

Inspection of a good school: Chalkhill Primary School

Barnhill Road, Wembley HA9 9YP

Inspection dates:

11–12 February 2020

Outcome

Chalkhill Primary School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

What is it like to attend this school?

Pupils achieve well at this school. Leaders and teachers are determined that every pupil will be academically successful. Pupils behave very well. They are polite, courteous and keen to learn. They are enthusiastic and confident learners.

Pupils told me that they are happy at school. They explained how the school helps them to keep safe. Leaders ensure that pupils know what to do to keep safe online. In the early years, staff nurture children to help them feel safe and valued. They know the children well.

Mutual respect is evident between pupils and staff. Pupils are tolerant and respectful of each other. Pupils said that bullying is rare here. When it does occur, they know there are adults who will help them to sort it out. Staff provide excellent pastoral care. Pupils told me that they trust the adults and feel that they can talk to them if they have any worries or concerns. Pupils' emotional and physical well-being are very well promoted. For example, pupils enjoy many opportunities to perform music, care for animals, and go on school trips.

The school serves a vibrant multicultural community. Pupils recognise their similarities and celebrate and respect their differences.

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

Pupils' welfare and academic progress are at the centre of everything the school does. Leaders have set high standards for all. They have developed and established an ambitious course of study in a wide range of subjects. Pupils learn about different cultures, traditions and religions. Pupils have access to many opportunities that develop their talents and interests.

Leaders also provide teachers with many opportunities to develop their expertise. Because of this, teachers know their subjects and how to teach them well. Staff enjoy working at the school and said that their workload is manageable.

Pupils want to learn. They respond well to teachers' questions and behave well in lessons. There is no poor behaviour which disrupts learning. Rates of attendance are high.

Teachers set up learning experiences which encourage questions and discussion. Younger pupils are also stimulated by many things to see, touch and do, both indoors and outside. Teachers plan carefully to meet individual needs. Staff help younger pupils to become accurate and confident readers. There is a clear emphasis in the school on learning to read at a high standard as soon as possible. Pupils take home books which match the letters and sounds they are learning. Pupils with special educational needs and/or disabilities make a strong start to their education.

A high proportion of pupils join the school part way through their education. Many enter school with little or no English. Some have never attended any school. These pupils receive specialist support from teachers and teaching assistants. As a result, they settle well into new routines and catch up very quickly. However, in a few cases these and other pupils' handwriting is difficult to read. This is particularly the case in Years 3 to 6. Occasionally, lack of fluency in handwriting limits their further achievement across the curriculum.

Leaders ensure that pupils study the full range of subjects. Teachers plan carefully and are ambitious about what they want pupils to learn. Teaching plans are well structured. Pupils learn in a logical sequence. Teachers carefully check learning to make sure that no pupil falls behind.

Pupils learn how to write in a wide range of styles. Pupils develop and use their understanding of spelling, punctuation and grammar well.

Science is a strength of the school. The science subject plan is well structured and the subject is well taught. Pupils engage and develop their skills and knowledge to a high level. For example, pupils in Year 6 were able to explain that a solar eclipse occurs when the Earth passes into the shadow of the Moon.

The school offers a wide range of extra-curricular activities. Pupils enjoy these new experiences. They perform to a high standard, for example in the school choir.

Parents and carers are complimentary about the leaders and staff at the school.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures meet requirements and match the needs of the pupils. Leaders are aware of the risks associated in the community, such as local crime. Pupils learn about

these risks and how to keep themselves safe. Leaders and governors make relevant checks on all staff before they work at the school. Staff are well trained to identify and report concerns when they arise. Leaders are quick to involve outside agencies when needed and this is a strength of the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few pupils in Years 3 to 6, including some who speak English as an additional language, are not helped to develop fluent handwriting. Leaders should ensure that all pupils have fluent handwriting so that they achieve as well as they could.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Chalkhill Primary School to be good in July 2011.

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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101526
Local authority	Brent
Inspection number	10110475
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	448
Appropriate authority	The governing body
Chair of governing body	Martin Francis
Headteacher	Rose Ashton
Website	www.chalkhillprimaryschool.co.uk
Date of previous inspection	9 March 2016

Information about this school

- Chalkhill is a larger than average-sized primary school.
- The proportion of pupils joining and leaving the school at times other than the standard ages of 5 and 11 is well above the national average.
- The school has undergone significant changes since the last inspection. The school is now in a soft federation with Leopold Primary School, with an executive headteacher and head of school.

Information about this inspection

- I reviewed staff recruitment checks and other documents relating to safeguarding and child protection, including the school's safeguarding policy. Other policies relating to governance and pupils' behaviour and attendance were scrutinised.
- I did deep dives in these subjects: reading, writing, science and early mathematics. This involved lesson visits, a wide-ranging scrutiny of work in pupils' books and discussions with teachers and subject leaders. Other subjects were also considered as part of this inspection.

- I met with the executive headteacher, the head of school, other senior leaders, teachers, the chair of the governing body and one other governor. I also met a representative from Brent local authority.
- I observed pupils in classes, in corridors, in an assembly, and during break and lunchtime.
- I held conversations with pupils in lessons, outside of lessons on the playground and in the dining hall.
- I held conversations with a range of parents at the school gate at home time on the first day of the inspection.

Inspection team

Martin Roberts, lead inspector

Ofsted Inspector

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