

Chalkwell Hall Junior School

London Road, Leigh-on-Sea, SS9 3NL

Inspection dates 20–21 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress because teaching is good.
- Pupils enjoy coming to school because they like learning and are keen to do well.
- Pupils' behaviour is good. They say that bullying is rare and occasional incidents are dealt with well. They feel safe and say they are well looked after.
- The headteacher provides good leadership. He works closely with other leaders, governors and staff, to improve pupils' progress and raise standards.
- Leaders expect high standards of teaching. They provided good training to help teachers improve their skills, and to help new leaders to work effectively in their responsibilities.

It is not yet an outstanding school because

- Teachers do not consistently encourage pupils to spell new and commonly used words accurately.
- Teaching occasionally is not demanding or matched closely enough to pupils' ages or learning needs.
- Teachers do not always give enough guidance on how pupils should improve their work, or make sure that pupils follow guidance when it is given.

Information about this inspection

- Inspectors observed 15 teachers in 29 lessons or parts of lessons. Two of these were observed jointly with senior leaders.
- Meetings were held with staff, pupils, governors, parents and a partner headteacher who supports the school's development.
- Inspectors examined documents about the school's work, including information about the achievement of pupils, development planning and the school's self-evaluation.
- They took account of 104 responses to the Parent View online questionnaire, and the school's own survey of parents' and carers' views. They considered 22 responses to the staff questionnaire.

Inspection team

Edward Wheatley, Lead inspector

Additional Inspector

Matthew Klimcke

Additional Inspector

Sandra Teacher

Additional Inspector

Full report

Information about this school

- The school is larger than most junior schools.
- The proportion of pupils who speak English as an additional language is broadly average. None are at the early stages of learning English.
- The proportion of pupils supported through school action is broadly average and the proportion supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional government funding for children looked after by the local authority, pupils known to be eligible for free school meals and children who have a parent in the armed forces. Currently, no pupils come from families with a parent in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement by making sure that:
 - pupils spell new and commonly used words correctly
 - work is demanding and closely matched to the needs of pupils of all ages and abilities
 - teachers tell pupils how to improve their work and check that pupils follow any guidance they are given.

Inspection judgements

The achievement of pupils is good

- Standards are well above average by the end of Year 6, and have risen in recent years. A significant proportion of pupils achieve high levels of attainment in the end of Year 6 national tests, and this is improving.
- Based on the school's own assessment of pupils' above-average attainment on entry, pupils' progress is good. Inspectors saw good and sometimes outstanding progress in lessons. Progress is accelerating, especially in English where standards have caught up with those in mathematics, and over time pupils make good progress in all years.
- Pupils achieve well above average standards in reading. The small numbers of pupils who find reading hard, link sounds and letters together well to help them read new words. Pupils enjoy reading. They read a wide range of books and the school keeps detailed records of what pupils read to help them choose carefully what they read.
- Standards in writing are well above average. Pupils write well in all subjects. They express their ideas well, and write imaginatively using accurate grammar. They have a wide vocabulary but their spelling of new and commonly used words is not always accurate.
- Pupils' mathematical skills are well above average and some reach high levels of attainment. They carry out mental calculations accurately and quickly, and practise this on a daily basis. They add, subtract, multiply and divide well and reinforce their skills regularly by using them in several subjects.
- Disabled pupils and those with special educational needs make good progress. Learning assistants provide good support and ensure the pupils they help successfully gain confidence and skills they need to gain mathematical skills.
- Pupils supported by the pupil premium funding make good progress, and the gap in standards between them and other pupils has narrowed considerably since they joined the school. In the current Year 6, their standards are less than one term behind other pupils in reading, writing and mathematics. Funding is used well to provide individual teaching support, books and other resources to promote pupils' success in English and mathematics.

The quality of teaching is good

- Teachers use accurate assessment information well to make sure that work is usually challenging and matched to pupils' different attainment levels. They regularly provide extra activities to support pupils who learn fast, and support for those pupils who need to learn more slowly.
- Teachers' questioning is usually searching and makes sure all pupils are involved in discussing what they learn and explaining their knowledge and understanding.
- Teachers provide many opportunities for pupils to work together, to collaborate over what they learn and over work they produce. This promotes pupils' abilities to make decisions about their own learning and contributes effectively to their social and moral development.

- Teachers use topic approaches well to make learning interesting. For example, teachers engaged pupils in writing their own poetry using themes of music from the 1960s and 1980s. Pupils' wrote and sang their own verses and were delighted with the high quality work they produced.
- Links between subjects are good and help enliven learning. For example, pupils learn about the Romans, and also use the topic effectively to develop their writing skills, and skills in using computers.
- Classroom assistants work closely with teachers to plan work for pupils they work with. They are well informed about pupils' learning needs and mostly work effectively with them to ensure they learn well. They also make sure that the pupils they work with have opportunities to work with other pupils and independently.
- Generally, teachers' marking is good. It usually tells pupils how well they are doing, what the next steps in learning are, and gives them guidance on how to improve their work. Occasionally, guidance on how to improve is not given, and pupils do not always follow the guidance when it is given.
- Sometimes teachers do not correct pupils' inaccurate spelling, or remind pupils to spell carefully and correctly.
- In a small number of lessons work is not demanding or carefully tailored to pupils' ages or abilities, and this slows their learning briefly.

The behaviour and safety of pupils are good

- Pupils' behaviour is good and the great majority of pupils have excellent attitudes to learning. They enjoy school, their lessons and the wide range of activities the school provides.
- Pupils like work and other activities to be challenging. On rare occasions the attention of some pupils wanders when work is not demanding or they think the activity is not interesting, but they do not disrupt lessons or interfere with the learning or involvement of other pupils.
- Pupils have a very good understanding of what kinds of behaviour are classed as bullying, including cyber-bullying. They say that incidents of bullying are rare, and that when it does happen, they know who to go to, and that it is dealt with extremely well.
- Pupils feel safe, and know how to look after themselves and stay safe. They play sensibly in the school grounds and move around carefully in the school's narrow corridors and stair cases.
- Relationships are very good. Pupils treat each other well and with great consideration. If someone is hurt or upset, they seek an adult if they cannot help themselves.
- Attendance is average and rising. Persistent absence has reduced and the school works closely with families and external agencies to make sure pupils attend school regularly.

The leadership and management are good

- The headteacher provides good direction for the school to improve. He works effectively with other leaders to improve teaching in order raise standards and improve pupils' progress.

- Leaders have a good understanding of the school's strengths and weaknesses. They act quickly to resolve areas which are likely to lead to a fall in the level of achievement. They have, for example, taken effective action to continue the good provision for pupils with special educational needs after unexpected resignation of staff, and avoided any slowing of pupils' progress.
- The school has set its target to achieve at least good teaching, and teaching is steadily improving. Leaders provide good training to improve the small amount of teaching that is not yet good. Teachers have targets to help them improve their work. These are linked to pupils' progress, the school's main areas for improvement and teachers' personal professional development.
- The local authority provides good support for the school, especially in helping improve teaching, and the school has effective links with other schools to share and benefit from good practice in teaching elsewhere.
- The school organises the curriculum well. It makes sure that individual subjects are managed well and that opportunities are provided in most subjects to promote pupils' English and mathematics skills. A wide range of trips is provided to enliven classroom activities, and these, along with the many opportunities for pupils to experience music, drama, art and sports, promote pupils' spiritual, moral, social and cultural development effectively.
- The school provides good care for its pupils in the breakfast and after school clubs, and makes sure there are many practical and physical activities for pupils to take part in. Suitable refreshments are provided for all pupils.
- Parents and carers are pleased with the school. Parents spoken to during the inspection spoke highly of the school, how well pupils make progress and how well they are taught and looked after.
- The school works effectively for pupils to have opportunities to achieve well. Teaching is improving, standards are rising, progress made by pupils is improving and levels of attendance have risen. The school has demonstrated the capacity for further improvement.
- **The governance of the school:**
 - The governing body is well informed and training they have recently undertaken helps them ask challenging questions and support the school well. Governors know how well different groups of pupils in the school make progress, and how well the school does in comparison with other schools nationally. They have a good understanding of how leaders check the quality of teaching. They know that teachers must meet targets for pupils' performance, their own professional development and the school's priorities for improvement before they can advance on salary scales. They check how effectively the school spends its funds on staff and resources. In particular, they examine how the school spends its pupil premium fund, and the effect of this on the standards and progress made by pupils. Governors ensure the school is safe, that it fully meets safeguarding requirements and makes sure the school checks the suitability of staff appointed to the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114718
Local authority	Southend-on-Sea
Inspection number	413028

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Tony Moltino
Headteacher	Richard Spence
Date of previous school inspection	21 January 2009
Telephone number	01702 478570
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