

Chase Side Primary School

Inspection report

Unique Reference Number	101984
Local Authority	Enfield
Inspection number	323560
Inspection dates	14–15 January 2009
Reporting inspector	John Williams HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	459
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Brian Gibson
Headteacher	Miss Michelle Winter
Date of previous school inspection	16 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Trinity Street Enfield EN2 6NS
Telephone number	020 8363 1120
Fax number	020 8366 9522

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

In this larger than average primary school, about half the pupils come from White British backgrounds. There are 20 languages represented, and a fair number of pupils are from an established Turkish community. Since the last inspection, an increasing proportion of children who have English as an additional language, presently about one in three, enter the school each year. The numbers of pupils who join or leave the school during the year is higher than usually found. The proportion of pupils with learning difficulties and/or disabilities has risen to above average, as has the proportion entitled to free school meals.

The school has gained a number of awards including a Leading Parent Partnership Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Chase Side Primary School is an outstanding school in many ways. From starting points that are often well below expectations, pupils make good progress so that they achieve standards that are above national average by the time they leave. The focus on inclusion means that everyone makes very good progress and achieves well. This is an inclusive school, celebrating diversity and individuality, so that pupils' personal development is outstanding. It monitors its promotion of community cohesion very well both within and outside school. As one parent put it, 'All the children enjoy Chase Side and have fun in their learning.' Attendance is above average because pupils clearly enjoy coming to school and because relationships between pupils and teachers are outstanding. A large number of parents responded with positive comments to the inspector's questionnaire, citing good teaching, excellent leadership and outstanding support for their child as being key features.

Leadership and management are outstanding; self-evaluation is accurate and provides a sharp focus for improvement. The school can demonstrate good capacity to improve further given its record under the present headteacher, the good financial planning, and the progress made in achievement and teaching since the last inspection. The curriculum is good, is developing well, and provides a more relevant, creative curriculum than at the time of the last inspection. The overall quality of teaching is good; some of it is outstanding. Teachers are supported very well by an effective group of teaching assistants. All adults in the school fulfil their roles admirably and help provide a welcoming environment for the pupils and their parents. The classrooms are spacious, well maintained and made very attractive and stimulating places to learn. Staff provide excellent care, support, and guidance and look after the welfare of the pupils carefully. Pupils' behaviour is excellent, as are their responses to adults and each other. They know how to stay safe and healthy, and understand about the importance of eating healthy food - though the actual food on offer at lunchtimes is not a strength of the school! Although pupils take part in physical activity well, and there are a range of activities such as warm-up exercises that take place during the day, pupils and parents would like more physical education and competitive sports to be available.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The school's provision for children in Nursery and Reception classes is outstanding. They are happy to come to school and excitedly register in the morning, immediately starting to enjoy their learning and sensibly choose their own activities. Many enter with skills well below those expected for their age, but all make rapid gains. Their achievement is excellent, particularly in the development of personal and social skills, which lays the foundation for the excellent attitudes to learning throughout the school.

Both boys and girls are enthusiastic learners full of curiosity. Staff provide a rich environment with a wide variety of stimulating activities to meet children's needs. They consider the unique talents of every child when planning activities, and make very good use of observations to track the progress of each child. All adults are committed to high-quality care for children in their charge. The Nursery and Reception settings are well equipped, safe and secure, enabling all children, including the most vulnerable, to thrive.

Leadership and management are exemplary. Staff have high aspirations and evaluate provision continually, which results in continuous improvement in all aspects.

What the school should do to improve further

- Provide more opportunities for those who wish to participate in competitive sport.
- Improve the quality of meals at lunchtime by providing a range of fresh vegetables, salad and fruit.

Achievement and standards

Grade: 2

By the end of the Early Years Foundation Stage (EYFS), pupils make excellent progress, with around half of them achieving in line with the expectations of the early learning goals. In 2008, the end of Key Stage 1 results dipped, especially at the higher levels. However, pupils here normally achieve a little above national averages. At the end of Key Stage 2, standards are above average in English, mathematics and science. Good teaching ensures that progress in lessons is good. Achievement, from when pupils begin school through to when they leave, is good. The school caters well for pupils who find learning difficult or who have disabilities; they receive effective support from teaching assistants and make very good progress. At the time of the last inspection, the more-able pupils and those with special gifts and talents were not achieving as well as they should. This has been fully addressed in a variety of ways and these pupils now make good progress.

Personal development and well-being

Grade: 1

Personal development and well-being, together with pupils' spiritual, social, moral and cultural development, are outstanding. Inspectors agree with parents who say that behaviour is excellent. Pupils have a very positive approach to work, try particularly hard, and take their learning very seriously. As one parent wrote, 'My child hates being off school ill because he loves it so much.' The school is also very committed to communal and community activities. For example, an integral part of the successful Christmas Fair was the Turkish food stalls, organised by local parents.

Pupils have an excellent understanding of how to keep safe both in and outside school. Lunchtimes are a pleasant social experience for those having hot meals, though the food itself is not very appetising. The school is trying to address this. The school council knows that it has a real voice in school; members are keen to take on responsibility, and treat it as an honour to represent their classmates. Pupils' positive attitudes and outstanding social skills, linked to the good achievement, mean that they are very well prepared for their next stage of education.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress and achieve well as a result of consistently good teaching. Teachers are good role models; they also model well what they are expecting the pupils to do, and provide a superb learning environment and atmosphere for learning. They make sure that from an early age pupils are taught essential learning skills, for instance the ability to listen and concentrate. They manage classes well so that pupils behave admirably. Very occasionally some teachers

talk for too long at the beginning of lessons so pupils become fidgety and inattentive. Teachers generally have good subject knowledge and make sure pupils are well-motivated to learn by using a variety of different methods. They make effective use of information and communication technology (ICT) in a number of ways. For example the 'visualiser' is particularly successful in demonstrations, and teachers use short, focused video clips to show what many children's lives were like in the Second World War.

The marking and assessment of pupils' work is expertly done. Follow-up discussions make sure that pupils understand the comments they are given to help them meet their targets. Assessment data are used well to make sure that all pupils are challenged to do their best. Teaching assistants give valuable support in this, and are used creatively to fulfil pupils' needs, whatever their age or ability.

Curriculum and other activities

Grade: 2

The good curriculum ensures that pupils enjoy their education and achieve well. Right from the EYFS, pupils are encouraged to be responsible, independent learners, but also to benefit from working together. Emphasis is placed on the development of literacy, numeracy and ICT; standards in mathematics and reading are rising because of this. The school provides good opportunities for all pupils to succeed because of the way in which the curriculum is matched to their needs. For example, slower learners, or those with language difficulties, are given effective support. Higher-ability pupils are also given extra guidance and challenge, and those with special gifts and talents have extra activities such as specialist science days.

The school is progressing very well on making more explicit the relevance and creativity of the curriculum. In the process, it is carefully considering pupils' views on this. There is a good range of clubs, activities and visits that enrich the curriculum. Parents are appreciative of this; pupils value and enjoy the activities, are very eager to participate, and would like the opportunity to join in more competitive sport.

Care, guidance and support

Grade: 1

Every aspect of pastoral care and support is outstanding. Typical parental comments include, 'Chase Side has excellent staff that care and look after each and every pupil.' Health and safety and child protection procedures meet current government requirements and promote pupils' welfare effectively. The school has forged extensive links with outside agencies that support pupils' learning very well. Very good systems are in place to facilitate smooth transition. All staff demonstrate much kindness and sensitivity to pupils, which impacts on their outstanding attitudes and behaviour. Relationships of the highest quality exist among all the members of the school, prompting parents' comments, which inspectors agree with, about the 'excellent ethos and atmosphere'. Strong links with parents supports pupils' progress very effectively, and meetings with them are regular. Arrangements for assessing and tracking pupils are very thorough, with the information gained used extremely well to set challenging targets. Pupils know their individual targets and what they have to do to improve, because their work is also thoroughly and consistently marked, giving them clear guidance. They assess their own work carefully and honestly, and are thus developing a good understanding of their skills.

Leadership and management

Grade: 1

The school's overall contribution to community cohesion both within and outside the school is outstanding; the policy and outcomes are regularly monitored and reported to governors. Governors themselves have a good understanding of the school and its priorities, and both challenge and support well.

Outstanding leadership and management are focused firmly on self-evaluation and continuous improvement. The monitoring of teaching and learning takes place regularly and is extremely accurate. There has been a clear improvement in the quality of teaching since the last inspection; the improvements in mathematics, for example, have been brought about by effective leadership and the hard work of all teachers. Finances have been used very well to promote improvement, and there is evidence of a rise, which is continuing, in achievement over time. Improvement planning is excellent. It is linked to accurate self-evaluation; everyone in the school knows what needs to be done to improve, and they are fully committed to it. The school demonstrates good capacity to improve even further.

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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?	1
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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
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	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Annex B

Text from letter to pupils explaining the findings of the inspection

28 January 2009

Dear Pupils

Inspection of Chase Side Primary School, Enfield, EN2 6NS

Thank you for making the two other inspectors and myself so welcome when we visited your school. We really enjoyed meeting and talking with you.

Chase Side Primary school is an outstanding school. Teaching is good, so you really enjoy the lessons, and the way you develop as young people is exceptional. You get off to an excellent start when you begin in the Nursery and Reception classes. Many of you do better than the nationally expected standards in English, mathematics and science by the time you leave school. You are therefore making good progress. It is also nice to see so many of you looking each day at your targets to find out what you have to do to improve your work. You know how to stay safe and understand about healthy living, but we have asked the school to improve lunches and find ways of providing more competitive sport so that you can become even healthier!

You work well with each other, the teachers and teaching assistants, and behave extremely well. Keep this up! The school really is a very strong community and works well with your parents. They appreciate this very much.

Your headteacher leads and manages the school very well and she, and all the teachers, teaching assistants and other adults, take excellent care of you.

I hope you will continue to enjoy and do well at Chase Side Primary School.

Yours faithfully

John Williams

Her Majesty's Inspector