

Childs Hill Primary

Dersingham Road, Cricklewood, London, NW2 1SL

Inspection dates

26–27 January 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Respect, tolerance and kindness permeate all aspects of the school. Everyone gets on well with each other. Strong relationships provide a firm platform for pupils to develop their self-confidence and self-knowledge. Pupils' behaviour and attitudes to learning are good.
- Leaders are strongly focused on improving the quality of teaching, learning and assessment. Their success is reflected in the profile of teaching which continues to improve. The strong team of leaders ensures that staff are well supported in their work.
- An effective team in the early years secures good progress for all groups of children. They are well prepared for when they begin Year 1.
- The curriculum is planned through a series of topics. This provides pupils with relevant and exciting contexts for learning. Pupils make good progress in a broad range of subjects, including English and mathematics.
- Pathways is a very effective autistic resource provision. It provides the highest standards of care and education for the pupils. As a result, pupils make enormous strides in their learning and personal development.
- Teachers have good subject knowledge. They plan interesting activities which make sure that most pupils have work, which makes them think hard.
- Governors are well-informed. They work closely with leaders to make sure that the school continues to improve.
- Safeguarding and promoting the welfare and development of pupils is central to the school's work. Pupils feel very safe.

It is not yet an outstanding school because

- Key Stage 1 pupils do not achieve as well in writing and reading as they do in mathematics.
- Key Stage 1 teachers do not always check to see if pupils understand what they are to learn.
- In some classes, presentation and handwriting are messy and untidy.
- The outside area for the youngest children is underdeveloped.

Full report

What does the school need to do to improve further?

- Improve achievement in English so that it matches that of mathematics, particularly at Key Stage 1 by ensuring that:
 - those pupils who find reading hard are helped to use their phonics skills (the link between sounds and letters) to read unfamiliar words
 - there are more opportunities for pupils to use their phonics knowledge in their writing and in turn improve their spelling, giving them further time to write for meaning
 - teachers make it very clear what they expect pupils to learn so that no time is lost.
- Improve pupils' presentation and handwriting across the school.
- Enhance the outdoor area for two- to four-year-olds in order to promote and enhance children's learning.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher's inclusive stance leads to a harmonious and cohesive ethos which permeates all levels of the school's work and relationships.
 - Leadership capacity has been strengthened since the previous inspection. There is now a much larger team of senior and middle leaders. All work exceptionally well together to make sure that the school secures improvements in the priorities identified.
 - Senior leaders are insistent that all pupils, irrespective of their backgrounds, gender, ability and ethnic heritage achieve and thrive during their time at school. The head of Pathways is well supported by other leaders. There is a clear programme of partnership initiatives between the centre and the main school. As a result, autistic pupils are integrated well into the life of the school, when it is appropriate for their needs.
 - All staff share leaders' high expectations and are fully on board to make sure this school becomes a centre of excellence. There is a tangible buzz of excitement and eagerness to tackle the challenges that lie ahead.
 - Monitoring and evaluation of the school's work is undertaken regularly and provides accurate information of strengths and weaknesses. This information is used well to plan for improvement. All information is used effectively to set teachers' targets to make sure that their practice continues to evolve and improve.
 - Decisive actions have successfully improved the quality of teaching since the previous inspection. Staff benefit from a broad range of support and training. There is a highly collaborative approach to professional development. Leaders at all levels and teachers work together on planning, teaching, observing and evaluating the quality of their work. This team approach has had a significant impact on improving the provision in mathematics in particular. The focus is now on reading and writing. Within this open and honest culture, staff regularly share what works well with each other. They are not afraid to take risks, and to learn from their mistakes.
 - The range of subjects is well-designed. It structures pupils' learning well, so that key skills, knowledge and understanding are taught progressively. Writing is beginning to be developed in a range of other subjects. There are a myriad of visits and visitors to broaden pupils' experiences by providing a real life context in which to learn. This gives further opportunities to extend their vocabulary, and to write about their real life observations. Pupils' spiritual, moral, social and cultural development is promoted well. Pupils respect each other's differences. They have many opportunities to experience and celebrate differences between different world faiths.
 - Pupils are well prepared for life in modern Britain. They have a good understanding of democracy and the rule of law. The fundamental values of the school's approach to behaviour management are based on upholding the rights and responsibilities of all, as outlined in their restorative approach. Pupils take their responsibilities seriously when elected to be a school councillor, house captain or as a volunteer in the school and the community. Older pupils act as reading buddies for younger children in Reception. Year 5 and 6 pupils work with pupils who attend Pathways. They enjoy providing support to their friends in their play and work at the centre as well as accompanying them to local shops and restaurants.
 - Sports funding is used to good effect. A specialist sports coach provides effective coaching for teachers to improve their knowledge and skills. Pupils benefit from a wide range of sporting activities, both in school and via extra-curricular activities which run throughout the year. These are very well attended. Pupils are keen to be fit and healthy. They are proud of their sporting successes. Both the boys and girls have recently won the local football tournaments.
 - The pupil premium funding is used incisively to make sure that disadvantaged pupils achieve well. The previous gap between this group and all pupils has been eradicated. Indeed, this group in 2015, and currently, often out-performs all pupils. Pupil progress is monitored rigorously. Any gaps are quickly identified with appropriate interventions put in place. The funding is also used to make sure that this group of learners have access to trips, and residential visits.
- **The governance of the school**
- Governors are experienced and contribute immensely to the strategic direction of the school. They have made judicious appointments, particularly at senior level, to make sure that their vision for the school is secured.

- Governors are both supportive and challenging. They conduct regular open and honest conversations with leaders, ask incisive questions and keep a watchful eye on the progress leaders' actions have on the identified priorities for improvement.
- Governors are diligent in making sure that they fulfil their statutory responsibilities, including the arrangements for safeguarding. They make sure that the school's finances are effectively managed, including the use of the pupil premium, and that the primary physical education and sports premium are spent wisely.
- The arrangements for safeguarding are effective. It is given a high priority throughout the school. Procedures, implementation and training are all up to date. Leaders, including governors, have made sure that all staff are aware of the new duties placed on schools to make sure that pupils are kept safe, including those pupils who may be at risk of possible harm from radicalisation, female genital mutilation or child sexual exploitation. The school is rigorous and tenacious in making referrals and following these up with other external agencies. Parents are almost unanimously appreciative of the work of the school, including the importance the school places on their child's welfare and safety.

Quality of teaching, learning and assessment is good

- Teachers plan work which is interesting and engaging for pupils. There are many activities, which encourage pupils to think for themselves and to work collaboratively. This motivates pupils, speeds up progress and secures positive attitudes to learning.
- There has been careful consideration as to how teaching can maximise pupils' learning and progress. For example, the school has organised classes so that older pupils are taught in smaller ability groups, so that teachers ensure that all pupils are challenged to think and work hard, especially in mathematics. Similarly, those pupils who find learning difficult have appropriate resources to support their learning.
- All teachers have high expectations and set aspirational targets, based on the new expectations in the National Curriculum. Assessments are used well to make sure the work is set at the right level of difficulty. There are regular checks to make sure that assessments are accurate, both internally and externally.
- Older pupils work effectively to achieve their 'I can' statements which provide them with clear guidance about what they are working towards. Teachers regularly re-visit these to clarify and consolidate learning. This keeps the pace up and secures good or better progress.
- Staff training for speech and language formed the basis for developing questioning skills across the school. Observations confirm that teachers are proficient in asking probing questions to check pupils' understanding and promote their language skills.
- Teachers have good subject knowledge, and use technical language well to develop and deepen pupils' conceptual understanding, particularly in English and mathematics.
- In Pathways, pupils are taught in small groups or on a one-to-one basis. Increasingly, as pupils develop greater emotional resilience and self-discipline, they successfully work on their own in quiet areas. All staff are skilled in planning precisely for their individual learning and personal development. Targets secure small steps in their progress. This makes sure that these pupils achieve exceptionally well. Evaluation of individual progress is continuous. As a result, pupils have visual and verbal feedback to reward their effort, to raise their self-esteem and to modify their behaviour. Those pupils, who are performing academically at expected levels nationally, regularly work with their peers in the mainstream classes.
- Pupils' effort and achievements are celebrated in classes. Their work is displayed on a 'pride wall' with clear reminders that they can achieve well as the 'sky is the limit'.
- Pupils read regularly and have a wide range of books to choose from the school library. Some pupils are now taught reading in groups as a whole class. The assistant headteachers, supported by two members of staff, promote pupils' reading skills well, through intense and targeted support.
- Although older pupils read with confidence and fluency, some younger pupils find reading hard or have gaps in their phonics knowledge. This prevents them from being able to read unfamiliar words, restricts their understanding of the story and reduces their fluency.
- This lack of phonics knowledge impacts on some pupils' ability to spell words accurately in their writing. This is further exacerbated by there being too few opportunities for pupils to apply their phonics skills in meaningful writing contexts. Overall, this prevents pupils from achieving their full potential, particularly the most-able pupils, in achieving the higher levels in writing at Key Stage 1.

- Occasionally, learning slows down in some Key Stage 1 classes when teachers do not make it clear what they expect pupils to learn.
- In some classes in both key stages, presentation and handwriting in pupils' books are untidy, reflecting a lack of pride in their work.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. The school does not have a behaviour policy but instead has a relationship policy, based on the restorative approach. As a consequence, the strong bonds which both adults and pupils form are the cornerstone to the school's ethos and culture.
- This places a significant emphasis on pupils' emotional well-being, where confidence and self-esteem are promoted well. Adults have a genuine warmth and concern for all pupils, particularly for those who may have difficult situations to deal with. A great deal of work goes into making sure that all pupils are happy, safe and secure.
- The welfare team work closely with multi-agency professionals to ensure that pupils and their families receive guidance, support and intervention at times when they may be vulnerable.
- The learning mentor has a pivotal role in supporting those pupils who are identified as having difficulties, in class and outside.
- Records of any incidents are rigorously recorded, monitored and evaluated. This includes the use of the 'time out' system for those pupils who are unable to conform to the school's high expectations for behaviour. Pupils are given time to reflect about their behaviour to encourage greater self-control.
- Pupils have a good understanding of how to keep themselves and others safe. They understand many forms of bullying and they say that incidents are rare. They have the utmost trust in adults to listen to any concerns they may have and that they will always act on their behalf.

Behaviour

- The behaviour of pupils is good. Pupils are very attentive in the majority of lessons. However, occasionally, when pupils have to listen to their teacher for a long period of time, some lose concentration and become restless. This is why behaviour is not outstanding.
- Pupils conduct themselves well at breaktimes. They are polite and show consideration, respect and tolerance for one another.
- Pupils are proud of their school. As a result of the hard work of the learning mentor and senior leaders, attendance has now improved, persistent absence has declined and attendance is average.

Outcomes for pupils are good

- The high proportion of disabled pupils and those with special educational needs together with a transient pupil population means that external published information does not provide an accurate or current picture of achievement.
- Attainment at the end of Key Stage 2 varies from year to year. Overall standards in reading and mathematics were broadly in line with the national averages in 2015. Attainment in writing was well below average. Taking into account low starting points, the majority of pupils made good or better progress in mathematics and reading. Progress in writing was slower.
- However, work in pupils' books confirm that current pupils are now making better progress in this subject, particularly in Key Stage 2. This is because pupils benefit from a range of new books and texts that have been purchased to engage them instantly in their work. Learning is scaffolded with key words displayed around the classroom relating to the text, to support pupils in their writing.
- Since 2014, more children achieve the expected skills levels in basic literacy and mathematics skills at the end of Reception. As a result, the majority of Key Stage 1 pupils are currently attaining in line with national expectations. Previous below average attainment at the end of Key Stage 1 is being eradicated. Nonetheless, although the proportion of pupils attaining the higher levels in reading and mathematics is at least in line

with the national averages, too few pupils in this key stage reach the higher levels of attainment, particularly in writing.

- The proportion of pupils who attain the expected standard in phonics has increased over the last two years but in 2015 remains below average.
- The school's progress information shows that current pupils in other year groups are now making better progress. Work in pupils' books confirms that most pupils are achieving well and are successful learners in a range of subjects, including English and mathematics.
- Disadvantaged pupils make at least the same progress as other pupils in the school. In some year groups their progress is rapid.
- Disabled pupils and those with special educational needs make similar progress to all other pupils. Their progress is much stronger in reading and mathematics than in writing.
- Pupils who attend Pathways also achieve well, and often make rapid progress. The close attention given to individual needs from adults tailors the provision precisely to meet their complex and often diverse learning difficulties.

Early years provision

is good

- Leadership and management of the early years are effective. The vision of the early years leader together with his high expectations are beginning to secure significant improvements in children's achievements. He is very well supported by a team of staff, including an experienced higher level teaching assistant.
- As a result, year on year more children are reaching a good level of development. In 2015, the proportion of children achieving this level was above the national average.
- Home visits enable adults to begin to develop a strong bond with the children before they attend the nursery. This is built on as adults in their role as key workers work alongside the children, increasing their language skills, confidence and emotional security. This is particularly so for the very small minority of two-year-old children, who thrive, work and play in very small groups, usually in quiet areas of the classroom and outside.
- A significant proportion of children start the nursery with either little or no English. As a result, staff focus on developing children's communication and language skills immediately – by role modelling how to speak in sentences, paraphrasing the children's speech, and encouraging them to extend their language through careful questioning. Every opportunity is used to develop and extend their communication skills, including technical language. An adult asked a child, 'Is the pterodactyl's neck longer than yours?'
- Strong relationships and a nurturing environment make sure that children develop into confident learners who have no fear of trying out new things. Children are kept safe and secure.
- Children have good personal, social and emotional skills. They are able to sustain their concentration to complete tasks, both on their own and with other children. They play cooperatively together, take turns and display a caring attitude to their friends and adults.
- Teaching is good because adults know what children are interested in. They carefully observe children in their work and play and assess their progress. This information is used well to inform children's next steps in their learning. The on-going work on developing children's phonics knowledge and recent topic on dinosaurs has injected a real sense of purpose for writing. This is particularly so for boys, who enjoy writing out their dinosaur menus for the café. Nonetheless, the outdoor provision does not support children's learning as well as the indoor classrooms.
- The early years team have successfully closed the gap between disadvantaged pupils and their peers, and between boys and girls by the end of Reception. This is the result of careful tracking of children's achievements on a daily basis and long-term. Any child at potential risk of underachieving is quickly identified and has support to boost their progress.
- The school has a strong partnership with parents who are encouraged to be fully involved in their child's learning. Regular assessments are captured and recorded electronically, which parents can access at home. They are kept informed about how they can support their child in their learning through informal discussions, parents' evenings and workshops.

School details

Unique reference number	101265
Local authority	Barnet
Inspection number	10003779

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	379
Appropriate authority	The governing body
Chair	Paul Hoskins
Headteacher	Dan Hawkins
Telephone number	020 8452 4531
Website	http://www.childshill.barnet.sch.uk
Email address	office@childshill.barnetmail.net
Date of previous inspection	June 2011

Information about this school

- Childs Hill is a larger than average primary school. The school takes a very small number of two-year-olds as part of their early years provision. Most children attend part time in the nursery.
- Pupils are from a wide range of minority ethnic backgrounds. White British pupils account for the largest group in the school. Approximately three quarters of pupils speak English as an additional language, which is well above the national average.
- Almost one in two pupils receives support through pupil premium funding. This is well above the national average. The pupil premium is additional government funding given to schools for disadvantaged pupils who qualify for free school meals or children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above average, with approximately a third of these having a statement of special educational needs or an education, health and care plan (EHCP).
- The school is funded by the local authority to run a resourced provision for pupils with language and communication difficulties, who are mainly on the autistic spectrum. This is known as Pathways. In 2015, there were 22 pupils with statements of special educational needs. Currently 12 pupils attend one of the two classes, which are for Reception to Year 3 and Year 3 to Year 6.
- There is an unusually high number of pupils who arrive and leave the school other than at the usual times of the year.
- The school does meet the government's current floor targets which set the minimum expectations for pupils' attainment and progress.
- There have been recent leadership appointments, including a new deputy headteacher and early years leader.
- There is a children's centre on the same site, which is run by the governing body. When this was inspected in June 2011, its overall effectiveness was judged to be good. This provision is subject to a

separate inspection which can be found at <https://www.gov.uk/government/organisations/ofsted>.

Information about this inspection

- Inspectors visited a wide range of lessons to observe the quality of teaching, learning and assessment across both key stages, the early years and the resource provision. In total, 22 lessons were visited during the course of the inspection, and learning walks were conducted in most classes. Members of the school's leadership team joined a number of these visits to lessons.
- Inspectors spoke to three groups of pupils, formally and informally throughout the two days of inspection. They held a number of meetings with senior and middle leaders, and other staff. Meetings were held with the governing body, and a discussion was held with the head of school improvement for the local authority.
- The inspection team scrutinised a range of documentation provided by the school, including information linked to: attendance, behaviour, teaching and learning, performance management, development plans and minutes of governing body meetings. They also evaluated the school's own assessment of its own performance.
- Inspectors considered the school's own survey of parents and 81 responses to Parent View. They also took account of the 96 responses to a questionnaire for staff and 79 for pupils.

Inspection team

Mary Hinds, lead Inspector	Her Majesty's Inspector
Shaheda Karim	Ofsted Inspector
Nicholas Flesher	Ofsted Inspector
Christina Cleugh	Ofsted Inspector

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



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2016

