

Inspection of Churchfields Infants' School

Churchfields, South Woodford, London E18 2RB

Inspection dates: 3 and 4 July 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Education Act since July 2013.

What is it like to attend this school?

The school offers a curriculum and ethos which focus on how best to support young children to learn, play, and develop. All staff work to foster pupils' love of learning. This is summed up in the school's motto of, 'Growing Together: Every Day in Every Way.'

The school has very high expectations. These aspirations are realised. Staff work to ensure that pupils achieve the best that they can. The school prioritises ensuring that all pupils, including those with special educational needs and/or disabilities (SEND), have the English skills to communicate effectively. The school sees this as fundamental to pupils' future academic success and enjoyment of learning. Pupils' high standard of writing reflects how well the excellent quality of the curriculum and school routines enable them to express themselves.

Pupils play and learn happily together. Their behaviour is exemplary. Pupils know that they can rely on their trusted adults to sort things out if there are ever any 'falling outs'. The school feels calm and learning is purposeful. Staff want pupils to develop their independence and curiosity. An example of this is in science, where pupils are encouraged to tackle tasks independently, applying the knowledge that has been taught.

Leaders have clear routines to engage with parents and carers, and have built positive relationships. Because of this, the vast majority of parents are extremely happy with how the school supports their children.

What does the school do well and what does it need to do better?

The school has planned precisely what pupils will learn and when this will be taught. This ambitious curriculum is designed and tailored to meet the needs of all pupils. For example, in mathematics, the curriculum is structured to build and develop pupils' fluency. Having a strong understanding of fundamental concepts means that pupils can apply these to a range of mathematical contexts, such as using addition and subtraction facts to understand simple multiplications. This well sequenced curriculum means that pupils' understanding develops exceptionally well over time.

The school has carefully considered how to teach phonics. Clear training means that this curriculum is successfully delivered by staff. Staff check pupils' reading and phonics knowledge often. This means that any gaps in knowledge are swiftly identified. Where pupils are finding aspects more challenging, staff ensure that these pupils have additional lessons to close any gaps and to help these pupils to catch up quickly. Books are closely matched to pupils' stage of reading. This helps to develop pupils' confidence and enjoyment of reading. Staff model how sections of text might be read with expression, helping pupils to be enthusiastic about the books that they are reading.

In early years, staff know children exceptionally well. Activities are planned to develop understanding while also reflecting children's interests and developing these further. Children's learning thrives in the vibrant environment. For example, children have fun using the outdoor space to develop their learning and physical skills. They work together to identify plants and creatures in the school's wildlife garden, discussing natural processes, such as the school's stick insect shedding its skin. Staff help children to make links to previous learning, such as a trip to Epping Forest, where they learned about snakes shedding their skins.

Pupils with SEND are supported very well. All staff keep a close eye on pupils' learning, identifying any concerns that there may be. Teachers make appropriate adaptations to teaching or provide extra help to meet pupils' needs precisely. As a result, pupils with SEND learn exceptionally well.

Pupils behave extremely well. This is because the school is clear about its routines and expectations. These clear expectations are also shared with pupils and families, for example the importance of regular attendance. Most pupils attend school well. Pupils take pride in their work and enjoy sharing their learning. The programme for personal, social, and health education is well considered. Pupils learn about values and people who embody these. The nurturing environment is further reinforced by the school's practice of providing adult role models who shape conversations and help pupils to discuss their feelings.

The school supports and develops pupils' personal interests. This includes actively encouraging pupils to take part in the wide range of extra-curricular activities. The taught curriculum is supplemented with a variety of clubs, such as art, chess, film, and a very popular cricket team. Pupils also benefit from well-considered school trips and visits. For instance, a visit to the Barbican enabled pupils to attend a London Symphony Orchestra concert, offering them a valuable learning experience about classical music and various instruments.

The governing body has made sure that it has received training so that it is able to carry out its role with sufficient expertise. Staff feel well supported and described how they love working at the school. This nurturing environment means that pupils receive an excellent educational experience at this school.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	133936
Local authority	Redbridge
Inspection number	10327659
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	The governing body
Chair of governing body	Adela Kay
Headteacher	Julie Anderson
Website	www.churchfieldsinfant.com
Date of previous inspection	16 and 17 July 2013, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior staff. The inspectors also met representatives from the governing body, and spoke with a representative from the local authority.

- The inspectors carried out deep dives in early reading, science, history, mathematics and music. During each deep dive, the inspectors discussed the curriculum with leaders, visited a sample of lessons and spoke to teachers and pupils about pupils' learning. The inspectors also reviewed samples of pupils' work. Other subjects were considered as part of this inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors also spoke to some parents and considered the responses to the Ofsted online survey, Parent View. They also reviewed the responses to the Ofsted staff and pupil online surveys.

Inspection team

Adam Vincent, lead inspector	His Majesty's Inspector
Hayley McClenaghan	Ofsted Inspector
Emma O'Connor	Ofsted Inspector
Jonathan Newby	Ofsted Inspector

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