

# Chingford CofE Primary School

King's Road, London E4 7EY

## Inspection dates

29–30 January 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- School leaders, governors and staff share a vision that aims for pupils to achieve their best. There is an honest and open culture among leaders, who continually seek ways to improve their practice.
- Disadvantaged pupils have not achieved as well as others over the past three years. A high number did not reach the expected standard or progress well from their starting points. Current evidence shows that most disadvantaged pupils now make good or better progress.
- Leaders and governors carefully monitor the use of additional funding. Resources are targeted to enable pupils with special educational needs (SEND) to achieve well, both academically and personally.
- All staff receive high-quality training. They value opportunities to improve their teaching practice and gain a greater understanding of the barriers faced by some pupils. As a result, teaching is good.
- Writing and mathematics are established well across the curriculum. Pupils develop a love of reading because it is promoted throughout the school.
- The curriculum is broad and stimulating. It is planned well for all year groups. They are taught to care about their world, and to make a positive difference as citizens. However, the content in different curriculum subjects does not enable the most able pupils to work at greater depth.
- In the early years, the proportion of children achieving a good level of development is above the national average. Phonics is taught well. The outdoor space for learning is not as well managed as the indoor classroom.
- Pupils are very proud of their achievements, which are celebrated widely across the school through displays and assemblies, and through the medals which pupils love to wear. The majority of pupils attend school well.
- Pupils' behaviour is good, both in lessons and at lunchtimes. Leaders and all staff teach pupils to be respectful. Inclusive values are evident in every aspect of school life.
- Safeguarding is effective.

## **Full report**

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

- Ensure that more effective use is made of the outdoor space for the early years through better planning and monitoring.
- Develop and deliver curriculum plans that challenge the most able pupils to work at greater depth, in all subjects.
- Ensure that the quality of teaching and learning leads disadvantaged pupils to sustain good progress.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Leaders have worked hard since the previous inspection to improve the quality of education. Their self-evaluation is accurate. Attention has been focused on key priorities such as improving attendance and boys' writing. There is clear evidence that leaders' actions are having a positive impact on improving outcomes for pupils.
- Senior leaders take actions to address any achievement gaps for disadvantaged pupils and pupils with SEND. Leaders consider the needs of each pupil when designing support programmes. These include catch-up classes for reading, writing and mathematics together with a range of activities to raise pupils' self-esteem. Work in books, conversations with pupils and observations of intervention classes show that pupils with SEND make good progress from their starting points.
- Teachers feel well supported and staff morale is high. All staff receive a broad programme of professional development and training, which is often provided in partnership with other schools. As a result, the quality of teaching has improved across the school.
- Pupils are taught a broad and balanced curriculum, which gives them a wide range of opportunities for learning about the world. They acquire good knowledge, understanding and skills in a range of subjects. The curriculum contributes well to pupils' spiritual, moral, social and cultural development. The teaching of religious education is a strength and is supported by visits to places of worship. This deepens pupils' knowledge and understanding. There is more work for leaders to ensure that the wider curriculum provides sufficient challenge for the most able pupils.
- Equality of opportunity and diversity are promoted well. Leaders and staff recognise and challenge prejudiced behaviour. Pupils have a good understanding of fundamental British values and celebrate living in a diverse society.

### Governance of the school

- Governors bring a wide range of skills to the school. They have an accurate understanding of the quality of teaching, learning and assessment. Governors scrutinise school information on pupils' progress and are rigorous in holding leaders to account for the effectiveness of additional funding. They provide strong support and challenge to the leadership team, and seek continuous self-improvement in carrying out their duties.
- Governors contribute well to keeping pupils safe in school. They review safeguarding practices at every full governing body meeting. Governors are trained in safer recruitment and attend school events on e-safety.

### Safeguarding

- Leaders and staff ensure that the school is a safe place for everyone. The school's checks on visitors are thorough. Staff know how to keep children safe in school and

have a good understanding of the risks that pupils face in the wider community. Staff receive regular updates on safeguarding and follow the school's systems for supporting pupils who may be vulnerable. Leaders ensure that record-keeping is accurate and that pupils who need help are identified and supported swiftly.

- Parents and carers have confidence in the school's safeguarding practices. Pupils said that they feel safe at school and know how to keep themselves safe.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching, learning and assessment is good. Teachers plan well to cover knowledge, understanding and skills across all subjects. Senior and subject leaders monitor the curriculum content, delivery and outcomes through regular book scrutiny and learning walks. Leaders work with partner schools in Waltham Forest to compare standards of pupils' work and share best practice. As a result, there is a consistency in the assessment of reading, writing and mathematics across the school.
- Pupils behave well in all lessons because teachers reinforce high expectations for good behaviour and regularly reward pupils when they work well. Pupils are keen to do their best. Classroom displays and pupils' books reflect the pride they take in producing quality work. Pupils who struggle with good handwriting are supported to improve their presentation.
- Questioning and feedback is used effectively to check pupils' understanding and deepen their thinking. Evidence in pupils' books shows that feedback is effective in helping pupils to correct their work and consolidate their ideas. However, pupils are not always challenged to work at greater depth.
- Support for pupils with SEND is an area of strength across the school. Learning support assistants are highly effective. They work alongside the class teacher or lead groups outside the classroom. Shared planning and feedback ensures that resources are well matched to the ability of the pupils. Intervention programmes are focused, time-specific and reviewed regularly to measure their impact. Relationships between adults and pupils are positive and nurturing. As a result, pupils are more confident and make good progress.
- Teachers provide good opportunities for pupils to develop their writing and mathematical skills across the curriculum. For example, in history, pupils use Venn diagrams to compare the lives of Rosa Parks and Nelson Mandela and are taught to write in a diary style. In science, pupils practise report writing and then develop this skill further in literacy lessons.
- Pupils read fluently across the school and are encouraged to develop a love of reading. Book corners are exciting and stimulating; books are well matched to the ability of the children. For younger children, the teaching of phonics is highly effective in enabling them to tackle unfamiliar words. Reading records reflect the strong and effective partnerships between home and school in developing pupils' reading.
- Feedback to parents is offered regularly and in a variety of ways. This provides parents with opportunities to be well informed about their child's progress and know how to support their learning at home. Examples include termly parents' evenings, 'stay and

read', 'stay and play maths' mornings and the headteacher's weekly drop-in for parents.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are provided with a wide range of activities to pursue healthy lifestyles. From Year 1, every child runs a 'daily mile'. The school uses its sports funding to hire specialist coaches who run a range of lunchtime clubs. The school has achieved national awards for its participation in competitive sports and for its development of Year 6 pupils as sports ambassadors.
- Leaders prioritise the emotional well-being of all pupils. Understanding one's own and others' emotions is taught explicitly through the personal, social, health and economic (PSHE) programme. Pupils have use of a sensory room where they can reflect and manage their feelings. Staff are well trained to support pupils who may have experienced trauma in their lives. Specialist therapists successfully support pupils who have significant barriers to their learning.
- Pupils understand British values and can use personal experiences to describe why they are important. Pupils experience democracy through the school council and have opportunities to vote on issues that are important to them. School assemblies on the dangers of crime and use of knives have helped pupils to understand the concept of the rule of law. Pupils understand individual liberty and mutual respect. They are taught to respect differences and value each other's views.
- Through assemblies, class discussions and e-safety lessons, pupils are taught how to keep themselves safe online and in the wider community.

### Behaviour

- The behaviour of pupils is good.
- Pupils value their education and most pupils attend school every day. Attendance information is monitored weekly. This helps leaders to act swiftly and support any pupils whose attendance is of concern. The home-school liaison team supports families where persistent absence is a problem. Case studies show that interventions have resulted in some pupils improving their attendance by an average of one day per week.
- Pupils understand the school's positive behaviour system. They said that it helps them behave well and rewards them for demonstrating the school's values and code of conduct. School information demonstrates that incidents of poor behaviour in lessons or at lunchtimes are rare.
- Pupils recognise that bullying sometimes occurs and said that it is dealt with swiftly by adults. Pupils also stated that they should not be bystanders and watch bullying happen. Pupils understand that they have an active role to play in promoting inclusive

behaviour. During lunchtimes, pupils were observed inviting others, who were not part of any social group, to play with them.

## Outcomes for pupils

**Good**

- Overall attainment in reading, writing and mathematics at the end of key stage 1 and 2 has remained significantly higher than the national average over the past three years. Within this picture, only a third of disadvantaged pupils achieved the expected standard. None achieved the higher standard at key stage 2. Achievement for disadvantaged pupils at the end of key stage 1 has been better, but is still below the national average. School leaders have prioritised closing the achievement gaps for disadvantaged pupils this year. The school's performance information indicates that progress is improving this year. This view is supported by work in pupils' books.
- Published test results suggest that, in recent years, pupils have made average progress in writing and mathematics with better progress made in reading. Leaders have taken successful action to extend and deepen pupils' writing skills. This has had a positive impact on pupils' enthusiasm for writing, especially boys. During the inspection, some of the most able writers took part in a workshop with a young author, who acted as a positive role model and inspired pupils to develop their writing skills. In mathematics, the implementation of a new approach to mastering concepts is helping all pupils to problem-solve and work at greater depth.
- Outcomes for disadvantaged pupils and pupils with SEND are improving. Most now make good or better progress from their starting points.
- Year 6 pupils are well prepared for life at secondary school through a church-funded programme and visits to local high schools. Pupils in Year 2 are prepared for transition to key stage 2: during the summer term, they spend Friday lunchtimes in the junior school, and have regular opportunities to meet their new teacher. Pupils with SEND receive excellent transitional support through their education, health and care plans. They are integrated well into school life, sometimes after a period in different settings, and are supported to move onto their next school.

## Early years provision

**Good**

- Early years provision is effective. Some pupils arrive with particular weaknesses in speaking and listening skills, and in fine motor skills. However, due to carefully planned provision, children with lower starting points catch up quickly. The proportion of children who achieve a good level of development is above the national average.
- Additional funding is used effectively so that support for vulnerable and disadvantaged children is put into place swiftly. External specialists provide children with support. Sensory interventions are in place to help children to manage their feelings and develop their ability to focus on learning.
- Children are provided with opportunities to develop their writing skills through role play and directed teaching activities. Learning journals show the development of children's writing and mathematical skills, including the additional challenge for most-able children. Learning journals also capture the range of children's experiences through

their first year at school. Examples include writing a letter to the Queen, and celebrating Diwali and Remembrance Day.

- The outdoor space is not used to its full potential because resources are not always attractive or in good condition. Activities are not planned sufficiently well to develop children's learning in the outdoor space.
- Phonics is taught well. Children develop a love of reading because adults share stimulating stories and provide many opportunities for children to practise reading and develop their writing skills.
- Parents are involved and engaged in their child's learning. They are informed of their child's progress through regular open mornings and afternoon reading sessions. The school offers parent workshops on supporting early mathematics and phonics at home. Parents say that they value these opportunities to support their child's learning.
- All safeguarding and statutory welfare requirements are fully met. Staff ensure that children feel safe and secure.

## School details

Unique reference number	103084
Local authority	London Borough of Waltham Forest
Inspection number	10086003

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

Type of school	All-through primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	The governing body
Chair	Toby Prosser/Saffron Hillier
Headteacher	Lindsey Lampard
Telephone number	020 8529 7601
Website	<a href="http://www.chingfordcofe.org.uk">www.chingfordcofe.org.uk</a>
Email address	<a href="mailto:school@ccofe.waltham.sch.uk">school@ccofe.waltham.sch.uk</a>
Date of previous inspection	7–8 March 2017

## Information about this school

- Chingford Church of England Primary opened in April 2014 when the infant and junior schools of the same name amalgamated. It is a larger than average-sized primary school.
- The majority of pupils come from a White British background.
- The proportion of pupils with SEND is above the national average.
- The proportion of children looked after or previously looked after is above the national average.
- The proportion of disadvantaged pupils is above the national average.
- The school provides breakfast and after-school clubs.



## Information about this inspection

- Inspectors observed pupils working in 38 lessons, including learning walks. All observations were carried out jointly with members of the school's leadership team. They looked at work in pupils' books and listened to pupils read across a range of ability and year groups.
- Inspectors also observed pupils during an assembly, playtime, lunchtime and as they moved around the school.
- Meetings were held with school leaders, teaching and support staff, and governors. A telephone discussion was held with a representative from the local authority.
- Inspectors looked at a wide range of documents provided by the school. These included the school's self-evaluation and development plan, the school's internal data, plans for the use of pupil premium funding, sport premium and curriculum plans.
- Inspectors analysed the single central record and considered documents showing how the school keeps pupils safe.
- The views of parents were taken into account through discussions at the beginning and end of the school day, and through analysis of the 88 responses to the Ofsted online survey, Parent View. Staff views were considered by analysing 20 responses to the staff questionnaire and through interviews with a selection of staff and middle leaders. The views of pupils were considered through interviews with members of the school council, a cross-section of pupils and through analysis of the 75 responses to Ofsted's pupil survey.

## Inspection team

Angela Tempany, lead inspector

Her Majesty's Inspector

Alison Martin

Ofsted Inspector

David Bryant

Ofsted Inspector

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