

Childs Hill School

Inspection report

Unique Reference Number	101265
Local Authority	Barnet
Inspection number	354971
Inspection dates	21–22 June 2011
Reporting inspector	Susan Vale

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	377
Appropriate authority	The governing body
Chair	Stuart Lester
Headteacher	Jayne Franklin
Date of previous school inspection	20 May 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons and observed 12 teachers and a number of support staff. Inspectors held meetings with members of the governing body, members of staff and pupils. They observed the school's work and looked at a range of school documentation, including the self-evaluation form, safeguarding and other policy documents, the school development plan and records of pupils' progress and assessment data. In reaching their judgements, inspectors took into account the views of 188 parents and carers, in addition to those of pupils and staff, expressed in questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the impact of teaching on pupils' progress is good, particularly for more able pupils and those new to the school.
- The quality of the school's monitoring and self-evaluation, and the impact of action taken to drive school improvement.
- The impact of provision for pupils new to learning English, and for those identified with special educational needs and/or disabilities.

Information about the school

Childs Hill is a larger than average primary school. Around a third of the pupils are identified with special educational needs and/or disabilities, many related to communication, speech and language difficulties. The school is funded by the local authority to run a resourced provision for pupils with language and communication difficulties, mainly on the autistic spectrum. This is known as 'Pathways'. There are currently 24 children with statements of special educational needs, 12 of whom are in 'Pathways', and a number pending statements. There are high numbers of children who are new to learning English with just around half of the school population who speak English as an additional language. There are also high numbers of pupils who arrive and leave the school other than at the usual times.

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?

2

The school's capacity for sustained improvement

2

Main findings

Childs Hill Primary is a good school. It fulfils its aims of 'helping children to be confident successful learners and providing a stimulating environment to develop and celebrate their abilities'. It has a considerable number of strengths. The outstanding quality of pastoral care and the excellent relationships with parents and carers, along with exceptional community links, very effectively support and drive the development of the school.

Many parents and carers remarked on the wide range of opportunities their children have, from ballet and sport through to art and musical opportunities. As one of them observed, summing up the high regard of almost all, 'My daughter loves school and cannot wait to come in every day. It is friendly and welcoming - nothing is ever too much trouble.'

The school's very positive community links and improved pupil outcomes reflect the headteacher's, the governing body's and staff's shared aspirations for the school. Considerable building work and reorganisation have meant that the Early Years Foundation Stage have been able to move into new premises, which enhances the provision for the youngest children. Given its track record of improvement in raising the achievement of all pupils, together with its outstanding promotion of equal opportunities, and effective self-evaluation procedures, the school's capacity for sustained improvement is good.

Due to high teacher expectations, pupils make good progress across the school. Pupils' attainment is average by the time they leave the school. Taking into account the low starting points of some, the large numbers of pupils identified with special educational needs and/or disabilities, and the very high number of pupils who start and leave the school other than at the expected times, this represents good progress. Attainment and progress in mathematics are slightly lower than in reading and writing. Marking of pupils' work in mathematics does not always ensure that pupils are clear about the next steps in their learning and staff have rightly identified the need to focus on improving achievement in this subject. Assessment data are suitably gathered but not always used effectively enough by class teachers to set individual targets for pupils. Consequently, pupils are not always fully aware of how they can improve their work, which can limit opportunities for them to take on responsibility for their own learning.

The broad curriculum is enhanced by a good range of additional activities, visits and visitors. Residential trips are an integral part of the life of the school and are well attended. The extracurricular opportunities on offer are excellent. Throughout the school, staff provide outstanding care and support tailored to the needs of individuals. Pupils acquire a good understanding of safe and healthy choices and make an exceptional contribution to the school and wider community. In spite of the school's good efforts, and pupils' great enjoyment of school, attendance remains average. Although this is an

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improvement since the last inspection, extended holidays during term time adversely affect attendance figures.

The school works extremely effectively with many local faith groups and other prominent community groups. This contributes to pupils' outstanding social, moral, spiritual and cultural development. The school is very well led and managed and the support and guidance from the governing body is exceptional.

What does the school need to do to improve further?

- Improve the use of assessment data in setting targets for individual pupils so that they are fully aware of what they need to learn next, and can take greater ownership of their own learning.
- Raise attainment in mathematics by ensuring that the marking of pupils' work provides clear steps for improvement.

Outcomes for individuals and groups of pupils

2

Pupils achieve well. Attainment is broadly average by the time pupils reach the end of Year 6. Throughout the school, pupils make good progress. Their enthusiasm for learning, and the way they work collaboratively, enhances the good progress which they make. On a few occasions, pupils rely too heavily on the support of adults instead of taking some responsibility for learning themselves. The school is highly effective in the way that staff support the many pupils who enter and leave the school other than at the usual times. They are adept at integrating new pupils swiftly, which enables pupils to make good progress so that they achieve well. No individuals or groups of pupils, including the more able, significantly underachieve when compared with others. In the past, there has been some underachievement of boys but this gap is closing due to topics which captivate the interests of boys. Therefore, the large numbers of pupils who speak English as an additional language, those known to be eligible for free school meals and looked after children progress at the same good rate as others.

Pupils say that they feel safe at school. As one commented, 'You feel at home here.' Behaviour is good overall. Where there are incidents of poorer behaviour, staff deal with this well and pupils are encouraged to reflect on their actions. Pupils' contribution to the wider community is outstanding. They willingly take on extra responsibilities, such as peer mentoring. Pupils say that they have a clear voice in the school. For example, their ideas were listened to and acted on to improve the facilities available in the playground and at wet playtimes. The spiritual, moral, social and cultural development of pupils is outstanding. For example, during a themed day on 'Creation', pupils worked closely with different local community faiths learning about different beliefs of creation. Pupils had opportunities to develop and express their understanding, enjoyment, artistic and creative abilities. They had opportunities to reflect on what they had learnt and this helped pupils to develop a deeper understanding of others' views and opinions.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

Teaching is effective in ensuring that pupils are motivated and engaged in their learning. Well-planned lessons with good support from teaching assistants ensure that pupils' progress is good. Teachers have good subject knowledge and use this well to question pupils and to help them to move on in their learning. On occasions, teaching is outstanding. This was seen, for example, in a French lesson in Year 5 where pupils were inspired and highly motivated to achieve well through the infectious enthusiasm of the teacher. Likewise, in an outstanding literacy lesson in Year 2, the excellent way the teacher planned work to support the different needs of pupils enhanced their progress. Support for pupils with special educational needs and/or disabilities is highly effective, both in 'Pathways' and throughout the school. Regular and accurate assessments inform planning. However, not all pupils are clear about how well they are doing in their work or what it is they need to do to improve still further, especially in mathematics. Teachers monitor pupils' work in lessons, but there is inconsistency in teachers' use of data to set targets for individuals.

The school's curriculum provides well-organised, imaginative and effective opportunities for learning and supports the good progress that pupils make. It is greatly enriched by the excellent extra-curricular opportunities that are on offer.

Excellent attention is given to the care, guidance and support of pupils. The school's work with both families and individual pupils is highly effective in sustaining the learning,

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development and well-being, particularly of individual pupils who often are facing challenging circumstances.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
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?

The senior leadership team's enthusiasm, high expectations and determination to create the best for all at the school has driven the school's impressive improvement since the previous inspection. Recently completed building work and reorganisation of facilities support the improving learning environment and good progress which pupils make. Other managers, members of the governing body and all the staff share a similar vision. One member of staff, expressing a typical view, commented to inspectors, 'This school has consistently amazed me with its welcome and warmth, dedication to individuals and families, and flexibility to be creative, fun and engaging for all students.' Another member of staff exemplified the excellent teamwork seen during the inspection in the comment, 'As a staff, we all share a vision as to what we want to achieve. This, coupled with genuine care and enthusiasm for teaching and learning, makes it a lovely place to be.' This is universally endorsed in both the questionnaire from staff, and parents and carers. Governance is outstanding. The governing body makes an exceptional contribution to the work and the direction of the school. They have high levels of insight and are extremely well organised with successful strategies to support the drive and passion of the headteacher. Middle managers are taking on their responsibilities with knowledge and enthusiasm, ably supported by the senior leadership team. Safeguarding procedures are good and pupils' safety and welfare are paramount at all times.

The effective monitoring of teaching, along with highly focused support, has been at the core of improvements to the quality of teaching and learning since the last inspection. In turn, this continues to have a substantial impact on raising the progress and attainment of pupils. This is particularly noticeable for those pupils who have remained at the school all the way through their education.

Equality of opportunity has a high priority and is exceptionally well promoted. There are outstanding opportunities for all pupils and families alike. For example, the school has been dynamic in the way it has involved and supported hard-to-reach families within different communities. The school is highly proactive in involving members of the community. Activities, such as 'community leaders' breakfasts' where all are invited to school, are highly effective in developing not only strong links within the community but also reaching out to those families who are more reticent to be involved in their children's education. Engagement with parents and carers is excellent, with an open-door policy to

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communication clearly supporting their involvement in their children's learning. Partnerships with a range of external agencies are excellent, particularly in supporting those pupils with special educational needs and/or disabilities. This is endorsed by the majority of parents and carers in the specialist language unit who could not sing the school's praises highly enough in what the school does to support them and their children.

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	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. From well below typically expected levels on entry, particularly in relation to their speech and language, knowledge of letters and sounds and counting skills, children leave with skills which are broadly average in mathematics and below average in communication, language and literacy. The emphasis put on developing 'Every Child a Talker' has a very positive effect on the improvement children make in developing their spoken language. Activities in Nursery, such as taking their 'sick animals' to the vets, and in Reception where there is a strong emphasis on developing writing skills, enhance the progress that children make. Adults interact well with children and are good role models in the use of language. Positive relationships ensure that children are cared for very well. Healthy lifestyles are promoted well. The curriculum is planned effectively to meet the early learning goals. Assessment information gathered is occasionally not used precisely enough in order to plan activities which match the individual needs of children to accelerate their progress still further. Children are happy and secure, and enjoy the activities on offer and show a good ability to learn independently.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There was a good response to the questionnaire with around half the parents and carers responding. They are very happy with the school. The overwhelming majority of parents and carers believe that their children are safe and that the school helps them to keep healthy. A very large majority of parents and carers responded positively to all the other statements. While a very few parents and carers expressed some minor concerns, there was no common pattern to the views expressed. A good number of parents and carers wrote to inspectors, and the majority of those who did were delighted with the atmosphere and the care shown to their children. The comment, 'I love this school. I have nothing but praise for the teaching staff, and the way they include the children in decisions about the school is excellent.', reflects widely held views. Almost all parents and carers of children in 'Pathways' were unanimous in their praise of the outstanding care and support their children receive, with one stating that, 'The school has been amazing in integrating my child from Pathways into the main school.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Child's Hill 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 188 completed questionnaires by the end of the on-site inspection. In total, there are 388 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	131	70	54	29	0	0	1	1
The school keeps my child safe	128	68	57	30	2	1	1	1
My school informs me about my child's progress	114	61	67	36	4	2	2	1
My child is making enough progress at this school	82	44	99	53	2	1	2	1
The teaching is good at this school	108	57	74	39	2	1	2	1
The school helps me to support my child's learning	103	55	77	41	3	2	2	1
The school helps my child to have a healthy lifestyle	402	54	74	39	5	3	1	1
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)	84	45	87	46	0	0	3	2
The school meets my child's particular needs	85	45	93	49	1	1	2	1
The school deals effectively with unacceptable behaviour	78	41	94	50	6	3	3	2
The school takes account of my suggestions and concerns	67	36	105	56	4	2	4	2
The school is led and managed effectively	86	46	88	47	0	0	4	2
Overall, I am happy with my child's experience at this school	114	61	70	37	2	1	2	1

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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



22 June 2011

Dear Pupils

Inspection of Child's Hill Primary School, Barnet NW2

Thank you so much for welcoming us into your school when we visited you recently. We thoroughly enjoyed our time with you. We agree with what you told us; there is a lovely family feel to your school. These are the main reasons why we thought your school is a good school.

- You make good progress in your learning and obviously really enjoy your lessons.
- Your teachers make learning fun and interesting, and you have lots of opportunities to try out new activities
- Your school is very well led and managed.
- The school looks after you all very well. There is excellent care and support, particularly for those of you who are new to the school and those of you who have specific needs.
- There are outstanding links between your school and the local community, and your parents and carers commented how much they appreciate all that the school does for you as well.
- The school's work in making sure that each one of you has an equal opportunity to succeed is excellent.

Even in a good school there are things that can be improved. We have asked the staff to help you to improve your attainment in mathematics by saying exactly what you need to do to improve your work. We have also asked them to set clear targets for you and to help you take more responsibility for your own learning.

Yours sincerely

Sue Vale

Lead inspector

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