

Chalgrove Primary School

Chalgrove Gardens, Finchley, London, N3 3PL

Inspection dates 26—27 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and other leaders are very ambitious for pupils in the school. They know exactly what needs to be done to make the school better and have improved teaching and pupils' achievement greatly since the previous inspection.
- Governors are knowledgeable and committed and play an important role in supporting the school and challenging leaders to make it even better.
- Pupils of all abilities and backgrounds achieve well. In Key Stage 2, they make rapid progress in reading, writing and mathematics and standards are rising at the end of Year 6.
- The quality of teaching is good overall and exceptionally strong in Key Stage 2. Teachers enthuse their pupils and enable them to learn well.
- The Early Years provision is good. Over time, children have made a good start in Reception and are well prepared for Year 1.
- Pupils are friendly and courteous. They behave well in class and around the school and are generally keen to learn.
- The arrangements to keep pupils safe and secure are good. As a result, pupils feel safe and well cared for.
- The curriculum is very interesting and exciting for pupils and is considerably enriched by a very wide range of clubs, visits and visitors to the school.
- Sport has had a high profile in the school for many years. The new Sports Funding is being used effectively to provide even more opportunities for pupils to take part, and be successful, in a wide range of sports.
- The school enjoys a strong partnership with parents who hold it in high regard. Almost all of those responding to Parent View would recommend the school to other parents.
- Over the last year, the school has been successful in increasing attendance, which is now above average.

It is not yet an outstanding school because

- Pupils do not achieve as well in writing and mathematics as they do in reading in Key Stage 1.
- In the Reception classes, activities, both inside and out, do not always enable children to develop their literacy and numeracy skills at a rapid pace.
- Teachers new to the school in Reception and Key Stage 1 are developing their skills. They do not always provide tasks set at the right level of difficulty for all groups of pupils.

Information about this inspection

- The inspection team saw teaching and learning in lessons throughout the school. Most of these observations were conducted jointly with senior leaders. They also made shorter visits to lessons to see the teaching of guided reading and phonics (letters and the sounds they represent).
- Inspectors also looked at samples of pupils' work from both the current and previous years.
- They also talked to a group of pupils and informally to pupils throughout the school. They also considered the views of staff expressed in their responses to a questionnaire.
- Inspectors took into account of the responses of 43 parents to the on-line survey Parent View. They also talked to parents informally at the beginning of the day.
- The team considered a wide range of documentary evidence, including information about pupils' progress, the school's analysis of its strengths and weaknesses and plans for improvement. Inspectors also examined policies and procedures in relation to the safeguarding of pupils.

Inspection team

Graham Lee, Lead inspector

Additional Inspector

Karen Jaeggi

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school. It has one class for each year group except in Reception, where there are two classes. Early years provision is only in the Reception classes.
- Most pupils are of minority ethnic heritage and a majority speak English as an additional language. The largest group in the school are from Other White, largely Eastern European and Israeli, backgrounds. Pupils of White British and Black African origin are the only other sizeable groups in the school.
- The proportion of pupils with disabilities and special educational needs is broadly average. Their needs relate mainly to speech language and communication and emotional and behavioural issues.
- Around three out of ten pupils are supported by the pupil premium, which is slightly higher than average. This is additional government funding provided for pupils entitled to free school meals.
- The school meets the current government floor standard which sets the minimum expectations for pupils' attainment and progress.
- The numbers of pupils joining or leaving the school during the course of the school year are higher than are typically the case.
- The headteacher and deputy headteacher have joined the school since the previous inspection. In September, an assistant headteacher was appointed.
- Six of the eight class teachers were new to the school at the beginning of this school year, including most of the Reception and Key Stage 1 teams.
- There is a breakfast and after-school club, which is run by a private provider. It is subject to a separate inspection.

What does the school need to do to improve further?

- Enable pupils to make rapid progress in Reception and Key Stage 1, especially in writing and mathematics, by:
 - supporting teachers new to the school to provide tasks that are set at the right level of difficulty for pupils of all abilities
 - ensuring that activities in the Reception classes, both inside and out, always help children to make rapid gains in their literacy and numeracy skills.

Inspection judgements

The leadership and management are outstanding

- The headteacher has established a culture of very high expectations in the school. Leaders at all levels, including governors, have the highest aspirations for pupils and have created an atmosphere where good behaviour and positive attitudes to learning are well established. Only the best is considered good enough and, in consequence, the quality of teaching and pupils' achievement and attendance continue to improve in spite of obstacles along the way.
- The priorities of the school are based on the senior leaders' detailed and accurate understanding of information about pupils' progress, allied to a rigorous programme for checking the quality of teaching and supporting teachers to improve their skills.
- Teachers respond very well to the support they receive and have many opportunities to take part in training and professional development. There are a number of examples where staff have been supported in their career development within the school. Consequently, morale is high. Teachers are well aware that the assessment of their performance is linked closely to the progress of pupils, through the rigorous systems for performance management.
- Senior leadership has been strengthened by the appointment of an assistant headteacher responsible for teaching and learning. She leads by example and is already playing a key role in supporting teachers new to the school, as are the headteacher and deputy headteacher.
- Middle leaders are excellent role models and play an important part in improving teaching and learning and raising achievement in their subjects. The inclusion manager is knowledgeable and effective in ensuring good provision for pupils with special education needs and those who arrive at the school with little or no English.
- The curriculum is exciting and highly motivating for pupils. It promotes their basic skills well and provides many opportunities for them to apply their skills in meaningful contexts. For example, in Year 5, pupils were applying their mathematical understanding of ratio and proportion to investigations into cogs and gears related to their work on forces in science.
- The curriculum is also brought to life by a range of visits and visitors and themed weeks. For instance, in Year 5, during the inspection pupils took part in a 'Greek day' when they dressed as Ancient Greeks and undertook activities such as 'Greek maths' and writing their own version of myths and legends.
- The curriculum and the everyday life of the school promote pupils' social, moral, cultural and spiritual development extremely well. For example, in a highly entertaining assembly for parents about Spain, Year 3 pupils also drew on a recent visit to the Houses of Parliament. They highlighted their understanding of democracy by entering into a debate on the merits, or otherwise, of bullfighting. This is also a good example of how well the school prepares pupils for life in modern Britain in a range of contexts.
- The school has a long and proud history of sporting excellence. The primary sports funding has been used effectively to extend the opportunities for pupils to take part in a wide range of sports. The take-up of these activities is high and the school has many competitive successes which attest to the quality of the provision.
- The school's successful commitment to equality of opportunity is evident in the good progress made by pupils from different backgrounds and of different abilities. This is also shown in the considered use of additional funding for disadvantaged pupils which is enabling them to make good progress and to close the gaps with others in the school.
- The school has a very productive partnership with parents. The vast majority responding to Parent View express high levels of satisfaction with the school and almost all would recommend it to other parents.
- The local authority has a good understanding of the school and provides appropriate 'light touch' support when required, for example to support teachers new to the school in the Early Years Foundation Stage.
- Arrangements for the safeguarding of pupils are robust and meet statutory requirements.

■ The governance of the school:

Governance is highly effective. Governors are knowledgeable and supportive of the school and have high aspirations for pupils. They constantly challenge leaders to make it even better. They know about the performance of the school in relation to national standards and understand, for example, that progress in Key Stage 1 has not been as rapid as it has in Key Stage 2. They know about the quality of teaching and what is being done to support teachers new to the school, through regular feedback from senior leaders. They ensure that systems for performance management, both for the headteacher and classroom teachers, are robust and that pay progression is linked closely to performance. They have not shirked from supporting the headteacher to deal with underperformance. They ensure that the school's

arrangements for ensuring the safeguarding of pupils fully meet statutory requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The school is a very harmonious community where pupils from a wide range of backgrounds get on extremely well with each other. Pupils are friendly and courteous and proud of their school. They wear their uniforms with pride.
- Pupils have very positive attitudes to their learning. They are keen to learn and to improve their work and they respond well to their teachers' instructions and encouragement. They work well on their own or in pairs and groups when they are asked to do so. Poor behaviour that hampers learning is very rare.
- Pupils show a real enthusiasm for learning when they are inspired by the teaching, especially in Key Stage 2. Just occasionally, their concentration wanes when they have not fully understood a task or the teaching has not captured their imagination.
- For the most part, pupils behave well around the school and enjoy using the equipment provided in the extensive outdoor area. The school records show that there are relatively few serious incidents and that these are dealt with effectively by the school, including appropriate use of fixed term exclusion.
- Parents and staff are almost unreservedly positive about behaviour. This is also the view of pupils for the most part. They are clear about the how the school's policies and rewards systems encourage them to behave well. A few pupils, however, say that behaviour could be improved.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that bullying is rare and they have great confidence in the adults around them to sort out any problems that arise. School records show that the very few cases of bullying in recent years have been dealt with effectively.
- The school does not tolerate discrimination of any kind. Pupils are well aware that any form of bullying is unacceptable. They have a good understanding of different forms of bullying, for example that related to the internet or to race.
- Pupils' attendance in recent years has not been high enough and a few pupils have been regular absentees. In response, the school has tightened its procedures and given regular attendance a high profile. As a result, attendance improved considerably in 2014 and was above average.

The quality of teaching is good

- The quality of teaching over time is good, enabling pupils to make good progress in reading, writing and mathematics as well as promoting their learning well, especially in Key Stage 2.
- Currently the teaching in Key Stage 2 is highly effective and, sometimes, inspirational. For example, in a Year 6 mathematics lesson, pupils were applying their understanding of fractions to real-life problems. The most able grappled with huge numbers in determining the fractions of groups of soldiers from all the allied forces involved in the D-Day landings. Others had different, but equally meaningful, problems to consider. The work was highly demanding for all groups and there was a buzz of excitement throughout the lesson.
- The teaching in Key Stage 1 has also been good over time, although teachers new to the school are still developing their skills. Currently work is not always set at the right level for groups of pupils and so it is too easy or too difficult for some, especially in writing and mathematics.
- Teachers are well informed about the subjects they teach and present topics in innovative ways which motivate pupils to learn. They also use information and communications technology in interesting ways to support and enhance pupils' learning.
- Teachers have good relationships with their pupils and manage their classes well. They use questions well to consolidate pupils' learning and to deepen their understanding. Where the teaching is most effective, teachers are constantly assessing pupils' understanding and adjusting tasks, where necessary, in order to sustain rapid progress.
- Teaching assistants make a very good contribution to the quality of learning, especially for pupils at the early stages of learning English and those with a variety of special educational needs. They work closely with the teachers to ensure that these pupils are involved in the same activities as others but at the right level to meet their needs.

- The teaching of reading is very effective. Pupils quickly acquire the basics which enable them to decode words, as evidenced by the positive outcomes of the phonics screening check in Year 1. A love of reading is encouraged as they move through the school, supported by activities such as the visits of authors to the school.
- Teachers' marking and feedback have improved since the previous inspection. They mark pupils' work regularly and in accordance with the school's policy. They provide good feedback, for the most part, so that pupils know what they have done well and what needs to improve. This is supported by detailed targets so that pupils are clear about what they have to do to move on in their learning.
- Pupils also take responsibility for improving their own work and that of their partners in class. For example, in a writing lesson in Year 4, pupils were editing and improving each other's letters to a recent visitor to the school who had talked to them about rainforests. This approach to writing for a real purpose illustrates why the teaching of writing is very effective in Key Stage 2 and why pupils are doing well with their spelling, grammar and punctuation.
- Parents and pupils, almost unanimously, rightly believe that the quality of teaching is good in the school.

The achievement of pupils is good

- Pupils achieve well from their various starting points to reach standards that are rising. Pupils' attainment was significantly above average in reading, writing and mathematics in 2014 at the end of Year 6. These pupils reached particularly high standards in spelling, grammar and punctuation.
- Pupils make good progress in Reception and Key Stage 1, although progress is stronger in reading than it is in writing and mathematics. Whilst pupils' books, from last year and this, show steady and better progress in writing and mathematics, occasionally not enough is expected of the pupils to enable them to make even faster progress.
- In Key Stage 2, pupils have made strong progress over a number of years in reading, writing and mathematics by the time they leave the school. In 2014, pupils of all abilities leaving the school had made rapid progress during their years in Key Stage 2. The school's own information shows that progress across year groups varied a little but at least good and better progress was made across Key Stage 2.
- The most able pupils are doing increasingly well across the school because of more demanding work being set for them, especially in Key Stage 2. As a consequence, they are reaching higher levels by the end of Year 6. In 2014, the majority of pupils reached the higher Level 5 in reading and mathematics. The proportions attaining the highest Level 6 in mathematics and writing were much higher than the national averages.
- Pupils with special educational needs are well supported in class and in individual and small group sessions. As a result, most make similar progress to their peers. In the few examples where this is not the case, it is often because there have been multiple barriers to their learning.
- Pupils entitled to additional funding through the pupil premium attained higher levels than all pupils nationally in reading, writing and mathematics. They did not, however, do as well as other pupils in the school. They were two and a half terms behind in mathematics, two terms in writing and one term in reading. They had made better progress in Key Stage 2 than all pupils nationally. Current school information shows that gaps are closing rapidly and that pupils entitled to additional funding make as much, and sometimes more, progress than other pupils.
- There are no significant differences over time in the achievement of pupils from different ethnic backgrounds or between those who speak English as an additional language and others.
- There are very good systems to support the significant number of pupils who arrive at the school at other than the usual times. Some arrive already doing well in their academic achievement. They are made to feel welcome and quickly find their feet. As a result, they make as much progress as others, for the most part.

The early years provision is good

- The Early Years provision in Reception has been good over time. In 2014, children had made good progress from their starting points and were well prepared to move on in to Year 1. Their progress had not been as strong in writing and mathematics as it had been in reading.
- Currently both teachers in the two classes in the Reception Year are new to the school and developing their skills. They work together to develop children's skills and understanding in all areas of their

learning.

- A warm and welcoming atmosphere is evident in the Reception classes and children enjoy coming to school. They quickly become confident in their new surroundings and develop positive attitudes to learning.
- The activities planned to develop their skills in writing and mathematics is not always demanding enough for children to make rapid progress. Moreover, the outside area, in particular, is not used effectively enough to promote children's writing and mathematics skills.
- Parents are very positive about the start their children make at Chalgrove and are fully consulted about their children before they start school, through home visits, for example. This establishes productive, ongoing relationships and enables children to make a confident start to school life.
- Leadership of the early years is good. School leaders are well aware of the strengths and weaknesses of the provision and know what needs to be done to improve it still further. They have put appropriate support in place to enable this to happen.

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	101309
Local authority	Barnet
Inspection number	448216

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Fiona Bulmer
Headteacher	Jennifer Gaffney
Date of previous school inspection	1—2 July 2010
Telephone number	020 8349 1798
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