

# Chase Side Primary School

Trinity Street, Enfield, Middlesex, EN2 6NS

**Inspection dates** 10–11 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, ably supported by other school leaders, is successfully improving the quality of teaching and pupils' achievement.
- Governors know the school well. They provide a good balance of challenge and support to school leaders to ensure that all aspects of the school improve.
- Pupils behave well. They have very good attitudes to learning. They treat others with tolerance and respect and, as a result, the school is a harmonious community.
- Pupils feel safe and have a good understanding of how to keep themselves safe in different situations.
- Teaching is good. Teachers plan activities that capture pupils' imaginations and help pupils to make good progress. Disadvantaged pupils and others needing additional help are well supported to catch up with their classmates.
- Achievement is good. Rates of progress in reading, writing and mathematics are improving and pupils' work shows that they are on track to reach above average standards at the end of Years 2 and 6.
- Children get off to a very good start in the early years. They make good progress because they are taught well in a stimulating and vibrant environment.
- The curriculum is well planned and successfully promotes pupils' spiritual, moral, social and cultural development. It provides an extensive range of stimulating experiences which pupils clearly enjoy. Pupils benefit from a number of well-planned educational visits and visitors to the school that promote British values well. Pupils leave the school well prepared for entry into secondary school and for their future lives in modern Britain.

### It is not yet an outstanding school because

- Not enough pupils make outstanding progress.
- Teachers' expectations of what pupils can achieve, including the most able, are not consistently high. As a result, work set is not always challenging enough to make sure that all pupils can excel.
- Occasionally, teachers' feedback does not make it clear how pupils can improve their work.
- In a very few instances, teachers do not use teaching assistants well. Consequently, they are not able to give pupils consistently high quality support.
- Pupils do not always have enough opportunities to practise and apply their mathematical skills to solve problems in other subjects.
- School improvement plans are not always specific enough to ensure that planned actions will lead to outstanding pupil progress.

## Information about this inspection

- Inspectors observed teaching and learning in 23 lessons. Some of these observations were carried out jointly with members of the senior leadership team. Inspectors spoke to pupils during lessons and looked closely at the work in their books.
- Inspectors met with two groups of pupils and spoke informally to other pupils in lessons and during breaks and lunchtimes.
- Meetings were held with school leaders, the Chair and three other members of the Governing Body and a representative of the local authority.
- Inspectors observed the work of the school. They examined documents, including those relating to pupils' achievement and progress, development plans and information about teachers' performance. They also looked at records relating to behaviour, attendance and safeguarding. Inspectors considered minutes of governing body meetings.
- Inspectors considered the 70 responses to the online questionnaire, Parent View. In addition they spoke to parents at the start and end of the school day and considered any written communication received during the inspection from parents.
- Inspectors considered the 47 responses to the staff questionnaire.

## Inspection team

David Radomsky, Lead inspector

Additional Inspector

Olson Davis

Additional Inspector

Parv Qureshi

Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average-sized primary school.
- The proportion of pupils from ethnic minority backgrounds is well above average.
- The proportion of pupils who speak English as an additional language is much larger than found nationally.
- The proportion of pupils who are disadvantaged and supported by the pupil premium (additional funding for pupils known to be eligible for free school meals and looked after children) is above average.
- The proportion of pupils who join or leave the school at other than the usual times is above average.
- The early years provision comprises of two part-time Nursery classes for three-year-olds and two full-time Reception classes for four-year-olds.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school is part of the Enfield Town Schools Partnership.
- During the current academic year, there have been number of changes to teaching and leadership as a result of staff leave. Governors have appointed a senior leader on secondment from a local school to add capacity to the senior leadership team. The new and substantive inclusion leader took up her post in the autumn term.

### What does the school need to do to improve further?

- Increase rates of pupils' progress by always ensuring that:
  - teachers and other adults have high expectations of what all pupils, including the most-able, can achieve
  - work set is appropriately challenging so that all pupils can excel
  - teachers make consistently good use of teaching assistants to support pupils
  - feedback makes it clear to pupils how they can improve their work
  - pupils have more opportunities to practise and apply their mathematical skills to solve problems across the subjects
  - all improvement plans are focussed on ensuring all pupils make rapid progress.

## Inspection judgements

### The leadership and management are good

- School leaders have created a harmonious community where everyone is valued and respected and where discrimination is not tolerated. Consequently, pupils behave well and thrive in their social and personal development. Leaders have managed the challenges of temporary changes to teaching staff and leadership effectively ensuring that pupils' rates of progress have increased this year. Well-targeted professional development opportunities for teachers and teaching assistants have ensured that the overall quality of teaching is good, and improving.
- Leaders frequently track pupils' progress. They use this information well to arrange additional support when pupils are at risk of falling behind. Leaders also ensure that all pupils are able to participate in the many enrichment activities that the school has to offer. This demonstrates leaders' commitment to equality of opportunity.
- Leaders have good processes for identifying the strengths and weaknesses of the school's performance. Key priorities for improvement are identified well and all leaders have drawn up action plans to improve their areas of responsibility. However, some plans do not make it clear how the intended actions will ensure that all groups of pupils will make outstanding progress.
- Pupil premium funding is used effectively to improve the progress of eligible pupils through, for example, additional one-to-one support or a number of small group sessions, as well as for access to enrichment activities. As a result, attainment gaps are narrowing.
- The inclusion leader is making sure that those pupils who are disabled or who have special educational needs are identified early and are well supported through bespoke activities that are closely matched to their learning needs. The many pupils who join the school at other than the usual time, often with little or no acquisition of English, and pupils whose circumstances make them vulnerable, all receive helpful and effectively targeted support. This is ensuring that all groups make good progress from their individual starting points.
- Team and subject leaders are effective in ensuring that pupils behave well, attend regularly and that the quality of teaching is improving. They benefit from working together with colleagues in the local partnership, and attending leadership training programmes.
- Leaders work with their teams to prepare stimulating learning activities across the subjects and share best practice. They regularly check pupils' work and visit lessons to ensure that pupils are making good progress. Leaders have identified that additional opportunities for pupils to apply their mathematics problem solving skills more widely across the subjects, will help pupils make even faster progress.
- Leaders have adapted the new National Curriculum creatively so that pupils can study a wide range of topics. Pupils have many opportunities to participate in a range of sporting activities, educational visits and residential trips. Other activities, such as team work, appreciating art and learning about business help pupils develop a broad range of skills. Pupils gain a good understanding of the importance and meaning of social responsibility, such as through attending a recycling workshop. Pupils recently held a mock election to coincide with the General Election, which gave them a good insight into the democratic process. Pupils' spiritual, moral, social and cultural development is promoted effectively and pupils are well prepared for life in modern Britain.
- Leaders have used the sports funding well. Teachers have benefited from training from specialist teachers to enhance their own skills, such as in teaching dance and gymnastics. Through work with the local sports partnership and the school's own sports leader, pupils have gained access to more clubs and sporting opportunities. This includes daily lunchtime activities where pupils participate in many inter-school tournaments. As a result, pupils are improving their fitness levels and understand how to look after their health.
- The local authority has provided good support to the school. A senior leader has been seconded to add capacity to the senior leadership team and has provided training and support for teachers and subject leaders. This has helped leaders to improve the quality of teaching and pupils' achievement this year.
- The school's arrangements for safeguarding and child protection meet statutory requirements and are effective in ensuring that pupils and staff are safe.
- Leaders work well with parents. Workshops for parents explain how their children are being taught, and give them the resources to support their children's learning at home. The school provides opportunities for parents to learn English and mathematics and ensures they have access to support services and parenting classes.
- **The governance of the school:**
  - The governing body is well led by the Chair and provides effective challenge and support so that all

aspects of the school are improving.

- Governors make it their business to know how the school is performing. They regularly visit the school, observe learning and talk to staff and pupils. They are well informed about the quality of teaching and pupils' progress through the headteacher's reports and their analysis of pupil performance data. Additionally, governors seek assurance from external moderators that the information they receive is accurate.
- Governors are well informed about the management of teachers' performance and how any underperformance is tackled. They have systems in place to ensure that performance is linked to pay progression.
- Governors have a very good knowledge about how the school uses its pupil premium funding and the primary sport funding to support pupils' learning.
- Governors actively seek the views of parents and respond to their concerns through the termly open parents' forum. They make good use of social media for ongoing parent and governor communications.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. They are polite, courteous and are welcoming to visitors. Pupils of all faiths and cultures get on well together and this creates a cohesive and respectful environment. These positive attitudes are well embedded through the school's work as an accredited UNICEF Rights Respecting School.
- Pupils are happy at school. They are eager to learn and work well together. Pupils readily respond to their teachers' instructions and their positive attitudes make a strong contribution to their good progress. Very occasionally, however, individuals can cause some low level disruption, but most teachers deal with this efficiently so that learning can proceed.
- Pupils take pride in their school and relish the opportunity to take on responsibilities. Eco councillors encourage recycling and pupils ensure that the school environment is kept clean and tidy. The school council selects the charities that the school supports and coordinates a range of fundraising activities. Year 6 'young leaders' organise sporting and play activities for younger children at lunchtimes.
- Pupils attend school regularly and punctually. Exclusions have reduced significantly over the last two years.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and their parents agree. Pupils have a good understanding of how to keep themselves safe through, for instance, workshops on e-safety and assemblies delivered by a representative of the NSPCC.
- Pupils are aware of the different forms bullying can take. They are confident that, if bullying does occur, concerns are listened to and that teachers take appropriate and prompt action to resolve them. Pupils know that if they have personal worries, they will get help from staff. Leaders and staff make good use of the Place2Be, which is a national children's charity that provides support for children in schools.
- The parent support advisor, in liaison with the inclusion leader, ensures that any pupils and their families are helped to access a range of school and external agency support when they experience difficulties. This helps to remove any barriers to pupils' regular attendance, good behaviour and academic success.
- The school is diligent in keeping pupils safe, such as in vetting staff and visitors. Leaders' plans include provision for the training of all staff on the government's 'Prevent' strategy, which deals with potential extremism and radicalisation and ensures that anyone at risk can be quickly identified.

## **The quality of teaching** is good

- Consistently good, and improving, teaching is enabling pupils to learn well and make good progress in reading, writing and mathematics. This was confirmed by observations and checking of books during the inspection, as well as examining current pupil progress data. The school makes effective use of external consultants and colleagues in partner schools to moderate work.
- Reading is taught well. Staff are well trained in the teaching of phonics (letters and the sounds that they make) so that, right from Nursery, children learn to read and value books. The school has introduced additional daily adult-led reading for Key Stage 1 pupils and, across the school, there is a greater emphasis on teaching comprehension and inference skills. Home reading is actively encouraged and many volunteers come into school and read with pupils who need more practice. As a result, rates of progress in

reading across the school are good, and improving.

- The teaching of writing has improved and is now consistently good. There has been a strong drive this year to improve pupils' knowledge of spelling, punctuation and grammar and the application of these skills in their writing. There are more planned opportunities for pupils to write at length across different subjects and for a variety of audiences and purposes. As a result, all groups of pupils are making good progress in their writing.
- Teachers have received good training to improve their teaching of mathematics. This has been underpinned through the introduction of new scheme of work and ensuring teaching focusses on the key aims of the new National Curriculum. As a result, teaching and progress in mathematics are now good. However, there are not enough opportunities for pupils to apply their mathematical skills to solve problems in a range of contexts across different subjects.
- Home learning is used well to give pupils a wide choice of activities to consolidate and expand what they are learning in class. This supports their learning well.
- Very occasionally, teachers' expectations of what pupils can achieve are not high enough to ensure pupils make rapid progress. Work set is not sufficiently challenging and sometimes, pupils spend time on work that is too easy for them before they are expected to attempt more challenging tasks. As a result, pupils, including the most able, do not make outstanding progress to reach the highest standards.
- Teachers' marking of work and feedback shows pupils what they have done well. On some occasions, however, teachers' guidance to pupils on how to improve their work is not clear enough to help pupils make outstanding progress.
- The provision for disabled pupils or those who have special educational needs is good. Teachers also ensure support for others needing additional help, such as late joiners, is effective. The needs of these pupils are precisely identified and small group or one-to-one support is planned carefully by teaching assistants to address any areas of difficulty. Occasionally, teachers do not always deploy teaching assistants well enough to support pupils' learning throughout the lesson. This sometimes stops progress from being outstanding.

### **The achievement of pupils** is good

- All groups of pupils are now making good progress in reading, writing and mathematics from low starting points when they join the school. This is because the quality of teaching and support has improved and rates of progress have accelerated across all key stages.
- In 2014, Year 2 pupils reached broadly average standards in reading, writing and mathematics. This was similar to the previous year. However, the proportion of pupils reaching level 3 was below average. Pupils currently in Year 2, are on track to reach above average standards, including at level 3. This represents good progress from their starting points.
- Published data show that standards at the end of Year 6 in 2014 were higher than the previous year in all subjects, especially in reading, and were broadly average overall. The proportion reaching Level 5 in mathematics, however, was low. The school's data and pupils' work show that current Year 6 pupils are on track to continue the upward trend and reach above-average standards, including at Level 5, in all subjects. Given pupils' average standards at the beginning of Key Stage 2, this represents at least good progress.
- In 2014, an above average proportion of pupils in Year 1 reached the expected standard in the phonic screening check.
- Disabled pupils and those who have special educational needs now make good progress, as do those pupils who join the school at other than the usual time and those who speak English as an additional language. This is because they receive well-targeted support from skilled teachers, accelerated learning mentors and teaching assistants, especially in small group work. There is no discernible variation in the achievement of pupils from different minority ethnic groups.
- The most-able pupils are making good progress overall, and this is reflected in the proportions on track to reach the higher levels at the end of Key Stages 1 and 2. Teachers plan activities that help them make good progress. When leaders check on pupil's progress, they arrange additional support for some of the most-able pupils who are not on track to reach their academic potential. However, some of the most able pupils do not make outstanding progress because work set in lessons is not always hard enough to stretch them to excel in their learning.
- In 2014, at the end of Year 6, disadvantaged pupils were about a term behind others in the school and a term and a half behind other pupils nationally in reading. In writing, they reached similar standards to their classmates but were about half a term behind other pupils nationally. In mathematics, they were

about one and a half terms behind their peers and almost a year behind other pupils nationally. However, disadvantaged pupils in the school are making good progress currently, often faster than their peers, and this is helping to close the gaps.

### The early years provision

is good

- Children's skills on entry to Nursery are below those typical for their age, especially in their social, communication and mathematical development. They make good progress in all areas of learning. In 2014, at the end of Reception, an above average proportion of children reached a good level of development. Children are well prepared for entry into Year 1. Children currently in Reception are on track for similar outcomes.
- Teaching in the early years is good. Adults continuously assess each child's progress so that they can plan activities to ensure that children make good progress. Additional support is given to any child that is falling behind. Inspectors saw, for instance, a targeted activity to help a small group of children needing help to develop their fine and gross motor skills.
- Teachers and other adults engage children in good dialogue, asking questions to deepen their understanding and encouraging them to speak to adults and to each other. As a result, children quickly gain confidence and learn to express themselves well. Adults also support children's learning with careful questioning which encourages children to work things out for themselves.
- There is a good balance between teacher-led activities, such as the effective teaching of phonics, and opportunities for children to explore and learn things for themselves. Teachers liaise closely with parents who are encouraged and helped to support their children's learning at home and to record their children's experiences in 'learning journeys', which are collections of children's work and other evidence of their learning.
- The classrooms and outdoor areas provide children with a stimulating place to learn. There are many resources available to support learning and varied activities which capture children's interest and imagination.
- Children behave well and show kindness and consideration to one another. They develop good attitudes to learning and learn to share and work well in groups. They work in a safe environment and are well cared for.
- Leadership of the early years is good. Leaders ensure staff work well together for the benefit of the children. Leaders forge strong links with parents and with other feeder nurseries and use information about children well to prepare appropriate activities and to support their needs when they join Nursery or Reception. Leaders make sure that every child is known and cared for. Regular reviews of progress data and their teaching plans help adults to consider what the team can do to make the provision even better.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	101984
<b>Local authority</b>	Enfield
<b>Inspection number</b>	456078

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

<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 of pupils on the school roll</b>	474
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Lewis
<b>Headteacher</b>	Sally Quartson
<b>Date of previous school inspection</b>	12 October 2011
<b>Telephone number</b>	020 83631120
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