

Church Hill Primary School

Inspection report

Unique Reference Number	101266
Local Authority	Barnet
Inspection number	376532
Inspection dates	2–3 November 2011
Reporting inspector	John Anthony

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Andrew Colman
Headteacher	Rebecca Mottershead
Date of previous school inspection	9–10 July 2009
School address	Burlington Rise East Barnet EN4 8NN
Telephone number	020 8368 3431
Fax number	020 8368 1602
Email address	office@churchhill.barnetmail.net

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 16 lessons, taught by seven teachers. They held meetings with representatives of the governing body, staff and groups of pupils, and met informally with parents and carers. They observed the school's work and looked at strategic and curriculum planning, records of pupils' progress, school documentation such as that for safeguarding, and monitoring records of teaching and learning. Inspectors analysed 88 parents' and carers' questionnaire returns, as well as eight from staff and 85 from pupils.

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

- How successfully the school has established clear management roles to drive improvement, especially in teaching and pupils' achievement.
- The comparative progress of groups of pupils.
- How well guidance and feedback help pupils to know how to improve.
- The extent to which behaviour has improved since the previous inspection.

Information about the school

This is a smaller-than-average school. Most pupils are from White British backgrounds but an increasing number, and a higher proportion than is usual, come from other ethnicities, mainly mixed or Other White heritages. Few are at an early stage of learning to speak English as an additional language. A higher proportion of pupils than average have statements of special educational needs, though the number with special educational needs and/or disabilities overall is below average. Pupils' more specific needs mainly relate to learning and physical difficulties. The governing body manages a breakfast club. The Early Years Foundation Stage comprises of two 30-place Reception classes. The school has Healthy School status.

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

This is a good and improving school. Since the previous inspection, the headteacher and her staff have worked assiduously to implement measures to successfully bring about improvement. Leaders were asked to develop their roles to improve teaching, learning and achievement, to accelerate pupils' progress, and to ensure that pupils behave well. They have been successful in all areas: an effective and well co-ordinated management structure has been established, and more detailed assessment processes guide teachers' planning to align lessons more closely to pupils' needs. Teaching and the use of assessment are good overall, but more consistently so in Years 4 to 6. Guidance in marking is not always responded to by pupils and consequently, there are fewer opportunities for pupils to develop their independent learning. An imaginative curriculum provides many creative opportunities for pupils to flourish and enthuses them with the desire to learn. The school gives good value for money because attainment is now above average and pupils' achievement is good.

Firm management and imaginative incentives to encourage pupils to behave well have resulted in good, and frequently exemplary, behaviour in all aspects of school life. Pupils are polite and care about each other and older pupils readily take on responsibilities to help younger children through initiatives such as the 'family circle'. They say they 'feel safe all the time' because the school site is kept secure and well maintained and the staff look after them very well. Parents and carers agree and say, for example, 'Church Hill School is a wonderful little school, very warm and welcoming and my son loves coming here every day.' Pupils are well cared for in an inclusive environment that ensures that pupils' special educational needs and/or disabilities are identified and catered for, and that those pupils with specific disabilities are fully integrated into school life. Attendance is high because the school has focused strongly on improving attendance and pupils enjoy coming to school. Pupils are keen to take advantage of the many sporting opportunities available to them, and have a clear understanding of what constitutes a healthy lifestyle. Their willingness to cooperate with each other and with their teachers, their appreciation of culture, and their concern to contribute to the environment add to their good social, moral, spiritual and cultural development. These factors lead to good personal development which prepares pupils well for their future economic well-being.

The Early Years Foundation Stage is well managed. Good teaching, together with a stimulating and enjoyable curriculum, provides the children with the means to make good progress and achieve well. Good use is made of the limited outdoor space to

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

provide a learning environment that is well matched to the children's needs.

As a result of accurate self-evaluation, leaders, staff and governors have identified the precise areas for development that are needed to improve provision and which have stimulated the upward trend in pupils' performance. The steady, and recently rapid, improvement in performance in all areas of the school demonstrates a good capacity to continue to improve.

What does the school need to do to improve further?

- Ensure that teaching and learning and the use of assessment are consistently at least good, particularly in Years 1 to 3, by:
 - sharing strengths in teaching and developing good practice more consistently across all year groups
 - ensuring that all pupils are provided with challenging work matched to their abilities
 - following up marking guidance to ensure that pupils respond appropriately to teachers' directions.

Outcomes for individuals and groups of pupils

2

Pupils enter Reception with skills expected for their age. By the time they reach the end of Key Stage 1, their attainment is also broadly average. At the end of Key Stage 2, they have made better progress, especially in the higher levels in mathematics, and reach a level of attainment that is above average. Samples of work, assessment information and pupils' attainment in lessons indicate that this trend is continuing for current Year 6 pupils. Good progress was evident in many lessons during the inspection, confirming that pupils are making good progress generally throughout the school. Pupils with special educational needs and/or disabilities, and those who speak English as an additional language, are fully integrated in all aspects of school life and, as a result, make the same levels of progress as their peers.

Pupils say they feel safe because they can trust the staff, who, as one said, 'really do look after us'. Good safeguards have been established to ensure pupils' safety during current contractual work to improve the school grounds. Well-directed academic guidance, supported by strong pastoral care, has engendered a clear sense of mutual trust at all levels.

Some parents and carers have voiced reservations about pupils' behaviour, but no instances of unsatisfactory behaviour were seen during the inspection. Pupils were considerate, courteous and friendly around the school but where lessons did not fully engage their attention, occasional lapses in concentration impeded progress. Pupils contribute well to their school and local community. The 'family circle' initiative has had a significantly positive impact on developing responsibility in older pupils, encouraging them to become mentors and providing younger children with good role

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

models. Pupils willingly take on responsibility through their own initiative, and support many charitable causes, for example in supplying goods to help Homeless Action in Barnet, and in raising money for the Bangladesh earthquake appeal. They make a good contribution to their community. Pupils have a good understanding of how to lead healthy lives and are careful to have a healthy diet, reflected in the award of Healthy School status in 2010. Pupils take full advantage of 'loads of sports' provided both in lessons and by way of after-school clubs, and are enthusiastic about the opportunities to take part in local leagues. Pupils are punctual and their attendance rate is high. They say that this is because they like school; as one parent wrote, 'My child is very happy at the school and wants to go every day'. Good achievement and their emergence as well-rounded and mature young people at the end of Key Stage 2 leaves pupils well prepared for success in their future lives.

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	2
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils are provided with a good curriculum which is generally well matched to their needs and in which many exciting opportunities enrich their learning experience. The curriculum is enhanced by opportunities outside the usual curricular range that stimulate pupils' interest and develop their insight. For example, a visiting Shakespeare workshop on 'The Tempest' led to pupils having an interesting moral discussion asking 'why should someone kill his brother?' An impressive range of activities demonstrates the school's determination to foster pupils' learning through practical experiences, for example by enabling Year 4 pupils to develop historical

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

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

insights by visiting a Tudor recreation centre. Good cross-curricular links integrate safety with literacy. One lesson in which pupils had prepared a written safety code for fireworks reflected an earlier assembly focused on how to handle sparklers safely.

A priority of school development planning has been to improve pupils’ learning through ensuring consistency in good teaching. While teaching has improved and is good overall, its impact in accelerating pupils’ progress is more evident towards the upper end of the school. Teachers have good subject knowledge, are enthusiastic, and in more successful lessons, provide well-targeted challenge resulting in some exceptional learning. Pupils confirm that ‘teachers encourage you to work hard’ while at the same time making ‘the lessons really fun for us’. In one lesson, pupils discussed how they would feel trapped in a ship in pack-ice. Pupils enthusiastically depicted emotions such as stress and worry, and responsibly assessed the accuracy of the acting of their peers. A few lessons were less successful when instructions were not sufficiently understood and, as a consequence, attention faltered and pace was lost. Teachers make generally good use of assessment to inform their planning, but occasionally its use is inconsistent.

A good feature of the school’s strong pastoral care is how it reaches out to families so that they can better help their children in both their personal and academic development. The school runs a small breakfast club each morning which provides pupils with toast, cereal, drinks and a cheerful environment in which to prepare for the school day. There are very good links with external agencies and with local secondary schools so that pupils’ transition to secondary education is made as smooth as possible.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers at all levels have had a significant impact on improving the school. Central to this is the accuracy of self-evaluation, which has underpinned good school development planning and the determined response of school leaders, staff and the governing body. The management team has been restructured with a clearer focus on refining assessment for learning and continuing the drive to improve teaching. Consequently, teaching is improving although some opportunities have been missed to share good practice throughout the school. Increasingly more accurate assessments provide teachers with the information they need to ensure that pupils are set appropriately challenging individual targets. The governing body takes

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

a pro-active and challenging role, holding the school to account and providing good support and firm direction. By insisting that more administration support be provided, the headteacher has been able to concentrate even more on leading the strategic direction of the school. Judicious use of additional resources has led to improvements in facilities, such as in the new sports pitch and additional fencing to enhance security of the site.

A strong and fruitful relationship with parents and carers has been established. One excellent initiative, the annual weekend visit to Southwold, is well supported by parents, carers, staff, governors and pupils, and clearly helps to create the ‘fantastic community feeling’ that many describe. An informative and readable newsletter is published regularly and the school utilises the internet and texting to communicate speedily with parents and carers when needed. Good partnerships have been established with other schools, especially with the local secondary school. Good links with external welfare agencies enable the school to make regular use of their services to help pupils and their families.

The school has prepared an action plan to strengthen its good community cohesion and further national and global links. Safeguarding is central to the school’s ethos of care; all statutory requirements are met, staff receive regular training, and child-protection procedures are well organised. Risk assessments are comprehensive and thorough. An inclusive ethos guides all aspects of the school’s care, everybody is treated equally, and no discrimination of any kind is apparent.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

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

Early Years Foundation Stage

Children benefit from a well-run and well-equipped setting. The Early Years Foundation Stage leader monitors regularly the quality of teaching and children’s progress, analyses the data and bases planning on improving attainment. Consequently, children’s achievement is good. Children are happy and relaxed with the staff who supervise them vigilantly and provide a wide range of activities to help them learn. The curriculum is well matched to children’s needs and abilities. Children choose their own activities, work well in groups and on their own, and respond positively to guidance. Because the children are well looked after and feel secure in their environment, they thrive and make good progress. One additional Reception class has been added this year; the process was managed very well and those starting school quickly settled into their new surroundings. Both classes are situated together in the main school building, facilitating free-flow activities and helping to familiarise the children in preparation for their transition to Year 1.

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

A higher than average proportion of parents and carers returned completed questionnaires. Parents and carers are generally highly positive about the school, describing ‘a happy and friendly atmosphere’ in a school that ‘works really hard to involve parents’ and where ‘we have been made to feel welcome and involved’. Almost all said their children enjoy school, are safe, and that the school helps their children to have a healthy lifestyle. Overall, parents and carers share a general sense that the school is improving, many of their views being reflected in the observation that ‘there is a fantastic community feeling’.

Although there was no consensus of negative comment, some parents and carers felt that they were not given sufficient information about their children’s progress. Others felt that their children could be challenged more, and a few would like their children to have additional support. All the issues raised by parents and carers were followed through with the school. Their findings are in the report.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Church 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	67	24	27	2	2	2	2
The school keeps my child safe	53	60	30	34	3	3	0	0
The school informs me about my child’s progress	32	36	40	45	10	11	3	3
My child is making enough progress at this school	32	36	43	49	7	8	4	5
The teaching is good at this school	35	40	42	48	3	3	5	6
The school helps me to support my child’s learning	37	42	38	43	5	6	5	6
The school helps my child to have a healthy lifestyle	47	53	38	43	0	0	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)	42	48	33	38	1	1	4	5
The school meets my child’s particular needs	36	41	40	45	3	3	5	6
The school deals effectively with unacceptable behaviour	31	35	40	45	10	11	4	5
The school takes account of my suggestions and concerns	32	36	40	45	8	9	3	3
The school is led and managed effectively	35	40	39	44	11	13	2	2
Overall, I am happy with my child’s experience at this school	41	47	35	40	4	5	6	7

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



4 November 2011

Dear Pupils

Inspection of Church Hill Primary School, East Barnet EN4 8NN

Thank you very much for welcoming my colleagues and me to your school. On behalf of the team, I would like to thank those of you who met with us to tell us all about the many wonderful things that you do.

I am pleased to be able to tell you that you go to a good school. These are some of the things that really stand out.

- You are punctual, well behaved, responsible, friendly and kind to each other.
- You work hard, are attentive and make good progress in your lessons.
- All those who lead and manage your school work hard to give you the best possible education and look after you very well.

Although yours is a good school, we have asked your headteacher, staff and members of the governing body to do the following to make it even better:

- Provide you with activities in lessons that match your individual strengths so that you all do as well as you possibly can.
- Help you to know through marking how you can all improve further and check that you respond.

Again, thank you all for your kind welcome, and for your friendly and very interesting conversations with us.

With best wishes for the future,

Yours sincerely

John Anthony
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**