

# Chingford Hall Community Primary School

Inspection report

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<b>Unique Reference Number</b>	103064
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	308206
<b>Inspection dates</b>	18–19 October 2007
<b>Reporting inspector</b>	Judith Dawson

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	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr James Hill
<b>Headteacher</b>	Mrs Pat Davies
<b>Date of previous school inspection</b>	1 December 2003
<b>School address</b>	Burnside Avenue London E4 8YJ
<b>Telephone number</b>	020 8527 7433
<b>Fax number</b>	020 8503 2495

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by two Additional inspectors.

## Description of the school

This one-form entry Primary School is smaller than average. The school serves a large council estate in an area of high deprivation. Over half the pupils receive free school meals. Eight out of ten pupils are from minority ethnic groups and over half have home languages other than English. The number of pupils with learning difficulties or statements of special educational need is well above average. Several pupils are from families with refugee status and mobility is above average. The school is part of an 'Extended Area Partnership' and a 'soft federation' with two other schools. There is a 20 place nursery. After a year of temporary or acting appointments for key posts, a substantive headteacher has been in post for six weeks.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This improving school provides a satisfactory education for its pupils. It has gone through a period where standards have been falling and pupils have not been achieving as well as they should. A local headteacher who was the interim headteacher for two terms began to put systems in place to reverse this trend. The new headteacher has accelerated this improvement. She has an astute understanding of the school's strengths and areas of weakness, and has rapidly introduced systems for improvement. As a result, teaching and learning have improved, enabling pupils to make better progress.

Pupils make satisfactory progress in Key Stage 1 although standards in reading, writing and mathematics at the end of Year 2 remain below average. The 2007 provisional results showed an improvement in reading and writing. In the same year, although still below average, standards in Year 6 improved in mathematics and science. Standards were low in English, partly because several pupils joined the cohort in the last two years with limited English language skills. However, pupils' overall achievements were satisfactory, given their starting points. The school has set challenging targets for the present Year 6 and their work shows they are beginning to make good progress towards them.

Pupils behave well and respect each other and their teachers. They are keen to learn and eager to please. Those with additional responsibilities carry out their duties conscientiously.

There was some inadequate teaching in the recent past that contributed to the drop in achievement. This has been addressed and teaching in lessons is now satisfactory, and often good. Good questioning, encouraging pupils to think, helps them progress and checks understanding. However, marking does not consistently help pupils to improve their work and rarely challenges pupils to extend their learning to higher levels. Some teachers do not expect enough of their pupils, especially in writing. The school's good care, guidance and support help pupils feel confident and safe. Pupils are set targets for improvement, which are becoming increasingly challenging.

There have been significant changes in the leadership and management team. The new inclusion manager has established good systems to identify pupils who are underachieving in order to provide focussed support, especially in English. Some other members of the leadership and management team are not yet so skilled in effecting school improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children start school with well below average knowledge and skills and several understand very little English. They swiftly begin to work and play happily alongside each other. This is because the adults provide plenty of support, while encouraging children to try new things. Children know how to keep healthy and safe. All know they should wash their hands before their snack. Effective planning and the selective use of the good resources and environment provide children with good opportunities to learn, both formally with their teachers or through well-focused play activities. Adults are swift to respond to individual needs. Two girls, looking rather lost, were soon eagerly making conkers after a gentle suggestion from their teacher. Children's progress is assessed throughout the day. Teachers use these assessments to plan the next stage in each child's learning. This good teaching and care enables children to make good progress, many attaining national expectations in their personal and social development and other areas

of learning. Although they achieve well, their communication, language and literacy and mathematical development are below average by the end of the Foundation Stage. Adults are careful to explain new vocabulary and to test children's understanding of new words but sometimes miss opportunities to encourage children to develop their speech.

There are effective links between home and school. The Nursery and Reception classes work together for part of each day, making the transition to the Reception Class seamless. Good transfer arrangements to Year 1 help children to feel relaxed and secure.

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

- Strengthen the leadership and management team so that all carry out their roles effectively to promote higher achievement.
- Raise standards in English, mathematics and science throughout the school, and especially in writing in Key Stage 2.
- Raise teachers' expectations of what pupils know and can do.
- Ensure pupils have good information about how to improve.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards in reading and writing in Year 2 improved in 2007. Although the number of pupils attaining the minimum national expectations was similar to most other schools, no pupils achieved the higher levels. This was a significant improvement on the 2006 outcomes. Standards in mathematics remained below average. In all three subjects, no pupils reached the higher levels. Over a third of the pupils now in Year 2 have learning difficulties or disabilities and others are in the early stages of learning English. However, pupils have good support and make appropriate progress. Standards by Year 6 have been falling since 2004 and pupils' achievements were not good enough in 2006. In 2007, however, pupils' overall achievement from Year 2 was satisfactory and standards in mathematics and science were higher. Standards in English were lower than in 2006. Although there were pupils whose English language skills were low, there were also weaknesses in the teaching of English and subject leadership that limited pupils' progress. There have been significant improvements over the last few months. The school's assessments, pupils' work and their learning in lessons show pupils are making satisfactory progress overall and, in some classes, including Year 6, their progress since September has been good.

## **Personal development and well-being**

### **Grade: 2**

Pupils say the school is a friendly and safe place to learn, 'Just like a big family.' Some parents say how much their children now enjoy coming to school. This shows in the satisfactory and improving attendance. Behaviour is good. Parents and pupils say that bullying is rare. Pupils obviously enjoy their lessons and other activities. They work hard and delight in each other's successes. The good provision for spiritual, moral, social and cultural growth makes a significant contribution to pupils' overall personal development. The rich mix of cultures is celebrated and racial incidents are extremely rare. The School Council takes its responsibilities seriously and

aims to 'help to make the school better'. Pupils make and sell things to raise funds and are developing satisfactory skills to prepare them for their futures. They raise significant sums for charity, developing a keen sense of responsibility and care for others. Pupils know the choices they should make to maintain a healthy life style. Year 6 is planning a healthy tuck shop and the sport clubs are well attended.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is now satisfactory overall and inspectors observed some good and outstanding lessons. This is a reflection of the intensive monitoring of teaching and learning and additional support in response to past inadequate teaching. Consequently, pupils' learning is improving. Planning is thorough and generally meets pupils' needs. Relationships between adults and pupils are good but teachers' expectations of pupils are not always high enough, particularly in the presentation, quality and quantity of the written work. Teaching assistants provide good support to pupils with learning difficulties or disabilities. The increasing numbers of pupils whose first language is not English receive particularly good support and many are able to achieve equally as well as others. Teachers focus well on developing speaking and listening skills. Nevertheless, sometimes teachers miss opportunities to encourage pupils to use and improve their language skills. Marking does not always provide pupils with enough advice on how to improve their work.

### **Curriculum and other activities**

#### **Grade: 3**

There is a broad and balanced curriculum. Pupils' personal development is promoted strongly through a well-balanced programme of teaching about relationships. Provision is good for pupils with learning difficulties or disabilities and those for whom English is not their first language. The school is aware of the need to develop its curriculum further. The use of information and computer technology (ICT) has improved since the last inspection but its use to support learning in other subjects is still developing. Links between subjects, especially the development of writing and mathematical skills within other subjects, are not firmly established in curriculum planning. Lunchtime clubs provide additional sporting and other activities that help to develop pupils' social skills. A range of visits and visitors develop creative and artistic skills. Visiting artists helped pupils produce a series of striking wall hangings.

### **Care, guidance and support**

#### **Grade: 2**

The staff show a strong commitment to encouraging the enjoyment of learning as well as academic achievement. Arrangements for health and safety and current safeguarding procedures are robust and promote a safe and supportive learning environment. The work of the Learning Mentor is particularly effective in supporting vulnerable pupils and developing links with parents and the local community. Early identification of pupils with learning and disability difficulties ensure swift, good quality support so they make good progress towards their personal targets. Recent improvements in the ways in which the school assesses and monitors pupils' progress have provided teachers with a more secure picture of how well they are doing. This data is used to set pupils increasingly challenging targets. Pupils know their targets, but are not yet involved

in setting their own personal challenges. The school has identified the need to provide support and challenge for the more able pupils to help them achieve higher levels.

## **Leadership and management**

### **Grade: 3**

The headteacher has made a very good start to her leadership. She has been swift to identify immediate priorities and has bravely and decisively made difficult decisions to ensure the pupils have the best possible life chances. She has been supported by effective governors who understand the school's needs very well. They are not averse to asking challenging questions and have made astute decisions during recent months. Changes in the staff or deployment have ensured that there are good teachers in all Key Stages. The appointments of the skilled inclusion manager and a learning mentor have already had a significant impact on pupils' education and care. The rigorous monitoring of teaching and learning, started before the headteacher arrived, has identified where support is needed. The Foundation Stage, without a leader, remains a strength of the school, through the support of a Foundation Stage coordinator from another school. However, some subject leaders had not been monitoring standards and provision for their subjects to give teachers the guidance they need to plan their lessons. This resulted in falling standards. They now have comprehensive plans to address this. The potential for further improvement is satisfactory.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
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?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

31 October 2007

Dear Pupils

Inspection of Chingford Hall Community Primary School, London, E4 8YJ

Thank you all very much for your friendliness and help during our visit to your school. We really enjoyed talking to you and seeing how hard you work and how well you behave. We were impressed with the cheerful singing we could hear from the hall and the confidence with which Year 1 performed their assembly. A special thanks to the school council and those of you in Year 6 who gave us your views.

You told us that your teachers take good care of you. We agree with you and, because you learn how to respect others and take care of yourselves, you help to make your school a safe and happy place. Those of you with extra responsibilities carry out your duties well.

We can see how much your work has improved recently. Well done. We have asked your teachers to make sure they realise what you can do and to set work that challenges you. This will help you reach the higher levels you are aiming for, especially in English. To help teachers to do this, we want those responsible for subjects to make sure that you are making good progress and learning what you should. We know how responsible you are and we have asked all your teachers to make sure you know how to make your work better when they are marking your work. This will help you to take responsibility for improving your work. Please make sure you take their advice!

Your headteacher expects a lot of you and your teachers and has already done a great deal to ensure that you have the best opportunities possible. We saw you enjoying your lessons and we know that you children in the Nursery and Reception classes have a good start to your school life.

Best wishes

Mrs J. Dawson

Lead inspector