

Churchfield Primary School

Inspection report

Unique Reference Number	102019
Local Authority	Enfield
Inspection number	286247
Inspection dates	24 May 2007
Reporting inspector	Mrs Vanessa Ward

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 on roll	
School	568

Appropriate authority	The Governing body
Chair	Mr John Green
Headteacher	Ms Andrea Nutter
Date of previous school inspection	16-19 September 2002

School address	Latymer Road Edmonton London N9 9PL
Telephone number	020 8807 2458
Fax number	020 8807 5830

Age group	3-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Churchfield Primary School is larger than average. A high proportion of its pupils come from minority ethnic heritages, many of whom speak English as an additional language. The school serves an area of significant deprivation and more than half the pupils are entitled to free school meals. The proportion of pupils with learning difficulties and disabilities is slightly below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement in writing, the curriculum, and the quality of provision for pupils' care, guidance and support. Evidence was gathered from observation of lessons, discussions with staff, analysis of pupils' work and the school's documentation. Parents' questionnaires and discussions with pupils also contributed to the evidence. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

This is a good and improving school which is led and managed by a very effective leadership team. Their commitment to improvement is striking and, together with governors and staff, there is a strong sense of teamwork and determination to meet the needs of each pupil. This is reflected in the outstanding care, guidance and support the school provides for its pupils. An overwhelming majority of parents are supportive of the school. In the questionnaires, many expressed gratitude to the school, 'for all the support the staff provide', saying that their children are 'constantly encouraged and supported'. Parents themselves are very well supported and helped to contribute to their children's learning, through meetings with staff and the use of interpreters where necessary. The school's processes for helping pupils who have emotional and behavioural difficulties are excellent. Its system of rewards and sanctions is well understood by pupils and helps them to feel safe in school. This contributes to their good personal development and well-being. Pupils are well aware of their learning targets and staff successfully involve them in understanding how well they are doing. The school's procedures for promoting good attendance and punctuality are exemplary.

An excellent range of support is provided both in school and from external agencies to help pupils with learning difficulties and those who are at an early stage of learning English. A particular strength is the way that new pupils are helped to settle in to school. This applies both to children when they enter the Foundation Stage, and to pupils who join the school in later years. The arrangements for pupils' transition to secondary school reflect the school's high levels of care for individuals.

Children are given a good start in the Foundation Stage because of good teaching, positive relationships and a stimulating curriculum. When children are admitted, their skills are much less well developed than those of most three-year-olds. Although they make good progress, the majority have not caught up enough to meet the expected goals by the time they leave Reception. Throughout Years 1 to 6, good teaching builds on this effective start and contributes to pupils' good achievement. A particular strength in the teaching is the consistent way in which teachers share the purpose of the lesson with their pupils. This helps them to know what they are expected to learn and to reflect on their progress at the end of the lesson. Relationships are good and these contribute significantly to pupils' positive attitudes to learning and their good behaviour. Learning support staff work well with small groups of pupils, including those they assist with learning difficulties and disabilities.

By the end of Year 6, standards are average in English, mathematics and science. Standards in writing are lower than those for reading, mathematics and science. This was an issue identified at the previous inspection and, whilst standards have improved through Years 1 and 2, improving writing remains an area for development in Years 3 to 6. The school has started to take action to bring about improvement, and this is beginning to have a positive impact, but the school recognises that more needs to be done.

The curriculum is good and is currently being successfully revised to make it more creative. This involves the introduction of projects such as one to design a school brochure. This project was used to enhance learning across a range of subjects simultaneously and to increase pupils' motivation. Such activities, alongside the school's focus on basic skills, help pupils to gain the range of skills they will need in later life. As the school revises its curriculum, it is ensuring that opportunities are included to develop writing skills across a range of subjects. The many visitors, clubs and educational visits which are arranged enhance pupils' learning and increase their enjoyment of school.

Senior staff contribute much to school improvement and middle managers are developing their skills in leadership effectively. Systems to monitor the quality of the school's provision are comprehensive, and include regular monitoring of teaching. Governors are involved in many aspects of school life, especially in school development planning and monitoring. The school's self-evaluation systems are thorough and identify key areas for development. Recent successful initiatives to accelerate the learning of early reading and writing skills in the Foundation Stage, and to improve older pupils' skills in scientific investigations, indicate that the school has good capacity to improve.

Pupils are proud of their school. They know that they will be supported if they have a problem. They say that their teachers 'are great and help us if we get stuck with our work'. Opportunities for exercise and sport are greeted with enthusiasm. Pupils understand and take part in healthy eating in school. They greatly enjoy the contribution they can make through the school council and speak positively about their outdoor play equipment. As one pupil commented, 'This is a great place to learn, have fun and make friends'.

What the school should do to improve further

- Raise standards and achievement in writing, especially in Years 3 to 6.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16–19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
The quality and standards in the Foundation Stage	2	
The capacity to make any necessary improvements	2	

Achievement and standards

How well do learners achieve?	2	
The standards ¹ reached by learners	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	1	

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



7 June 2007

Dear Pupils

Inspection of Churchfield Primary School, Edmonton, N9 9PL

Thank you for making me feel welcome when I visited your school recently. It was very useful to listen to what you had to say about what you enjoy doing. You and your parents and carers think that your school is a good place to be, and I agree.

Here are some of the good things about your school:

- all of the grown ups look after you extremely well and this helps you to feel safe and happy in school
- you make good progress in your work and your test results are getting better
- your head teacher, teachers and governors work hard to make your school better
- your teachers give you interesting things to do and this helps you to enjoy learning
- you eat healthily in school and take part in the many opportunities for sport and exercise, to help you keep fit
- you behave well and take on responsibilities very sensibly, making good use of your school council.

Your school could be even better if your teachers helped you to improve your written work, so that it becomes more varied and interesting to the reader, especially in Years 3 to 6. You can help in this by always doing your best and working hard to achieve your targets.

I hope you will continue to enjoy your time at Churchfield.

Yours sincerely

Vanessa Ward
Lead inspector