

# Chingford CofE Voluntary Controlled Infants' School

Inspection report

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<b>Unique Reference Number</b>	103084
<b>Local Authority</b>	Waltham Forest
<b>Inspection number</b>	308211
<b>Inspection date</b>	5 June 2008
<b>Reporting inspector</b>	Mary Summers

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

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<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	176
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Dooks
<b>Headteacher</b>	Mrs Tessa Darlow
<b>Date of previous school inspection</b>	6 September 2004
<b>School address</b>	King's Road London E4 7EY
<b>Telephone number</b>	020 8529 7601
<b>Fax number</b>	020 8523 9165

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<b>Age group</b>	5-7
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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and focused on the following issues.

- Pupils' progress in mathematics.
- The degree of challenge provided for the more able pupils.
- The guidance provided for pupils through teachers' marking.

The inspector gathered evidence from lesson observations, scrutiny of pupils' work and school documents. Parents' questionnaires and discussions with pupils, the headteacher, staff and the chair of governors also contributed to the judgements. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessment, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This small infant school serves pupils from mainly White British backgrounds although many different minority ethnic groups are represented in smaller numbers. It is popular in the locality and places are oversubscribed. The nature of the school's roll is changing. The proportions of pupils with English as an additional language, learning difficulties and/or disabilities and those entitled to free school meals have risen sharply recently and are now broadly average. The main groups of learning difficulties relate to speech, language, and moderate learning. The school has won a number of awards, including Healthy Schools and Activemark. It is federated with the neighbouring junior school and shares a headteacher.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school, whose outstanding curriculum contributes particularly well to pupils' enjoyment of learning. Standards are above average, especially in reading and writing and have been so for many years. This is not surprising because the school plans many exciting visits and opportunities for pupils that stimulate them to read further and write about their experiences. Standards in mathematics are not so high and the school has introduced a number of strategies to try to improve this, including a support group for Year 2 pupils that is helping them to catch up with their basic numerical skills. The number of pupils who reach higher levels in reading, writing and mathematics is broadly average. The school has tried to raise this by improving the levels of advice teachers give to pupils through their marking. This is beginning to have an impact, with pupils valuing and acting on the comments, especially in their writing.

All pupils achieve well because of consistently good teaching that motivates them and encourages them to do their best. Teachers work hard to make activities exciting and pupils say that this 'makes learning fun!' One pupil described for example how the teacher had brought in a golden box, saying how she had found it at home. Excitedly the pupil described the contents - a treasure map, a snake, a ring and a candle. She could hardly wait to begin writing her story about the box and its contents, explaining clearly how she had to use correct punctuation, a good range of adjectives and connectives as well as exciting vocabulary to achieve the targets set for her by the teacher. Relationships are strong. Teachers really know the pupils and have a clear understanding of their strengths and weaknesses. This is because of the robust procedures in place to assess their progress and identify pupils who are falling behind. Interventions then swing into place to help these pupils catch up. On some occasions, however, the levels of challenge given to the more able pupils are not high enough to fully extend their skills and knowledge.

Classrooms and corridors are vibrant, exciting places that value pupils' work and provide stimulating displays to grab their interest. Art projects, model making and science investigations all provide excellent opportunities for them to talk about their learning and develop their vocabulary. Intricate plasticene models of scenes from religious stories, for example the Creation, show high levels of care as well as enjoyment and perseverance. Pupils spoke excitedly about their visit to a local nature reserve to learn about wildlife. Handling cockroaches and other insects stimulated their enthusiasm to write reports, produce diagrams and conduct further research using the Internet. Pupils enjoy extensive opportunities to develop good computer skills, having three sessions a week in the computer suite, often linked to literacy and numeracy. Computer generated work, for example, illustrated poems and stories, show pupils' well-developed skills and confidence.

Pupils are polite, confident and extremely well behaved. Their spiritual, moral, social and cultural development is outstanding. Pupils strive to achieve 'The Keys to Success' where they collect stamps and stickers for showing confidence, persistence, good organisation and helpfulness as well as high standards in their work. The 'King's and Queen's table' in one classroom recognised pupils who had done something really special. They apply themselves well in lessons, working successfully independently and in small groups, developing secure skills that will stand them in good stead for the future. They have excellent knowledge about healthy lifestyles, one pupil describing clearly the benefits of eating cucumber rather than crisps. They greatly enjoy a wide range of lunchtime and after-school clubs, many involving sport, for example golf. They understand that teachers take precautions to help them use computers safely and responsibly.

They know what to do if bullying occurs although they say this is rare. They make a good contribution to their school community through their roles as school councillors and classroom helpers. They proudly describe their fundraising efforts through Sports Relief to help people less fortunate than themselves. They have a very good understanding of different cultures through their studies on various countries and faiths. Visitors, for example, an African music group, stimulate a great deal of interest and enjoyment and bring learning to life.

'It's about finding what works for each child,' explained the headteacher, describing the school's ethos. Parents really value the school's efforts in this respect. They recognise teachers' and other adults' work in helping to make the school a warm and friendly place where children are nurtured and supported. One parent echoed the views of many when she wrote, 'My child's confidence has grown substantially because of the relaxed, enjoyable and productive environment.' There are secure systems to ensure children's safety and welfare.

The school is led and managed effectively. Senior staff have supported the headteacher well since the federation with the neighbouring junior school. They have taken on extra responsibility with enthusiasm, ensuring that staff are supported and pupils continue to achieve well. Teamwork is strong, with leaders, teachers and assistants working very effectively together to share information and consider every child's needs. There is a clear commitment towards continuous evaluation of school performance so that weaknesses are identified and addressed. Subject coordinators play a key role in this, monitoring teachers' plans and pupils' work and reporting to school governors. This means that the governing body has a comprehensive picture of the school's work on which they can base decisions about the future. Successful teamwork and strong relationships, together with a firm commitment to meeting children's needs, mean there is a good capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children enter the school with a wide range of abilities that are broadly in line with those expected for their age. Good induction procedures and the warm welcome they receive from adults mean they settle in quickly and start to learn. They make good progress in the Reception classes because they receive a wide range of activities that stimulate their interest and encourage their independence. There is a good focus on developing literacy and numeracy but not at the expense of other areas of learning. Children in one class excitedly 'flew' in an aeroplane to India with their homemade 'passports' and learned about the culture including the dress and food. Adult-led activities ensure that children focus on clear learning points such as how to write a simple number sentence. However, the activities that children choose for themselves are sometimes not so well organised and children make less progress than they should.

### **What the school should do to improve further**

- Ensure that the teaching provides enough challenge for more able pupils so that more of them reach higher levels in the national tests.
- Ensure that child-initiated activities in Reception have a clear focus and purpose so that children's progress is accelerated.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



## Text from letter to pupils explaining the findings of the inspection

17 June 2008

Dear Pupils

Inspection of Chingford CofE Voluntary Controlled Infants' School, London, E4 7EY

Thank you very much for making me so welcome at your school during my recent visit. It was great to talk with you and hear all your ideas about the school. Everything I saw and heard convinced me that yours is a good school. Here are some of the things I especially like.

- You work hard in lessons and make good progress.
- Your behaviour is excellent.
- The teaching is good and lessons are fun.
- There are all sorts of exciting activities for you to do to make learning enjoyable.
- The school looks after you well.
- The people in charge have some good ideas about what to do to make things even better.

I am pleased that you find your lessons interesting. Occasionally they are too easy for some of you and I have asked the teachers to make sure that the work they set is just right for all of you. I have also asked the teachers in Reception to make sure that the activities for children to do on their own are organised to help them make even better progress.

Thank you once again for your help. It was good to meet you.

Yours sincerely,

Mrs M Summers

Lead Inspector