

Churchfield Primary School

Inspection report

Unique Reference Number	102019
Local Authority	Enfield
Inspection number	335823
Inspection dates	22–23 June 2010
Reporting inspector	John Paull

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 of pupils on the school roll	578
Appropriate authority	The governing body
Chair	Mr John Green
Headteacher	Mr Adrian Hall
Date of previous school inspection	24 May 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 22 lessons taken by 18 different teachers. They spoke directly to several parents and analysed and took into account the views of 89 parents expressed in questionnaires. Questionnaires completed by staff and pupils were also analysed. Meetings were held with senior and subject leaders, governors and pupils, including school councillors. Many documents, including those related to safeguarding, future planning and records that track pupils' progress were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively senior and subject leaders use information about pupils' rates of progress to influence planning and the quality of teaching, so pupils' achievements are maximised and sustained
- the accuracy and rigour with which governors and senior leaders evaluate the school's performance
- whether the school's provision is sufficiently tailored to the specific needs of the pupils who attend the school.

Information about the school

The school is much larger than most other primary schools. It is federated with another local primary school. One governing body is responsible for both schools and an executive headteacher leads the federation. The school accommodates children in the Early Years Foundation Stage in its own Nursery and Reception classes. A large majority of its pupils have a minority ethnic heritage. The largest group is White non-British and other sizable groups have Black Caribbean or Black African backgrounds. The proportion whose first language is believed not to be English is well above average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement, is around average. Most of these pupils experience speech, language and communication difficulties. The proportion of pupils known to be eligible for free school meals is well above average.

The school holds several accreditations, including the National Association for Able Children (NACE) award and Healthy School.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The school provides an outstanding education for its pupils. Learning and progress through the school are often very rapid indeed, because teaching is highly focused on pupils' needs and frequently of good or outstanding quality. Attainment by Year 6 is above average and has been for a number of years. Senior and subject leaders check and monitor performance very effectively. Their evaluations are always accurate in spotting what needs to be done next. Subsequent action is taken very effectively in consultation with staff and governors and maintains very strong performance. This highly successful track record, led by senior staff and applied by all staff, indicates that the school's capacity to sustain excellence is outstanding.

A large majority of parents recognise the strength of what is available. A typical comment says simply, 'Overall, I am very happy with Churchfield Primary School □ its teaching and learning are great.' Inspection evidence is in full agreement with this. Teaching is outstanding, because the content of skills and knowledge taught in lessons is extremely well matched and targeted to individuals and groups, so their needs are met rigorously and progress is accelerated. Telling examples include special teaching for improving boys' writing and the arrangements made for a group who are particularly gifted in mathematics. Outstanding support for pupils with English as an additional language and guidance given to their parents are further strong contributory factors to pupils' outstanding progress. Similar highly effective care is apparent for pupils with special educational needs and/or disabilities, ensuring that they too progress rapidly in relation to their needs and targets. Nevertheless, senior staff show no complacency. They drive on for even higher standards. They identified weaknesses in pupils' uses of spoken English and syntax that restrict what they write. Already, a language focus, including an innovative new scheme, is bringing improvement.

Strengths are apparent in other outcomes. A popular mini-enterprise scheme, coupled with good basic skills in literacy and numeracy, ensures that skills for pupils' future well-being are outstandingly strong. Nearly all say that they feel safe at school and know a member of staff who would help them through any difficulty. Contributions to the school and wider community are extensive and made with great enjoyment. Even very young children in the Nursery set up items for the day and act as monitors in the outside area. All other outcomes are good, including behaviour and spiritual, moral, social and cultural development. All safeguarding procedures, including vetting of staff, child protection and health and safety, are meticulously in place and what the school does to build community cohesion is also managed very effectively.

What does the school need to do to improve further?

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- Raise attainment in writing even further, by
 - focusing on improving pupils' spoken language and syntax as a first step
 - completing the introduction of the new scheme as quickly as possible.

Outcomes for individuals and groups of pupils**1**

Many children enter the school with English language skills and mathematical knowledge that are very low compared with what is usually found. By the end of Year 2, attainment, although sometimes remaining below average, is comparatively stronger in all subjects, so achievement is good. By Year 6, attainment has risen even further to above average. For example, in English lessons, pupils use a range of reading materials and produce exciting stories of their own. During the inspection, they showed a good awareness of how to construct an adventure story. Results of tests and the school's records of assessment confirm this above average picture and outstanding achievement by the time they leave. The same picture is repeated across all the ethnic groups represented, which is also confirmed in assessment and test data. Above average attainment and rapid progress were also seen in other classes through the school. In an outstanding Year 4 lesson, pupils increasingly realised that a beautiful beach scene concealed disturbing features of South Africa during apartheid. Learning and progress were skilfully drawn out across a range of subjects, including literacy, modern South Africa, moral development and ideas related to building community cohesion. Pupils with special educational needs and/or disabilities are catered for very effectively by teachers and teaching assistants. As a result, the progress of these pupils is also excellent. Pupils with particular gifts and talents are identified effectively and arrangements are made through research topics and other means to ensure that they are challenged. This has been particularly effective in mathematics, in which some Year 6 pupils are already successfully achieving Year 7 work. Arrangements for pupils whose English is an additional language also achieve equally as well as other pupils.

All other outcomes are good, with some that are outstanding. Pupils' attendance has risen to above average. They are keen to learn and enjoy school. They know much about what constitutes a healthy diet and take part enthusiastically in a wide range of sporting and other activities provided in and out of lessons. This is celebrated in the school's achievements of Healthy School and ActiveMark awards. Contributions to the community are particularly strong and take many and varied forms. For example, pupils of different ages help to look after the school's animals, including chickens and guinea pigs. They also accept responsibility for managing parts of the site for a range of purposes. Some pupils with a Turkish background visited another school where they helped with the introduction of Turkish classes. Pupils' attitudes are good. They know right from wrong and act on the knowledge. They are respectful towards cultures other than their own and enjoy learning about and sharing games and toys from each other's ethnic groups and countries of origin. School councillors reminisced about several occasions when something happened in lessons that had amazed or genuinely excited them.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The use of assessment to adapt what is taught, ensuring that lessons consistently address pupils' different learning needs individually and in groups is a key contributory factor in the outstanding teaching. This is underpinned by highly effective guidance and support, which is given to pupils about their challenging targets and how to reach them. These are constantly reviewed and updated as pupils achieve them. Highly effective support extends further whenever it appears that they might not. Teachers keep pupils interested and engaged on their tasks and focused on what will accelerate learning the most. Special provision is made for a group who are particularly gifted in mathematics. During the inspection, a high proportion of observed lessons were good, including some that were outstanding. None was less than satisfactory. Teachers and teaching assistants alike questioned pupils effectively and changed the pace and direction of lessons based on pupils' responses. Tasks and activities are set at different levels for different groups of pupils based on their prior attainment, so learning moves on from exactly the correct point.

Pupils who are vulnerable, for whatever reason, are effectively helped. Advice from

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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experts and agencies is sought and acted upon very promptly. Strategies to tackle poor attendance, for example, are reducing unnecessary absence rates very effectively.

The curriculum also has many strengths. All subjects of the National Curriculum are effectively planned and adapted relevantly to meet local requirements. Much enrichment and enhancement through visits, a wide range of well-attended after-school clubs and partnerships with other schools, including the federated school, are in place. However, a recent review to introduce more creative cross-curricular links between subjects, while well underway, is not yet complete. Good links with local secondary schools provide expertise from subject specialists and good liaison when pupils transfer.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior and subject leaders at all stages monitor the quality of teaching and its impact on pupils' performance highly effectively and with an aspirational vision that is focused on gaining the best possible provision and performance for all pupils. The governing body is kept fully informed of all developments and has a questioning and supportive approach. However, it went through a period of considerable change when the school entered its federation, so much of governors' time was inevitably devoted to reorganising their own structures, committees and personnel. To some extent, this diluted its performance. Nevertheless, that process is now complete and governance is currently good and improving steadily, as governors are becoming increasingly well informed and directly involved in the work of the school. They carry out their responsibilities with regard to the safeguarding of pupils particularly effectively, monitoring policies and checking that any risks to health and safety are dealt with quickly and thoroughly. Partnerships with parents and organisations in the locality are extensive and highly valued. Work with families and a wide range of classes are extensive, including, for example, opportunities for Tamil, Albanian, Turkish and Somali groups. These partnerships are highly effective in helping parents understand how the education system works, helping them to help their children. The school involves itself considerably in local events and pupils are taught effectively and positively about the ethnic diversity of the United Kingdom. Globally, pupils' links with pen pals in Turkey and Poland are cohesive, having the impact of showing them what they have in common, while producing deeper understanding and respect for cultural differences. Similarly, good policies and very thorough procedures are in place to ensure that barriers to learning are monitored,

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tackled and removed for individuals and groups. As a result, equality of opportunity is outstanding. Value for money is outstanding.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Much emphasis is placed on helping children to settle quickly when they first arrive. Success is evident based on very good initial contact with families and home visits on entry to Nursery and Reception classes. As a result, children grow quickly in confidence and become very willing to show adults the results of their play and activities. Independence and self-reliance are encouraged well. Provision is of high quality. For example, the outside areas are very well resourced for all areas of learning, including shelter when needed. The setting offers a rich environment including attractive resources, spaces for wheeled toys and a variety of surfaces. The children are very proud of their guinea pigs and learn to look after them with kindness and appreciation of their needs. All of this offers opportunities for observation of plants and animals, and the development of associated language and artwork. The staff are very aware of this and plan accordingly to excellent effect. Indeed, planning is a particularly strong feature, leading to children's rapid learning and development.

In the Nursery and Reception classes, sessions involving stories with magical characters, such as Winnie the Witch, excited the children and encouraged much rapid development across all areas of learning. This was seen in rhymes that they made up for spells, colourful artwork making creative wands and some delightful role play that focused on freezing and releasing each other. Children enter the Nursery with a wide range of

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previous experiences and skills, including some who have little knowledge of the world outside their home. However, this remarkably strong provision ensures that children achieve outstandingly across all areas of learning, whatever their starting points and a good number reach age related goals by Year 1. Other outcomes, including attitudes towards, and knowledge about, health, keeping safe and working well with others are at least good and often better. This happens because coordination and leadership of provision for the age group is outstanding. The adults work well together as a team to the benefit of the children. They plan and adapt the curriculum, so that it is enjoyable, and gather and present resources highly effectively. As a result, children want to talk about what they see, developing their communication and language skills, whatever their first language or ethnicity might be. The coordinator works closely with the school's inclusion manager to identify children's needs. These are then met very effectively. Records that keep track of children's accomplishments and to plan next steps are thorough and meticulously up to date.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Nearly all parents who were spoken to directly and a very high proportion of responses in their questionnaires indicate that views of the school are very positive. Parents believe that their children are taught effectively and all reported that their children enjoy school. A very small minority feel that their concerns and ideas are not taken into account and that unacceptable behaviour is not dealt with effectively. However, when inspectors looked into the circumstances of some of the specific issues that were raised, they found that senior leaders had acted correctly and taken into account what parents said. During the inspection, behaviour was good, with only very few and minor contrary examples, which were dealt with very effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Churchfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 578 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	72	25	28	0	0	0	0
The school keeps my child safe	60	67	26	29	2	2	1	1
The school informs me about my child's progress	60	67	23	26	2	2	2	2
My child is making enough progress at this school	61	69	21	24	4	4	2	2
The teaching is good at this school	61	69	22	25	4	4	1	1
The school helps me to support my child's learning	57	64	25	28	4	4	1	1
The school helps my child to have a healthy lifestyle	56	63	31	35	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	52	35	39	5	6	0	0
The school meets my child's particular needs	51	57	30	34	5	6	2	2
The school deals effectively with unacceptable behaviour	48	54	32	36	5	6	1	1
The school takes account of my suggestions and concerns	46	52	34	38	5	6	2	2
The school is led and managed effectively	52	58	30	34	1	1	3	3
Overall, I am happy with my child's experience at this school	65	73	20	22	2	2	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 June 2010

Dear Pupils

Inspection of Churchfield Primary School, Edmonton N9 9PL

Thank you for being so friendly when the other inspectors and I visited your school. You helped enormously to make the two days pass smoothly. We enjoyed visiting your lessons and seeing your work. It is great that so many of you told us that you enjoy school a lot. We also enjoyed speaking to you, including those of you who attended meetings with us, such as the school councillors. One of them said, 'I've always liked being here. It's a brilliant school.' We understand why you might think this is so. Indeed, it is an outstanding school.

Below are some important things that we found out about your school.

- Your teachers care for you and teach you exceptionally well.
- Your learning and progress are outstandingly rapid.
- You behave well.
- You know a great deal about how to stay safe and eat healthily.
- Your willingness to do jobs that help your teachers and to cooperate with each other are excellent. We really like your work with plants and animals in the grounds.
- Your knowledge about children in other countries is helping you to understand that you have much in common with them and to respect the things that are different about them.
- Your work is of good quality, although your writing sometimes has mistakes in the grammar. We have asked the staff and governors to help you more with your spoken English as a first step towards improving this. They already have a scheme to help with the use of English across the whole curriculum. You can help by working hard at this.
- Your headteacher and executive headteacher and all the other staff have lots of really good ideas to keep your school as excellent as it is now.

The other inspectors and I wish you the very best for your future and hope that you will always enjoy learning as much as you do now.

Yours sincerely

John W Paull

Lead inspector

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