their children to school. They also noted the contents of five letters and one email received during the inspection.
- The inspection team reviewed the responses to 37 staff questionnaires completed during the inspection.
- Inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' current progress, planning documents, checks carried out by leaders on the school's effectiveness, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector	Additional Inspector
Peter McCarthy	Additional Inspector
Angela Podmore	Additional Inspector
Janet Watson	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The majority of the pupils are from minority ethnic groups and the proportion that speaks English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs supported at school action and 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, those known to be eligible for free school meals and pupils with a parent in the armed forces, is also above average.
- The breakfast club 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.

What does the school need to do to improve further?

- Enable pupils to make even more rapid progress by:
 - making sure that there are more opportunities for pupils to check their own and others' work, so that they take more responsibility for improving their work
 - ensuring that teachers encourage pupils to talk about their targets and become more confident in their understanding of how to achieve them.

Inspection judgements

The achievement of pupils

is good

- Pupils make good progress through the school and by the end of Year 6 are reaching standards which are edging ahead of most eleven-year-olds. School information and current work inspected indicate that pupils are on track to improve further in both Key Stages 1 and 2 in 2013.
- Pupils known to be eligible for pupil premium funding achieve well across the school. In the past they were a year behind their classmates in English and mathematics and two and a half terms behind national figures. The gaps have closed considerably and current Year 6 pupils are a month ahead in writing, slightly behind in mathematics and a term behind in reading. The additional funding is used effectively to provide extra support, and a Saturday school which is popular among the pupils.
- Pupils' standards of reading have risen over recent years and are now above average by the time they reach Year 6. Pupils express their enthusiasm for reading as a great source of enjoyment. Less-able pupils in Year 2 and Year 6 have gained the necessary skills for reading, and Year 1 pupils were particularly successful in the annual phonics (the sounds letters make) screening check.
- Writing standards have improved; pupils have good opportunities to write at length, practise their handwriting and develop grammar and sentence structure as they move through Key Stage 1. This has enabled them to reach higher levels in their work and make good progress by the end of their time in school.
- In numeracy, pupils learn to apply their skills well when studying different topics. This enables them to further develop their problem-solving and investigation skills which in turn contribute to raising their achievement.
- Disabled pupils and those who have special educational needs receive good-quality support and achieve well as a result. Additional funding to provide specialised adult support for individuals and smaller groups daily has been highly effective in promoting these pupils' success.
- The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language also make good progress because the school identifies their language needs early on, and provides good support from a team of staff, which includes teachers and specialist teaching assistants.
- Achievement is not yet outstanding because pupils are not yet skilled enough in evaluating their own work so that they know how to boost their achievements even further and drive their learning forwards.

The quality of teaching

is good

- Good teaching over time has enabled pupils to make good progress and achieve well. Although teaching is improving strongly, particularly in English and mathematics, there is not enough that is consistently outstanding to ensure all pupils make outstanding progress in all classes and subjects.
- Teachers and teaching assistants work closely and increasingly plan together well, carefully taking account of what pupils already know, understand and can do. This ensures that activities are suitably demanding for most pupils, engage their interest and motivate them.
- Disabled pupils and those who have special educational needs receive high-quality support from teachers and specialist teaching assistants at the right level for them within lessons and in one-to-one or small-group activities. Their progress is carefully checked.
- Teachers are not always effective in linking activities with learning targets and checking that all pupils understand exactly what is expected of them and how they can achieve greater success. Most pupils understand their targets for different subjects but do not always check them when reviewing a piece of work. They are motivated to achieve their best.
- Children begin to develop their reading and writing skills well across subjects from the time they

enter the school in the Nursery and Reception classes. This close attention to speech and language helps them to overcome early barriers to learning and make good progress.

- Pupils are adept and confident in discussing aspects of literacy and in a Year 5 booster class, pupils greatly enjoyed writing verses in the style of Lewis Carroll, making up their own 'nonsense' words and performing them for the class with great expression.
- Homework is set regularly and pupils know what is expected of them. They are happy with the amount they receive, and see how it helps them to continue to achieve their best and build on what they have learned. They value the regular weekly homework club.
- Marking is good in most lessons and subjects and teachers encourage pupils to respond to marking comments and correct their work. This shows teachers how well they understand.

The behaviour and safety of pupils are good

- Parents, carers and staff who expressed an opinion agreed that behaviour in lessons and around school is good. Pupils are polite and generally well behaved, and respond well when teaching is good or better, and show positive attitudes to learning.
- Pupils are proud of their school; they treat each other with mutual respect and are tolerant of each other's differences.
- Staff manage pupils' behaviour consistently well across the school and, added to the high regard which they show for pupils, this has contributed directly to the calm and positive atmosphere in the school. Behaviour is not yet outstanding because pupils do not always manage their own behaviour to a high enough standard without the need for adult intervention.
- There are few instances of bullying, and these are dealt with effectively by staff. Pupils understand risk and know about different types of bullying and how to keep themselves safe on the internet. Pupils who are trained as peer mediators help to support others to resolve their own conflicts, before turning to an adult for help. There are few racist incidents and discrimination is not tolerated.
- Pupils willingly take on responsibilities such as school councillors, playground buddies and train as play leaders, supporting younger pupils at breaks and lunchtimes.
- Attendance has improved and is consistently above average because the school has been active in maintaining the profile of attendance and inviting families into school to discuss together the important link between attendance and achievement. The school uses the services of other professionals to tackle unauthorised absence and school leaders visit families who struggle to ensure their children attend regularly. The breakfast club has had a positive impact on attendance and punctuality to school.
- Pupils say that they feel very safe in school. If they have any concerns, they say that there are several adults and also 'worry boxes' they can turn to for help, which provide excellent care and discrete support.

The leadership and management are good

- The headteacher and school leaders have successfully continued to improve the climate in school to one where pupils are keen and determined to succeed. They have been successful in raising standards of reading, writing and mathematics across the school as leadership roles have evolved and strengthened. Leadership and management are not yet outstanding because newly appointed leaders have not yet had sufficient time to maximise their impact in raising standards even further. Staff are unanimously positive and praising of the leadership team.
- School leaders have improved the quality of teaching by skilfully developing individual teachers' practice, enabling them to attend appropriate training courses and using senior leaders to support as coaches and mentors. The school reviews all aspects of its work regularly and has developed good systems to track and monitor pupils' progress. Leaders act quickly to address any gaps in pupils' learning and make sure that the pace of progress is not hampered. Plans to

raise standards are linked directly to the checking of teaching and learning and pupils' 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. This has raised the quality of teaching and pupils' learning.
 - Pupils enjoy the different subjects they study and many involve themselves in additional clubs and activities. Special events and trips, such as the Year 6 camping trip to Hampshire, provide inspiring and memorable experiences, which help to boost pupils' environmental awareness and develop good levels of spiritual, moral, social and cultural awareness. Pupil premium funding enables those who are eligible to participate in a wide range of activities and also provides free access for them. This has helped pupils to feel more settled and be more fully included in the life of the school and has secured their good progress.
 - Equal opportunities are rigorously promoted. No pupil, regardless of background or need, is denied access to anything the school has to offer. The school ensures that all necessary checks are made to keep pupils safe at all times and fully meets current safeguarding requirements.
 - The local authority has supported the school well. It has contributed to improvements in the quality of teaching and learning over time and has helped to develop the skills of school leaders.
 - **The governance of the school:**
 - Governors have developed their skills and capacity to be more challenging of school leaders in the pursuit of raising standards. They have gained the support of a national leader in governance, reviewed their own practice and devised a detailed plan to ensure that the school continues to improve. They have a good understanding of information on pupils' progress, and use the very latest available to make comparisons with other schools. Governors are committed to enhancing their own skills and focused training lies at the heart of their continued development. They make regular visits to check directly on the quality of teaching and have approved the appointment of a senior leader with a specific responsibility for teaching and learning. Governors ensure that financial resources are efficiently managed, including pupil premium funding, the creation of smaller classes and the deliberate appointment of retired school leaders to support the learning of pupils at risk of falling behind. Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They check that the breakfast club is well run and that safeguarding meets requirements.
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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	103032
Local authority	Waltham Forest
Inspection number	421258

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	713
Appropriate authority	The governing body
Chair	Donna Saby
Headteacher	Carolyn Houstoun
Date of previous school inspection	9 November 2010
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