

# Chalkhill Primary School

## Inspection report

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<b>Unique Reference Number</b>	101526
<b>Local Authority</b>	Brent
<b>Inspection number</b>	355016
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Marion Wallace

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	466
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Francis
<b>Headteacher</b>	Rose Ashton
<b>Date of previous school inspection</b>	7 July 2009
<b>School address</b>	Barnhill Road Wembley HA9 9YP
<b>Telephone number</b>	02089044508
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## Introduction

This inspection was carried out by four additional inspectors. They observed 17 teachers in 29 lessons, and held meetings with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at its improvement plan and those of the subject departments, minutes of governing body meetings, assessment information and curriculum planning. In addition, they carried out a scrutiny of pupils' work and analysed 132 questionnaires received from parents and carers as well as those from pupils and staff.

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

- The provision and progress of pupils who arrive at the school speaking little or no English.
- The provision and progress of pupils identified with special educational needs and/or disabilities especially those identified for school action and school action plus support.
- The progress of more-able pupils in reading, writing and mathematics in Key Stage 1.

## Information about the school

Chalkhill is a large primary school. The very large majority of pupils are from minority ethnic groups and the predominant groups are Somalian, Eastern European, Afghani and Iraqi. The percentage of pupils who speak English as an additional language is well above average and a minority of pupils are in the early stages of learning English. Thirty nine languages are spoken. The percentage of pupils with special educational needs and/or disabilities is above average, but the percentage of pupils with a statement of special educational needs is average. Their main needs are for learning and behavioural difficulties. The proportion of pupils known to be eligible for free school meals is well above average. Mobility is very high and many pupils join and leave other than at the usual times. The Early Years Foundation Stage provision is in a part-time Nursery and two Reception classes. The school has achieved the Healthy Schools award and Gold Sing Up.

**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

Chalkhill Primary is a good and improving school. Pupils achieve well and thoroughly enjoy learning. It is very popular with pupils, parents and carers. There is a strong commitment from all staff to provide each pupil with the best possible education. Parents, carers and pupils appreciate the excellent quality care provided by the school and good quality learning opportunities. One parental comment summed up the views of the majority saying, 'Chalkhill has improved a lot in recent years. The school is welcoming and children are supported in their learning very effectively. There is good after-school provision. Teachers are very committed and my child really enjoys his learning.' Pupils confirmed an equally positive view: 'We like the way the school takes care of us and makes learning fun.'

The headteacher, governors and senior management team provide strong leadership and clear educational direction which is ensuring good outcomes.

These are the key strengths of the school.

- Pupils achieve well and make good progress throughout the school in all aspects of their learning because teaching and learning are good.
- Care, guidance and support are outstanding; pupils and their families feel extremely well supported by the school.
- Relationships are strong and the school ethos is warm and welcoming and consequently pupils make good gains in their personal development.
- Pupils gain excellent knowledge and awareness of how to stay fit and healthy and lead an active lifestyle. 'Wake up-shake up' is enjoyed by pupils, staff, parents and carers.
- Children get off to a confident start in the Early Years Foundation Stage because provision is good.
- The quality of singing is good throughout the school. The school has gained the Gold Sing Up award.
- Good links with parents, carers and the local community contribute effectively to the provision.
- Community cohesion is good at school, local, national and international levels.
- Good partnership links with other external agencies enrich the provision and enable pupils to benefit from additional academic and cultural activities.

These are the key areas for improvement which remain.

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- While increasing numbers of pupils are reaching the expected and higher levels at both key stages in English, mathematics and science, this is not yet consistent over time. Teachers occasionally miss opportunities to challenge different groups of pupils in lessons.
- Although attendance has improved considerably this year, and is now broadly average, it is still lower than the school would like because some parents and carers take pupils out of school in term-time and punctuality is not as good as it could be.

The effective systems for evaluating the strengths and weaknesses of the school, together with the school's good organisation, strong and shared vision, continual drive for improvement and success in tackling issues identified in the last report, demonstrate its good capacity to continue moving forward.

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

- Improve punctuality and raise attendance further by
  - increasing parents' and carers' awareness of the positive impact that regular attendance has on their children's learning
  - building on the work with parents and carers to promote the importance of attendance and pupils arriving at school promptly.
- Increase the proportion of pupils reaching the expected and higher levels in English, mathematics and science throughout the school by ensuring that teachers use assessment information more rigorously to ensure consistent challenge for all groups of pupils in whole class lessons.

### **Outcomes for individuals and groups of pupils**

**2**

From starting points well below age-related expectations, achievement is good and attainment is broadly average by the time pupils leave the school. Outcomes in Key Stage 1 have improved significantly this year for all groups of pupils, including all pupils with special educational needs and/or disabilities and more-able pupils because of better teaching and learning. Progress is good for all groups of pupils across the school, including those with special educational needs and/or disabilities and pupils who join the school speaking no English, because lessons are well planned and good relationships with staff contribute to a positive climate for learning.

Polish pupils in the early stages of learning English made good gains learning to say and write descriptive sentences about a visit to a special place; they used words like amazing and fantastic to describe the experience. Lower attaining pupils in a Year 6 mathematics lesson made good progress when learning to apply their numeracy skills and solve problems. They enjoyed calculating the cost, weight and amount of ingredients needed to bake chocolate cakes for a celebration party. Different numbers of legs protruding from a sandy beach captivated Year 2 pupils who were eager to identify how many two- and three-legged creatures were hidden under the sand. More-able pupils in a Year 2 mathematics lesson made excellent progress identifying numbers of two- and three-legged 'boggles' buried under the sand showing 35 legs. They worked well with a partner using their two- and three-times tables to arrive at their solution.

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Examination of pupils' work confirms that improving literacy, numeracy and information and communication technology (ICT) skills are contributing well to their future economic well-being. Numeracy and literacy skills have improved throughout the school because of successful initiatives put in place to raise standards. All pupils take a pride in their work which is neatly presented.

Pupils enjoy coming to school and they are polite to visitors and sensitive to the needs of others. Attendance and punctuality have improved because of the many strategies put in place to encourage this. Good levels of attendance and punctuality, however, are not yet consistent because too many pupils take holidays in term-time.

Pupils develop good awareness of their own personal safety and they say they feel very safe in school. They talk confidently about safe use of the internet. They have an excellent understanding of what constitutes a healthy lifestyle and they talk knowledgeably about how this can be sustained. Pupils enjoy attending the wide range of activity clubs. They learn to make a positive contribution to their school and local community. Older pupils help responsibly throughout the school. The blue cap system gives them opportunities to help others and organise games for them. The school council successfully raises money for local and international charities.

Pupils' spiritual, moral, social and cultural development is good. Parents and carers commented how well the school has helped their children learn to behave well and to help others. Pupils talk sensitively about problems facing the world such as poverty, war and crime.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

## How effective is the provision?

The large majority of lessons observed during the inspection were good and a few were outstanding. Teachers use assessment information well to plan interesting work. Occasionally, however, teachers miss opportunities to challenge different groups of pupils and to match the work closely to their needs. Teachers use questions well to check pupils' knowledge and understanding and pupils enjoy well-planned opportunities to evaluate their own learning and that of others. Good attitudes and behaviour contribute to a positive climate for learning. Pupils with additional needs and pupils who speak English as an additional language are very well supported by teaching assistants in class and small groups so they make good progress.

Pupils enjoy the curriculum and this contributes to their enthusiasm for learning. The curriculum is well planned but occasionally it is not always closely matched to the needs of different groups of pupils. The strong personal and social education programme assists pupils' good personal development. Literacy skills, numeracy and information and communication technology are used well to support learning in other subjects. More-able pupils benefit from visits to the Wembley learning zone where they have opportunities to create their own design for a stadium. Pupils with special educational needs and/or disabilities enjoy theatre visits from a visiting theatre company trips to London.

Pupils' needs are central to the work of the school and all adults effectively help pupils, parents and carers to get the best from learning. Interventions are extremely well focused

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and evaluated, and teaching in all classes ensures pupils view themselves as learners. Pupils who need additional support become confident learners because excellent attention is given to all aspects of learning and personal development. Pupils appreciate opportunities to visit a 'place 2 be' and a 'place 2 talk'. Parents and carers appreciate workshops that help them care and support their children. The school works effectively with external support agencies to support pupils with special educational needs and/or disabilities. Pupils who are in the early stages of learning English are extremely well supported and consequently they make the same progress as their peers. There are excellent induction and transition arrangements.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher's strong management and efficient leadership have permeated the school. All leaders communicate ambition effectively and they have a thorough understanding of the strengths and weaknesses of the school. The leadership and management of teaching are rigorous and have ensured that teaching over time has improved and consequently the majority of teaching is good or better. The headteacher inspires others; consequently, pupils and all staff are encouraged to strive for the very best they can achieve. There is a strong sense of purpose and desire to overcome any difficulties. All staff are keen and aim for high quality in their work. The headteacher and the senior management team lead the school very effectively.

The governing body ably supports staff in work to improve the school and challenges all aspects of the school effectively to ensure school improvement initiatives are successful. It monitors and evaluates the work of the school effectively but not all new governors take up the training and induction opportunities offered. All safeguarding procedures and checks on adults are thorough and good. Senior leaders track progress over time and quickly identify any dips and swiftly put strategies and interventions in place to promote improvement. The inclusion manager monitors the quality of support extremely well. Appropriate developmental areas to improve further the effectiveness of the school are identified in the school improvement plan. Middle managers new to their role are playing their part well in leadership of the school.

The promotion of community cohesion is good. The school has well established links with schools in Colchester, New Zealand and India. Pupils have a good understanding of the school, local, national and global community for their age; however opportunities are sometimes missed to celebrate the 39 languages and cultural diversity within the school. Actions to promote community cohesion and their impact are effectively monitored. The

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school promotes equalities well, as reflected in the profile of good achievement across groups. The school deploys its resources extremely well, particularly to improve provision for pupils who need the extra support and intervention. Parents and carers of children with special educational needs and/or disabilities and those new to this country report how well they are supported to help their children learn.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children soon settle into the Nursery and Reception classes because links with parents, carers and the local community are good. They make good progress in the Nursery and Reception classes in all areas of learning but overall standards are still below average when children enter Year 1.

Relationships are strong and, consequently, children make good progress in their personal development. Expectations are very clear and children all learn to behave well. Children make good progress in their speaking and communication skills because teachers encourage them to respond to individual questions and to talk about their ideas. Personal aspects of care and welfare are good and this contributes to a very positive start. Staff provide interesting activities and children have opportunities to learn through activities led by adults and those they choose for themselves. Occasionally the balance of child- and adult-initiated learning is too biased towards adult direction and children miss opportunities to develop their confidence and independence.

Good teaching, good links with parents and carers and extremely well-planned induction arrangements contribute successfully to children's enjoyment of school. Opportunities for using the outdoor area to enhance all areas of learning are well developed. Most activities are fun and challenging. Teachers use questions well and there is a good focus on speaking and listening and developing writing skills. Phonics (letters and sounds) teaching

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is precise and well targeted leading to good progress. Teachers seize every opportunity to extend awareness of mathematical learning. Children in the Nursery were very excited by the 'What's the time, Mr Wolf?' game. They learnt to recognise simple numbers and to respond quickly to the game. Children in Reception made good progress learning to consider the needs of others, recording their classmates' preferences for sandwich fillings for their picnic lunch in the park.

Children new to this country settle in quickly and make good progress because of the quality of support they receive. The provision is well led and managed, and leaders monitor the outcomes effectively.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

There were 133 parental responses, which is broadly average for a school of this size. Most parents and carers who responded are happy with the school. The overwhelming majority of parents and carers say that their children enjoy attending and most say their children make good progress. Parents and carers regard the school as very safe, caring and supportive. They identify a number of strengths in the school including: the continual improvements in the school; the good quality of teaching and learning; the good care and support for pupils and families who are new to this country; relationships with staff; the school ethos; the children's enjoyment; and the good leadership and management of the school. There were very few criticisms from parents and carers. Inspection findings confirmed the positives expressed by parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chalkhill 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. Delete semi-colon from header The inspection team received 132 completed questionnaires by the end of the on-site inspection. In total, there are 466 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	89	67	42	32	1	1	0	0
The school keeps my child safe	84	64	48	36	0	0	0	0
My school informs me about my child's progress	77	58	48	36	2	2	1	1
My child is making enough progress at this school	64	48	57	43	4	3	2	2
The teaching is good at this school	74	56	53	40	1	1	1	1
The school helps me to support my child's learning	64	48	62	47	2	2	1	1
The school helps my child to have a healthy lifestyle	62	47	66	50	3	2	0	0
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)	55	42	69	52	1	1	1	1
The school meets my child's particular needs	57	43	70	53	6	5	0	0
The school deals effectively with unacceptable behaviour	60	45	66	50	3	2	1	1
The school takes account of my suggestions and concerns	49	37	70	53	4	3	2	2
The school is led and managed effectively	60	45	67	51	0	0	2	2
Overall, I am happy with my child's experience at this school	78	59	51	39	1	1	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



9 July 2011

Dear Pupils

**Inspection of Chalkhill Primary School, Wembley, London HA9 9YP**

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers and will remember how polite you all were and how much you all enjoyed your assemblies and singing. You and your parents and carers told us that Chalkhill Primary is a good school, and we agree. These are the things we found that your school does well.

- You get off to a good start in the Nursery and Reception and make good progress through the rest of the school.
- Your school shows outstanding care towards you all and teaches you how to care for others. Children new to this country settle in very well.
- Good teaching ensures your attainment is average in English, mathematics and science by the end of Year 6.
- Your teachers work hard to provide exciting lessons and this helps you do well in your learning.
- You all enjoy school and benefit from the many fun activities, clubs, visits and visitors.
- Your behaviour is good, and you are sensible and know how to keep safe.
- You develop excellent knowledge and awareness of how to stay fit and healthy.
- You develop a good awareness of your school, local, national and global communities.
- Your headteacher, senior teachers and governors lead the school well, and all the staff work effectively together as a team to make sure that Chalkhill Primary is a safe, secure and fun place to learn.

There are two things we have identified for staff and governors to improve.

- Ensure your teachers challenge you at all times in lessons, especially in English, mathematics and science so that you can all reach higher levels.
- We would like you and your parents and carers to work really hard to raise levels of attendance even more by avoiding holidays in term-time and for you to make a real effort to arrive in good time for school.

Thank you for a very enjoyable and memorable visit to your school, and best wishes for your future. You can all help by continuing to work really hard.

Yours sincerely

Marion Wallace

Lead inspector

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