

# Chase Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	103032
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	308202
<b>Inspection date</b>	1 July 2008
<b>Reporting inspector</b>	Gulshanbir Kayembe

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	754
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr George Holmes
<b>Headteacher</b>	Miss Carolyn Houstoun
<b>Date of previous school inspection</b>	25 April 2005
<b>School address</b>	York Road London E4 8LA
<b>Telephone number</b>	020 8529 6827
<b>Fax number</b>	020 8523 8133

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<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by an Additional Inspector. This inspection evaluated the overall effectiveness of the school and investigated the following issues.

- The progress pupils make across Years 3 to 6 including the progress made by different groups of pupils such as those learning English as an additional language or those with learning difficulties.
- The use made of assessment information and progress data to help to guide and support pupils' learning.
- The work still needed to establish the school as an all through primary school.

Evidence was gathered from: observing lessons; talking to pupils and staff; checking the school's self evaluation records and pupil-progress records; looking at pupils' books and analysing the results of questionnaires returned by parents. Other aspects of the school's work were not investigated in detail and the inspection 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.

## Description of the school

The school was formerly an infant school, which amalgamated with an adjoining junior school. The two schools moved into a brand new building secured through a private finance initiative in May 2005 and amalgamated in April 2007. The proportion of pupils taking a free school meal is above average. Just over half the pupils are from a wide range of minority ethnic groups, the largest being Black Caribbean, Turkish and Pakistani. Over 30 languages are represented in the school a quarter of pupils speak English as an additional language and 11% are beginners in English. Most of the pupils who join the school after the start of Reception have little or no English when they begin. The proportion of pupils with learning difficulties or disabilities is above average and most have difficulties with literacy. However, a relatively high proportion of pupils requiring additional support have emotional and behavioural needs.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that places a strong emphasis on learning. As a result, pupils make good progress. The positive ethos nurtures their personal development and well-being and these are consequently good.

Pupils make good progress, from low starting points, across the Foundation Stage and in Years 1 and 2. By the end of Year 2, standards have been consistently above average for the last three years. Pupils' progress in writing is particularly strong. Standards at the end of Year 6 are currently average. Pupils in Years 3 to 5 are moving through the school with a stronger foundation in literacy and numeracy, indicating that progress for older pupils is accelerating and standards are rising. Most pupils in Years 3 to 6 have made good progress this year, their first full year in the new school. They are well prepared for the next step in education and future life.

The two separate schools have merged together well, and the school has made an excellent start in its first year in establishing itself as one organisation working to common aims and goals. Not only has the good performance of the former infant school been maintained, but standards for pupils previously in the junior school are rising. This is due to the excellent leadership of the headteacher, who has worked very effectively with her new senior team to bring the two schools successfully together. Subject and year group leaders have a clear idea of their roles. Most staff with responsibilities have yet to develop expertise across the full primary age range, having worked formerly within either infant or junior phases. However, they are making good progress in doing so because of the very systematic support from senior staff. Governors meet regularly and provide effective oversight of the school's work. Overall, the school is led and managed well.

A good curriculum ensures that pupils have a wide range of learning experiences that help them to broaden both their academic and personal development. Good support for pupils learning English as an additional language means they make good progress. The school is beginning to develop more specific provision for gifted and talented pupils. The outstanding range of visits, visitors and extra-curricular activities contribute very well to pupils' excellent spiritual, moral, social and cultural development. Pupils work together exceptionally well and confidently initiate conversation and discussion with one another and adults. They are thoughtful and reflective when giving views and show high levels of respect for the cultural, linguistic and religious diversity of the school.

Effective monitoring and support for teaching means that it is now good across the school. Learning objectives are clear and shared with pupils so that they know what they are learning. Good questioning engages pupils well and promotes their thinking. In many lessons, pupils of all abilities are challenged and extended, but there are occasions when work is not closely enough tailored to their varying needs. Good deployment of teaching assistants ensures that pupils who struggle with learning, or have behavioural difficulties, are supported effectively and make good progress.

The school has done much to ensure the accuracy of its assessment data and to develop one system across the school for tracking pupils' progress. As a result, any underperformance is swiftly tackled. Monitoring of different groups is particularly good and initiatives resulting from this, such as the Black Achievement Project and work with Turkish parents, are having a positive impact on pupils' learning and personal development. Regular marking ensures errors

are corrected. There are many examples of good marking where teachers provide clear guidance on how to improve. However, this is not consistently so across the school. Pupils are not currently sufficiently involved in assessing their own learning, and are not always sure as to how to make their work better.

Good pastoral care and support mean that pupils feel safe at school. The school draws on a wide range of agencies to help support individual pupils and their families. Relationships with parents are good and they are very positive about the school. One parent's comment that 'My child loves school' is typical of the views expressed by many. Pupils enjoy sporting activities and this helps them to maintain a healthy lifestyle. They do their best to eat healthily and understand what a good diet constitutes because the school emphasises good eating habits. Pupils take on an increasing range of responsibilities as they move through the school. They make a strong contribution to the school community by acting as road safety officers, buddies and peer mentors as well as school councillors. Their contribution to the local and wider community is less well developed.

Behaviour overall is good and attendance is satisfactory. The school does much to promote better attendance. Most pupils attend very regularly, reflecting their great enjoyment of school. However, because parents take children on holiday during term time, attendance does not fully reflect the extremely positive attitudes of pupils. Staff are becoming even more active in stressing to parents the importance of their children not missing school.

The school knows itself well and has a very clear idea of what needs to be improved to secure even better performance. Hence, its capacity to improve is good.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children's skills on entry to the Nursery are below levels normally expected for their ages, especially in aspects of literacy and numeracy. Children make good progress and reach standards that are average or a little above. This is especially so in writing and calculation work. There has been considerable improvement in provision since the last inspection. The Foundation Stage is now led and managed well. Good teaching and a vibrant and stimulating curriculum make a good contribution to children's learning. Children engage happily in well structured activities that promote learning. The outside areas are used well to promote all areas of learning including literacy and numeracy. There is scope, however, for making better use of space in the large outdoor area in Reception. A strong focus on letter sounds has helped promote reading but, as a result, less time has been spent on learning about, and handling, books. The school is addressing this to enable children to develop greater fondness of reading. Effective assessment of children's work helps to inform planning.

### **What the school should do to improve further**

- Ensure that work is more closely matched to the different needs of pupils in lessons in order to help improve standards further.
- Provide more regular guidance to pupils on how to make their work better and develop their involvement in assessing their own and other's work.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### 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	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	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 the 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?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	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



## Text from letter to pupils explaining the findings of the inspection

11 July 2008

Dear Pupils

Inspection of Chase Lane Primary School, London, E4 8LA

I enjoyed visiting your school and especially enjoyed talking to you. I would like to thank you for making me feel so welcome. Your school gives you a good education and you make good progress because you are taught well. As a result, standards are above average by the end of Year 2. They are average and improving by the end of Year 6.

These are some of the best things about the school.

- You enjoy school immensely and participate in all that it has to offer.
- Children in Nursery and Reception get a good start to their education.
- There is a good learning atmosphere during lessons.
- An excellent range of visits, visitors and extra-curricular activities makes a strong contribution to aspects of your personal development.
- Support staff provide good help to pupils who find learning difficult and those learning English as an additional language.
- Staff take very good care of you so that you feel happy and safe at school.
- Your headteacher has worked very effectively with staff to merge the infant and junior schools and she is now working with everybody to make the school the best it can be.

These are some of the ways your school can become even better.

- Make sure that work in lessons is at just the right level of difficulty for you.
- Make sure that you are regularly helped to make your work better and involved in thinking about how you could improve it.

You can certainly help by telling staff how well you think you are doing. It was very nice to meet you and talk with you. I wish you well for the future.

Yours sincerely

Gulshan Kayembe

Lead Inspector