

# Inspection of a school judged good for overall effectiveness before September 2024: Churchfield Church of England Academy

Cheshunt Wash, Waltham Cross, Hertfordshire EN8 0LU

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Inspection dates:

3 and 4 December 2024

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Nadia Low Ten Que. The school is part of the Diocese of St Albans Multi-Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Anna Rogers, and overseen by a board of trustees, chaired by Jenny Jenkins.

## What is it like to attend this school?

Pupils understand the school's ethos of 'belonging'. They talk about the values of the school using the 'Churchfield Chums'. Pupils know that staff expect them to demonstrate the school values in their school and everyday life. They enjoy coming to school to learn about new things and see their friends.

Pupils know that the staff will look after them and keep them safe. Pupils focus and engage in lessons. They know that the staff want them to do well and be successful with their learning. Pupils talk confidently and in detail about their current learning. However, some pupils struggle to remember previous topics and do not leave school with the knowledge of English and mathematics that is needed for secondary school.

Most pupils behave well. However, behaviour is not managed consistently well by staff, meaning some pupils disrupt lessons and act unkindly.

The school carefully plan trips. Pupils extend their learning during these experiences. For example, a visit to Ware Museum linked to the Second World War, and Celtic Harmony Camp linked to their work on the Stone Age. The residential trip develops their independence as they prepare pupils for life at secondary school.

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

The school has a broad and balanced curriculum which has been well thought through from the early years. The curriculum is well sequenced so that pupils build their knowledge and vocabulary over time. Staff have a secure knowledge of the curriculum and present this clearly to the pupils. Staff regularly check pupils' understanding. When staff identify gaps in learning they usually offer additional support to pupils. However, in some subjects this is not always successful. As a result, some pupils do not build the foundational knowledge necessary to make progress through the curriculum.

Some Year 6 pupils did not achieve as well as they should in their examinations last year. This was due to several reasons, some of which were out of the school's control. For example, there was disruption due to the discovery of reinforced autoclaved aerated concrete (RAAC). The school did identify gaps in these pupils' knowledge prior to the assessments. However, they did not put effective teaching in place to address these gaps quickly enough.

Staff are well trained to identify and support pupils with special educational needs and/or disabilities (SEND). Teachers carefully adapt learning so that pupils with SEND can access a broad curriculum. Pupils have access to a wide range of resources within their classrooms to support their learning, which they confidently use. Some pupils have a more personalised timetable to meet their individual needs. The school works with external agencies effectively to ensure the right provision is in place for these pupils. As a result, pupils with SEND make effective progress through the curriculum.

Reading is an important part of the school day. Older pupils delight in sharing texts that link to their topics. Children in Reception enjoy the routines of their phonics lessons. They learn and practise their sounds throughout the day. If any pupils need additional support, they get this from staff. This helps them to catch up and become fluent and confident readers. Pupils enjoy reading the wide range of texts that they have access to.

The school has a clear behaviour policy. Staff record and analyse incidents to help identify and address any patterns of poor behaviour which are forming. This has seen a positive impact and incidents are reducing. However, staff do not use the behaviour policy consistently and there are still too many incidents that occur. The school reminds parents and carers of the importance of pupils being in school regularly. Parents receive regular updates about their children's attendance. This highlights when it is lower than it should be. These parents receive the necessary support to ensure their children attend school regularly. While levels of absence remain too high, attendance at the school is starting to improve.

The school's personal development programme prioritises inclusion and respect from the early years. Pupils have many opportunities to learn about and discuss difference. Pupils learn about staying safe, including when online, and staying healthy. Pupils can develop skills in responsibility through a range of leadership opportunities, such as house and vice

captains, the pupil leadership team and tuck shop leaders. Pupils aspire to gain these roles.

Staff are supportive and collaborative within the teams they work in. Staff's professional development is encouraged and planned around school priorities. However, many staff do not feel that the school supports them well with their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, teachers do not address pupils' misconceptions or gaps in knowledge once they have been identified. Therefore, pupils are not gaining the knowledge that they need. The school should ensure that the staff have the skills and expertise to address these gaps and enable pupils to achieve well.
- Behaviour is not managed consistently well throughout the school. As a result, some pupils disrupt lessons and are unkind to each other. The school should ensure that all staff understand and apply the school's approach to managing behaviour consistently.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in November 2018.

## 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

|                                            |                                                                                |
|--------------------------------------------|--------------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 143856                                                                         |
| <b>Local authority</b>                     | Hertfordshire                                                                  |
| <b>Inspection number</b>                   | 10345482                                                                       |
| <b>Type of school</b>                      | Primary                                                                        |
| <b>School category</b>                     | Academy sponsor-led                                                            |
| <b>Age range of pupils</b>                 | 3 to 11                                                                        |
| <b>Gender of pupils</b>                    | Mixed                                                                          |
| <b>Number of pupils on the school roll</b> | 317                                                                            |
| <b>Appropriate authority</b>               | Board of trustees                                                              |
| <b>Chair of trust</b>                      | Jenny Jenkins                                                                  |
| <b>CEO of the trust</b>                    | Anna Rogers                                                                    |
| <b>Headteacher</b>                         | Nadia Low Ten Que                                                              |
| <b>Website</b>                             | <a href="http://www.churchfield.herts.sch.uk">www.churchfield.herts.sch.uk</a> |
| <b>Dates of previous inspection</b>        | 13 and 14 November 2018, under section 5 of the Education Act 2005             |

## Information about this school

- The school is part of the Diocese of St Albans multi-academy trust. It became part of the trust on 1 March 2017.
- This is a Church of England primary school within the Diocese of St Albans. The school had an inspection of its religious character, under section 48 of the Education Act 2005, in October 2024. The next section 48 inspection is due within the next eight years.
- The school does not make use of any alternative provision.
- The school manages a before-school and after-school club for pupils.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's educational provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with the co-chairs of the local governing body, members of the local governing board, the chair and vice chair of trustees and the chief executive officer.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

### **Inspection team**

Katie Devenport, lead inspector

His Majesty's Inspector

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