

Chase Side Primary School

Address: Trinity Street, Enfield, EN2 6NS

Unique reference number (URN): 101984

Inspection report: 21 April 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	●
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Personal development and wellbeing

Strong standard ●

Leaders ensure pupils, including those who are disadvantaged, benefit from a carefully considered approach to their personal development and wellbeing. In the early years, children are supported well to develop their independence. Leaders ensure that staff have the expertise to provide pupils with high-quality pastoral support. For example, the dedicated inclusion team, alongside other staff, identify pupils who would benefit from support and specialist therapy. Pupils are confident to access this support when they need it. The school responds quickly, effectively and sympathetically to pupils' changing needs. Leaders and staff tailor help and guidance for pupils and their families struggling with complex needs.

Pupils benefit from a wide range of opportunities to participate in sporting activities and competitions, which promote teamwork and resilience. In addition, close partnerships with other local schools enable pupils to develop their talents and interests through accessing high-quality art and music opportunities. Clubs provide pupils with further opportunities to develop their talents and interests. Pupils enjoy a range of visits, such as to the park, science museum, residential trips and places of local historical significance. Pupils also visit different places of worship to broaden their knowledge of religions and beliefs further.

Pupils are prepared well for life in modern Britain. They demonstrate an excellent understanding of important moral values, such as knowing right from wrong. They also develop their understanding of and respect for important British values. Pupils know not to tolerate discrimination and the importance of considering people's differences. Pupils have a strong belief in fairness and a deep understanding of cultural diversity. In addition, pupils show a detailed understanding of online safety, relationships, personal safety and physical and mental health. Pupils know about the importance of leading a healthy lifestyle, including essential knowledge about personal hygiene and self-care.

Expected standard ●

Achievement

Expected standard ●

Most pupils are well prepared for the next stage of their education. Pupils acquire appropriate knowledge and skills from their individual starting points. The broad curriculum ensures that pupils develop sufficient knowledge and skills across the curriculum. In recent years, leaders have prioritised staff training in teaching phonics. This has led to consistently improving phonics outcomes for pupils.

Leaders successfully prioritise supporting pupils to develop important basic knowledge. Pupils generally acquire the skills they need to read fluently, write efficiently and use their multiplication tables knowledge with increasing accuracy.

Pupils confidently recall the knowledge they have previously learned. They discuss their learning confidently and remember important information. By the end of key stage 2, pupils' achievement is close to the national average for reading, writing and mathematics. Over

time, outcomes for disadvantaged pupils in reading, writing and mathematics have improved and they achieve well.

Curriculum and teaching

Expected standard 

The curriculum is broad, balanced and ambitious. It gives pupils the knowledge they need for their next steps. Leaders have prioritised the development of pupils' essential knowledge in English and mathematics. This focus has contributed to positive published outcomes, especially in phonics. Reading is a key priority. Staff teach phonics consistently and link this to clear expectations for pupils' handwriting and letter formation. The teaching of handwriting, spelling, grammar and punctuation is well established across the school. Leaders promote pupils' vocabulary development through well-chosen texts and purposeful discussion.

Leaders have a clear and accurate understanding of the quality of the curriculum and teaching. Typically, teachers demonstrate the expertise needed to deliver the curriculum as leaders intend. They adapt learning appropriately when pupils need it and address any misconceptions promptly. This helps pupils to build secure knowledge over time. However, this approach is not consistently developed in all subjects. In some subjects, teachers' feedback to pupils is not precise enough to address gaps in pupils' understanding. As a result, some pupils move on to new learning before securing key knowledge. Leaders acknowledge this. They have taken appropriate action and have prioritised staff training to address this.

Early years

Expected standard 

The curriculum in the early years places a clear emphasis on developing children's communication and language, early reading and early mathematics. Children learn phonics from the start of the Reception Year. They use their knowledge of sounds to begin reading simple words. This helps them to become fluent and accurate readers quickly. Leaders ensure that the early years environment is organised effectively to reflect children's needs, for example through providing activities to develop fine motor skills such as hand and finger strength.

Adults provide warm, trusting relationships that help children to settle quickly, feel secure and engage confidently with routines. Adults quickly build an accurate picture of each child and adapt learning so that children receive the support that they need. Leaders aim to develop children's vocabulary through thoughtful interactions between children and adults. Often, adults use effective strategies to encourage conversations and prompt exploration. This supports children's communication and social development well. Children respond with enthusiasm to practical tasks that invite discussion. However, on some occasions, opportunities to deepen and extend children's language are not fully developed.

Routines for supporting children with additional needs, including those with special educational needs and/or disabilities, are well established. These help children to engage successfully in learning. Leaders also form positive and constructive relationships with parents. These support children well with their learning.

Inclusion

Expected standard 

Leaders and staff are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND), to be fully included in all that the school provides. Leaders prioritise high-quality training to equip staff well to meet pupils' additional needs. Robust systems enable staff to implement an effective, well-considered response to identifying pupils' needs and providing additional support. When appropriate, leaders promptly engage external specialist agencies to provide additional expertise and support for staff and pupils. Positive partnerships with parents and carers ensure that pupils with SEND receive effective help from their first day at the school. Pupils access the full curriculum and receive appropriate, tailored support. Consequently, pupils with SEND make suitable progress and achieve well from their starting points.

Disadvantaged pupils and those known to or previously known to children's social care benefit from the support the school provides. Leaders ensure that pupil premium funding is used well to provide the extra help that some pupils need, such as to develop their speech and language skills.

Leaders use the expertise of specialists, who come into the school on a regular basis, to provide additional help for pupils. For example, they provide emotional support and language therapy for pupils when it is needed.

Leadership and governance

Expected standard 

Governors have an accurate view of the school. They carefully use their monitoring work to check the impact of the actions that leaders take and to help school leaders to prioritise areas for improvement. Governors are committed and curious. Their challenge to leaders is robust and constructive.

Leaders monitor the quality of the curriculum and teaching closely. They use this information to inform the school's strategic priorities. Leaders focus their chosen priorities sharply on improving pupils' achievement. Leaders make inclusion a priority. They make the right decisions to ensure barriers for all pupils are reduced. For example, leaders have successfully strengthened their processes for identifying pupils' additional needs swiftly and their oversight of the school's provision for pupils with an education, health and care plan.

Staff have a thorough understanding of each pupil. This makes them extremely well placed to act on any concerns they might have, no matter how small. The needs of pupils are at the forefront of everything that the school does. Leaders have prioritised improvements to pupil attendance. Actions taken are beginning to show some improvement in overall attendance, including for disadvantaged pupils.

All leaders act in the best interests of pupils, while balancing demands on staff workload and wellbeing. Most staff feel valued and trusted. Their individual talents are recognised and utilised. Leaders foster positive relationships with parents, carers and the wider community. Parents are overwhelmingly positive about the work that leaders carry out at the school.

Attendance and behaviour

Leaders prioritise high attendance and expect pupils to attend school well. Attendance patterns are analysed rigorously and families are offered appropriate support if pupils do not come to school. Leaders make sure pupils and families understand why regular attendance matters. Attendance improves when this support is put in place. However, some pupils, including disadvantaged pupils, still miss too much school. Leaders' actions are not consistently reaching all groups of pupils to ensure sustained improvement in pupils' attendance over time.

Leaders have created a calm and nurturing environment. They set clear routines and have high expectations for pupils. Pupils live up to these and behave well. From the early years, children learn the school rules and how to manage their emotions. In lessons, pupils stay focused and manage any distractions well. Positive and trusting relationships underpin the school's approach. Staff apply the school rules fairly. They gently guide pupils with care to make positive choices. When pupils struggle to manage their feelings, staff provide timely support. Pupils play together harmoniously at playtimes. They show kindness towards each other. Bullying is rare. Pupils trust staff to deal with incidents quickly.

What it's like to be a pupil at this school

Pupils enjoy coming to Chase Side Primary School. They feel safe here. Pupils know they can talk to adults if they have any worries or concerns. Staff greet pupils warmly at the start of each day. This helps pupils to settle quickly into learning. Relationships between staff and pupils are warm and respectful. Staff are excellent role models for pupils to learn about kindness and caring for others. Pupils learn how to manage their emotions and the importance of understanding others. Behaviour is positive, both in lessons and at other times of the school day. If problems arise, the school teaches pupils to identify the causes and work together to solve them. Bullying is very rare. If it does occur, the school deals with it quickly and effectively. Leaders have sharpened their focus on ensuring that pupils attend more regularly. Leaders rightly remain concerned about continuing levels of absence. They track reasons for absence closely and provide targeted support to those who need it.

Generally, pupils achieve well. Leaders want the best for their pupils. Pupils know that teachers understand them as individuals. Pupils with special educational needs and/or disabilities or who have other barriers to learning receive effective support. Staff quickly identify the barriers to learning that these pupils face. Teachers routinely adapt lessons so all can take part and achieve.

Pupils value the wider opportunities that the school provides. Pupils take part enthusiastically in activities such as football, clubs and dance. This helps them to develop their social skills and make new friends. The school is inclusive. Difference is welcomed and valued here. Pupils learn about different religions and types of families. This helps to prepare them very well for life in modern Britain.

Next steps

- Leaders should ensure that strategies to improve attendance lead to rapid reductions in absence, including persistent absence, for all pupil groups.
 - Leaders should ensure that staff identify and address gaps in pupils' understanding effectively in all subjects so that pupils achieve consistently well across the curriculum.
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About this inspection

The chair of the board of governors in this school is Mark Philbrook.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with senior leaders, including the headteacher, assistant headteacher and special educational needs coordinator, during the inspection. Inspectors also talked to the chair of governors, members of the governing body and a representative of the local authority.

Inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Melanie Scull

Lead inspector:

Phil Garnham, His Majesty's Inspector

Team inspectors:

Paul Campbell, Ofsted Inspector

Laurie O'Brien, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 21 April 2026

School and pupil context

Total pupils

382

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

450

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

37.82%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.45%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

3.40%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	61%	Close to average
2024/25 (revised)	60%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	75%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (revised)	67%	75%	Below
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	72%	Close to average
2024/25 (revised)	67%	72%	Close to average
2023/24 (final)	71%	72%	Close to average
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	73%	Close to average
2024/25 (revised)	67%	74%	Below
2023/24 (final)	63%	73%	Below
2022/23 (final)	83%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	46%	Above
2024/25 (revised)	50%	47%	Close to average
2023/24 (final)	50%	46%	Close to average
2022/23 (final)	77%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	56%	63%	Close to average
2023/24 (final)	75%	62%	Above
2022/23 (final)	85%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	59%	Above
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	70%	58%	Close to average
2022/23 (final)	85%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	60%	Close to average
2024/25 (revised)	56%	61%	Close to average
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	77%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	68%	-11 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	50%	67%	-17 pp
2022/23 (final)	77%	66%	11 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	71%	80%	-9 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	75%	80%	-5 pp
2022/23 (final)	85%	78%	6 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	78%	-11 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	70%	78%	-8 pp
2022/23 (final)	85%	77%	7 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	80%	-21 pp
2024/25 (revised)	56%	81%	-25 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	77%	79%	-2 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	7.6%	5.2%	Above
2023/24 (3 term)	6.7%	5.5%	Above
2022/23 (3 term)	7.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	24.4%	13.3%	Above
2023/24 (3 term)	18.4%	14.6%	Above
2022/23 (3 term)	23.6%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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