

# Inspection of Chalkhill Primary School

Barnhill Road, Wembley HA9 9YP

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Inspection dates:

28 February and 1 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Previous inspection grade	<b>Good</b>
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## **What is it like to attend this school?**

Pupils are safe, happy and know that their teachers care for them at this school. Leaders ensure that everyone in the school community feels valued and respected. Staff know pupils well, including what they need in order to thrive.

Generally, pupils' attitudes towards learning are positive. They behave well in class and around school. At breaktimes, pupils play well together. Pupils comment that bullying seldom occurs. They are adamant that when bullying does occur, they would tell an adult. Staff deal with it swiftly.

Leaders are ambitious for pupils to achieve academically. They also want pupils to have opportunities to experience a wide range of activities. Pupils learn Spanish, take part in visits to rural areas and build their confidence by participating in sporting events.

Pupils make strides personally and socially at this school. A large majority of parents would recommend this school to other parents. Typically, parents commented that staff are supportive throughout their child's learning journey at the school.

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

Leaders have put in place a broad and ambitious curriculum. They have ensured that it is planned, sequenced and broken down into appropriate steps. Generally, pupils, including those with special educational needs and/or disabilities (SEND), make gains in their knowledge and skills over time.

Teachers adapt tasks and resources effectively to meet the needs of all pupils. The work expected of pupils matches the ambitious aims of the intended curriculum. Pupils with SEND and those who speak English as an additional language have well-informed support to help them achieve well.

In most curriculum subjects, teachers check pupils' learning. They find out what pupils know before moving on to new learning. Teachers identify gaps in pupils' knowledge and address them appropriately. Some areas of the curriculum are newly introduced, and teachers' checks on what pupils know and remember are not as fully established in these subject areas.

Leaders prioritise reading. Pupils learn the sounds that letters make from the beginning of the Reception Year. Pupils become keen and fluent readers because they read engaging books that match the sounds they know. The stories teachers read to pupils capture their interest. Pupils who fall behind catch up quickly because they receive effective support to boost their reading skills.

The curriculum provides all pupils with rich experiences. Leaders and staff are keen for pupils to develop life skills, including helping others and supporting the school's community. Some pupils maintain the school's tuck shop and others, in the role of 'etiquette inspectors', support their peers to practise good manners in the dining hall. All of this supports pupils' personal development effectively. Leaders ensure that pupils can seek help for their well-being, if needed. Parents and pupils value the support offered by the school.

Leaders make sure that enrichment opportunities are woven into extra-curricular activities and other events. Carefully selected reading material gives pupils an insight into their own cultures and beliefs, as well as those of others. Similarly, pupils gain an insight into different cultural traditions through musical performances and outings, including to places of worship. Pupils showcase their talents through instrumental and singing performances in school and in the local community.

Leaders and staff prepare pupils carefully for life in modern Britain. Pupils democratically elect peers to represent them through the school council. The school council plays an important role in offering suggestions for school improvements, such as how positive behaviour could be rewarded more effectively.

Leaders and teachers manage pupils' behaviour effectively. Most pupils conduct themselves well, displaying respect and courtesy for others. Pupils' behaviour seldom disrupts learning. Overall attendance is improving. In the early years, leaders encourage children's personal, emotional and social development. Leaders and staff make sure that children have many opportunities to mix with their peers. Pupils talk, listen and interact with each other through role play.

The newly appointed leadership team, including the headteacher and governing body, have high expectations for the education of all pupils. Leaders have identified aspects of the school that need strengthening, including the curriculum. The governing body understands and takes pride in its responsibilities. It holds leaders to account for the quality of the school's work. However, a few aspects of the school's administrative procedures are not as sharply managed.

Leaders provide well-planned opportunities for staff development. Teachers and other staff value the support they receive from the school's leaders, especially concerning their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know their families and community well. They understand the possible risks and challenges that pupils may encounter. Staff use this knowledge, alongside regular training, to keep pupils safe. They are aware of the steps they need to follow should they have any concerns about pupils' welfare and do so where needed.

Leaders work with a range of outside agencies to protect pupils at risk of harm. Referrals are made quickly so that pupils receive the support they need.

Pupils are taught how to keep themselves safe, including when online.

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

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

- The curriculum in a small number of subjects is at the early stages of implementation. In these subjects, teachers do not routinely check what pupils know and remember to identify and address any gaps in pupils' knowledge. Leaders need to ensure that teachers check what pupils know and remember consistently well across all subjects before moving on to introduce new content.
- A few aspects of the school's administrative processes have not been routinely monitored and checked to ensure that they are fully up to date. Leaders and the governing body should ensure that they maintain robust oversight of these aspects of the school's work.

## **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](#)' 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

<b>Unique reference number</b>	101526
<b>Local authority</b>	Brent
<b>Inspection number</b>	10255316
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Zina Manda
<b>Headteacher</b>	Shabiha Sayed
<b>Website</b>	<a href="http://www.chalkhillprimaryschool.co.uk">www.chalkhillprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	11 and 12 February 2020, under section 8 of the Education Act 2005

## Information about this school

- The school has undergone significant changes in leadership since the last inspection, including in the governing body.
- The current headteacher was appointed in September 2021.
- The chair of the governing body was appointed in January 2023.
- Leaders do not make use of alternative provision for any pupils.
- The school runs a before- and after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and other senior leaders. Inspectors held meetings with leaders responsible for pupils with SEND and early years.
- Inspectors met with representatives of the governing body, including the chair. The lead inspector also met with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to several pupils read.
- Inspectors also considered other subjects, including looking at curriculum documentation for geography, art and design and physical education.
- To inspect safeguarding, the lead inspector looked at a range of documentation, including the record of staff suitability checks. She met with the leaders responsible for safeguarding. Inspectors spoke to staff to check how well they understand safeguarding procedures.
- Inspectors observed pupils' behaviour in lessons and around school. They also met with groups of pupils and spoke to pupils formally and informally during break and lunchtimes.
- Inspectors spoke with some parents at the start of the school day.
- Inspectors considered responses to Ofsted's online survey for parents, Parent View, including free-text comments. Inspectors considered responses to online surveys for staff and pupils.
- Inspectors spoke with a range of staff to discuss their experiences at the school.

## Inspection team

Rosemarie Kennedy, lead inspector	Ofsted Inspector
David Bryant	Ofsted Inspector
Alison Cartlidge	Ofsted Inspector

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