



# Chalkhill Primary School

## Inspection Report

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**Unique Reference Number** 101526  
**Local Authority** Brent  
**Inspection number** 286095  
**Inspection dates** 7–8 November 2006  
**Reporting inspector** Sue Vale

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 address</b>	Barnhill Road
<b>School category</b>	Foundation		Wembley
<b>Age range of pupils</b>	3–11		HA9 9YP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02089044508
<b>Number on roll (school)</b>	350	<b>Fax number</b>	02089041227
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Sir Alan Davies Kt
		<b>Headteacher</b>	Mrs Helen Boyd
<b>Date of previous school inspection</b>	17 September 2001		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Chalkhill Primary School is a larger than average primary school, situated in a diverse and changing community. It is expanding into a two form entry school so that there are now two classes in each year group up to Year 4 and one class in both Year 5 and Year 6. Attainment on entry into Nursery shows children to be below what is expected for their age particularly, in personal social emotional development and in language skills. The majority of pupils are from minority ethnic communities and around four fifths are learning English as an additional language. Mobility is high. Approximately half the pupils are entitled to free school meals, a very high proportion. The proportion of pupils identified as having learning difficulties or disabilities is higher than the national figure.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

Inspectors agree that Chalkhill Primary School is liked by both the parents and pupils. Pupils are proud of their school. The school judges its overall effectiveness as satisfactory. However, pupils make inadequate progress and by the time they leave the school in Year 6 standards are exceptionally low. Consequently, the overall effectiveness of the school is inadequate. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to teaching and learning and in pupils' achievement and the standards they reach.

Overall provision for children in the Foundation Stage and the progress they make are satisfactory. The majority start school in Nursery with skills below what is expected for their age. As pupils move through the school the progress they make is patchy and inconsistent. By the end of Year 2, pupils are still attaining standards which are below average. Standards in English, mathematics and science were exceptionally low by the end of Year 6 in 2006. Scrutiny of pupils' work shows that, in a number of classes, not enough has been done to help pupils make sufficient or consistent progress in their learning. In a number of lessons there is a lack of challenge and the work is not always well matched to pupils' needs. This is because of a lack of understanding by some teachers as to what needs to be done to help pupils to move on in their learning.

Pupils' personal development and well being are satisfactory. There is good moral and social development. In the majority of cases pupils behave satisfactorily and show an eagerness to learn. Attendance is satisfactory. Pupils receive good care, and satisfactory guidance and support. The curriculum is satisfactory overall with some good extra-curricular activities.

Leadership and management is satisfactory overall. The headteacher and leadership team are aware of what needs to be done to move the school on, although it is at too slow a pace. There is some evidence of recent progress in areas identified for improvement, such as teaching and learning, and this is why the school has the capacity to improve. The governors are knowledgeable and supportive and have a strategic overview in monitoring and evaluating the work of the school.

### What the school should do to improve further

- Raise standards in English, mathematics and science.
- Improve the consistency of teaching so pupils make better progress.
- Ensure teachers use assessment information more effectively to meet the individual needs of the pupils, so that they achieve more.

## Achievement and standards

### Grade: 4

Pupils' achievement is inadequate and standards are exceptionally low. Most pupils arrive in the nursery with skills and knowledge that are below average and many are at an early stage of learning English. They make satisfactory progress towards the expected levels during the Foundation Stage, but standards are still low at the end of Reception. At the end of Year 2, standards in mathematics and English have remained below average for the past three years.

Until 2005, older pupils, including those with English as an additional language and those with learning difficulties, made good progress in English, mathematics and science although they still reached below average standards. In 2006, standards at the end of Year 6 fell significantly and just under half the pupils that had been in the school since Year 2 made little or no progress in English and mathematics. High mobility and low expectations by some teachers, along with the inconsistent response by some teachers to the assessment procedures recently introduced, have contributed to this decline in standards. The Local Authority has recently been involved supporting staff both in classes and through training to improve the quality of teaching and learning and hence raise standards.

## Personal development and well-being

### Grade: 3

Pupils' personal development and well-being are satisfactory. From a low starting point, pupils' social skills develop consistently in the Foundation Stage and year by year throughout the school. Pupils' spiritual, moral, social and cultural development is satisfactory, and there are particular strengths in the moral and social aspects. In lessons and assemblies they celebrate a wide variety of cultures and religions which develops an appreciation of the community in which they live. Their self-esteem is raised by frequent acknowledgements of their achievements, in and out of school.

Pupils are generous of spirit, readily supporting and complimenting each other, and contributing to a variety of local and national charities. Most pupils attend regularly, and attendance is close to the national average. However, a small number of families fail to ensure that their children arrive promptly for morning school. Pupils enjoy lessons. Their behaviour is satisfactory overall, but the pace of some lessons is affected by interruptions because pupils are unclear of what they should be doing. Pupils have too few opportunities to develop economic awareness, and their skills in literacy, numeracy and information and communication technology (ICT) are not yet adequate to ensure future economic success. A good programme for personal, social and health education prepares them for teenage and adult responsibilities, and they have satisfactory understanding of the dietary and exercise requirements for a healthy lifestyle. As one pupil said, 'We're not allowed junk food now!' The school council is a useful forum for pupils' views. It has some proposals for future projects but, currently, its role is underdeveloped.

## Quality of provision

### Teaching and learning

#### Grade: 4

The quality of teaching and learning is inconsistent. It varies from good to inadequate and is inadequate overall. The more successful lessons proceed at a good pace, pupils know exactly what is expected of them and teachers ask questions that encourage them to reflect and to explain and justify their thinking. In these lessons, teachers have high expectations of behaviour, encouraging pupils by the effective use of praise as observed in a Year 2 class, 'lovely eye contact well done.' Lessons are unsuccessful when expectations are too low and pupils spend too long listening rather than doing. Too often, pupils do not settle quickly to tasks. They waste too much time waiting for support because work is not well matched to their needs or teachers have not explained clearly enough what they want them to achieve. Teaching assistants support teachers well but their task is not easy because activities are often dull and uninteresting and pupils' attention easily wanders.

Good systems have recently been introduced to monitor and track the progress of pupils in English and mathematics. However this assessment information is not used well by all staff to build on what pupils know, understand and can do and this inconsistency hampers continuity and progression as pupils move through the school. Pupils with English as an additional language, and those who have learning difficulties and disabilities, make satisfactory progress when supported in small groups but their progress is sometimes inadequate when they are taught in the mainstream classes.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and all statutory requirements are met. It has recently been reviewed, taking account of national guidelines. The school places an emphasis on the development of English and mathematics skills and is beginning to ensure that pupils have opportunities to apply the skills they are taught. Pupils receive two hours physical education a week, recognising the importance of exercise for pupils whose access to playgrounds and open spaces outside of school is restricted. Teachers are beginning to actively explore and develop links between subjects. The annual residential visit to the Gordon Brown Centre allows pupils in Year 6 to plan work and socialise together away from home, employing life skills that will stand them in good stead. A wide range of well attended clubs exist, including two dance clubs for Year 2 pupils who said 'I think the school is very safe and we have fun trips and dance clubs!'

### Care, guidance and support

#### Grade: 3

Pupils are secure and safe in school. They settle quickly in the Nursery at the start of the school year. Pupils joining at other times are inducted into the life of the school well and are provided with 'buddies.' This helps them settle in quickly. Procedures for

child protection, and health and safety are firmly established. Good procedures quickly identify vulnerable pupils. Pupils know that adults in the school respond thoughtfully and sensitively to their needs and difficulties. Staff collaborate closely with the school's learning inclusion mentor and external agencies to ensure quality support for pupils. The mentor encourages the development of valuable home-school links. The inspection questionnaires returned by parents show that most are pleased with the work of the school, although some correctly believe that their children could achieve more.

There are good systems in place for the academic assessment of pupils' learning. However, this information is not used consistently to support pupils' learning. Some teachers do not use assessment information effectively to meet the individual needs of pupils. This results in some pupils not making the progress of which they are capable.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. Self-evaluation is accurate and the leadership team have clearly identified the key areas for improvement. However some staff are slow to respond to the demands made of them despite increased support and professional development. There is evidence of some progress in areas identified for development, such as improving teaching and learning and this demonstrates that the school has the capacity to improve still further. The leadership team are rightly concentrating on improving teaching and learning through monitoring and evaluation. They are also developing better systems, such as the implementation of a new marking policy, to ensure consistency across the school. Some teaching and learning has improved, but the progress is patchy and inconsistent. This has a negative impact on the progress which pupils make.

The governors are supportive and committed to doing their best for the school and its pupils. They provide strategic direction and ask challenging questions to hold the school to account for its poor performance.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome when we came to visit your school. We enjoyed meeting and talking with you and looking at your work.

Some of the things we like at your school are:

- Your school is friendly and welcoming.
- Most of you behave well in lessons.
- You are interested in finding out things and many of you want to learn.
- Those of you in the reception classes have a good start to your education.

There are some things that need to be done to make your school better. We are giving the school something called a Notice to Improve. We would like these things improved:

- Standards in English, mathematics and science need to be higher.
- Some of you do not make enough progress in your learning.
- Some teaching needs to be much better in order to help you to learn.
- Teachers need to set work for you which is not too easy and not too hard and keep a close watch on what you are doing to see if you are making sufficient progress.

Best wishes

Sue Vale

Lead Inspector