

# Inspection of Churchfield Primary School

Latymer Road, Edmonton, London N9 9PL

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Inspection dates: 22 and 23 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

This is a friendly and welcoming school which pupils are proud to be part of. Leaders are ambitious and have high expectations for pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard and want to do well.

Leaders use a range of well-planned strategies to support pupils' wider development. Sports and arts are at the heart of school life. At breaktimes, pupils enjoy a wide range of sporting and physical activities. Leaders organise opportunities for pupils to perform and display their talents. Pupils spoke about the confidence and joy they felt when performing termly poetry recitals for peers.

Parents and carers appreciated the kindness and compassion that leaders show towards their children. Pupils are happy and safe here.

Pupils behave well in lessons and around the school. They work well together and have many opportunities to help each other. Orderly routines are well established from an early age. Whenever problems arise in school, staff address them quickly. They ensure that pupils are supported to be reflective and do the right thing. Bullying is never tolerated and is dealt with effectively.

## **What does the school do well and what does it need to do better?**

Leaders have put an ambitious curriculum in place. Subject leaders have thought carefully about the design of the curriculum. In early reading, mathematics and science, the curriculum is strongly embedded and pupils achieve well. Subject leaders have developed effective assessment systems which help them to address gaps in pupils' knowledge. However, in a few other subjects, leaders' assessment practices are not as routinely strong. In these subjects, teachers do not accurately know what pupils know and remember. This means teachers do not identify gaps in pupils' understanding as well as they could.

Typically, leaders' curriculum thinking is well developed. In mathematics, teachers in early years consider how to develop children's understanding. Children quickly learn to count and know the names of shapes. These early interactions lay the foundations that children need to do well in mathematics. In computing, teachers help pupils to deepen their understanding of information technology. Leaders ensure that content taught to pupils is carefully sequenced so that pupils build on prior learning. For example, in physical education (PE), pupils progressively developed their practical skills.

Leaders and staff work effectively to meet the needs of pupils with SEND. They work in partnership with parents and external specialists to address pupils' needs effectively. In lessons, teachers make adaptations to teaching and resources so that pupils with SEND can access the same wide range of subjects as everyone.

Reading is a key priority and strength in the school. Leaders have trained staff well to help pupils become fluent and accurate readers. Teachers promote a love for reading in every class. Pupils are proud of the new well-resourced library. Teachers read to pupils every day during story time. Children start learning letters and sounds in Nursery. Phonics teaching begins for children the moment they start the Reception Year. Teachers check regularly that pupils remember the sounds they are taught. Pupils read books which are accurately matched to the sounds they know. If pupils fall behind with their reading, staff support them to catch up swiftly.

Pupils are attentive in lessons and respectful to adults. There is little off-task behaviour, which means pupils can get on with their learning. Children in the early years follow routines and take turns.

Leaders place great importance on giving pupils opportunities to take responsibilities. Pupils serve in many roles that help with the daily running of the school. For example, pupils help as librarians, eco-warriors and sports ambassadors. The school parliament plays an important role in ensuring that pupils' views are heard.

Trustees and the governing body know the school well, providing appropriate challenge to leaders, for example in safeguarding practices at the school.

Staff are proud to work at the school and feel supported with their workload. They said that leaders and members of the governing body take consideration and care to promote their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their duties, are vigilant and report any safeguarding concerns promptly. Leaders perform their statutory duties effectively. Safer recruitment processes and pre-employment checks are thorough.

The curriculum encourages pupils from an early age to stay safe, including when online. For example, pupils have worked with the local police and have been taught about hate crime and local risks. Pupils use a special 'safe hands' approach to help them understand who they can trust.

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

### **(Information for the school and appropriate authority)**

- In a few foundation subjects, assessment strategies to support and check pupils' learning are not securely embedded. Occasionally, in these subjects, gaps in pupils' knowledge and understanding are not identified swiftly enough. Leaders need to provide additional support for teachers to use pupils' assessment

information accurately. Leaders should monitor and review the implementation and effectiveness of these procedures so that pupils can know more and remember more of their learning over time.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145522
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10241339
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	551
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Deborah Thompson
<b>Headteacher</b>	Nicki Jaeggi (Executive headteacher) Natalie Lorkins (Headteacher)
<b>Website</b>	<a href="http://www.churchfield.school">www.churchfield.school</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- This is a three-form entry school. The school converted to become an academy school in July 2018. It is part of the Ivy Learning Trust. When its predecessor school, Churchfield Primary School was last inspected by Ofsted, it was judged to require improvement.
- The school uses no alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation.
- Inspectors met with the chief executive officer of the Ivy Learning Trust. They also met with members of the trust board, including the chair, and members of the local governing body.
- Inspectors carried out five deep dives in these subjects: reading, mathematics, art and design, computing and PE. For each deep dive, inspectors met with

subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors also considered the curriculum in other subjects.
- Inspectors observed pupils' behaviour in lessons and at playtimes, and considered what pupils had to say about their school.
- Inspectors reviewed a range of documentation related to safeguarding. They scrutinised the records the school keeps in relation to safeguarding, attendance and welfare. Inspectors looked at the single central record of pre-employment checks and at records of staff training.
- Inspectors spoke to parents and considered the responses of pupils, staff and parents, including to Ofsted's surveys.

### **Inspection team**

Sean Flood, lead inspector

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His Majesty's Inspector

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