

Chalgrove Primary School

Inspection report

Unique Reference Number	101309
Local Authority	Barnet
Inspection number	335693
Inspection dates	1–2 July 2010
Reporting inspector	Raminder Arora

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	192
Appropriate authority	The governing body
Chair	Mrs Fiona Bulmer
Headteacher	Pauline Moss
Date of previous school inspection	25 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons, during which seven teachers were observed. Meetings were held with the headteacher, governors and subject leaders, and informal discussions were held with some parents. Inspectors observed the school's work, and looked at pupils' work, the curriculum and lesson planning, the school development plan and assessment and tracking data. Most of the staff and the pupils in Years 3 to 6, as well as 121 parents, responded to the inspection questionnaires, and inspectors took account of their views.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which the school is tackling variations in learning and progress and is accelerating achievement, particularly for the most able pupils
- the quality of teaching and the gains that pupils make, particularly in writing and mathematics
- the extent to which lessons meet the needs of all pupils and how well the teachers use assessment information to make sure lessons are challenging
- the influence of the leaders and managers, including governors, on the school's direction and performance.

Information about the school

The school is culturally diverse. A higher-than-average proportion of pupils join the school after the start of the Reception Year or leave before the end of Year 6. About half of the pupils speak English as an additional language and a substantial number join the school at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is higher than in most schools. An average proportion of pupils have special educational needs and/or disabilities, which in the main are behavioural or communication difficulties. Among the awards the school has gained are the Healthy Schools Award and the Activemark. There is after-school care provision in the school, but this is not managed by the governors and was not inspected. The school was placed in Special Measures in October 2006. At the last inspection in March 2008, the school was judged as no longer requiring special measures. The current headteacher was appointed in January 2008.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school where considerable improvements have been made since the last inspection. Staff know the pupils well and pupils appreciate this, reporting that they feel extremely safe in school and well cared for. Parents, pupils and staff are all supportive of the school's work. One parent typically commented, 'A very nurturing school, the staff give 100% to the children'. The school is a cohesive and harmonious community and pupils show a good spiritual and cultural awareness, having a deep understanding and respect for people from different cultures. The care, guidance and support for pupils are good and underpin their good personal outcomes. Pupils show their enjoyment of school through their above-average attendance. Their excellent behaviour underpins the school ethos.

The school is effective in overcoming potential barriers to learning, for example those of the many pupils who join the school outside the normal times, often with no prior schooling, and who do not speak any English. The school has established good procedures to help pupils settle in quickly, including rigorous initial assessments. Pupils with special educational needs receive intensive support in developing their basic skills in small groups and are quickly integrated into classes. Pupils' achievement is good in relation to their varying starting points.

Over four years, standards have improved as a result of the high expectations of school leaders; however, pupils' performance varies from year to year due to the high inward and outward mobility. Attainment in the last three years was above average in 2007 and 2009, and below average in 2008. The current teacher assessments show pupils' attainment to be broadly average at the end of Year 6 in English and mathematics, with science being relatively stronger. Pupils with special educational needs and/or disabilities make good progress, and those learning English as an additional language perform in line with their peers. The speeding up of pupils' progress is due to strengths in the quality of teaching, the good curriculum and the effective way in which pupils are supported and guided, particularly those whose circumstances make them more vulnerable. Systems for assessing pupils' learning and tracking their progress are good. Teachers make lessons interesting and enjoyable. However, the quality of marking is inconsistent and does not consistently give pupils a clear picture of how to improve. Not all teachers consistently provide opportunities for self-assessment so that pupils know how well they are performing and what to do next.

Through rigorous monitoring, the school has rightly identified the need for more consistent use to be made of pupils' learning targets in marking and when planning work, particularly in writing and mathematics in order to secure maximum progress. Aspects of the school's work have improved, especially the overall quality of teaching

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and the creation of a clear vision for future development, based on an accurate evaluation of the school's needs, for example the need to extend the school's work on community cohesion to the global level. Senior leaders are well supported and challenged by the governing body and this has further secured a strong platform for school's continuous improvement. These strengths indicate that the school has a good capacity to improve further.

What does the school need to do to improve further?

- Raise standards, especially in writing and mathematics by:
 - ensuring that teachers consistently use information about pupils' targets in planning lessons and when marking work so pupils are clear what they need to do to improve
 - ensuring that teachers consistently use information about pupils' targets in planning lessons and when marking work so pupils are clear what they need to do to improve
- Extend the school's strategy for community cohesion by creating more opportunities for pupils to appreciate people from a wide variety of backgrounds and communities around the world.

Outcomes for individuals and groups of pupils

2

Attainment at the end of Year 6 is currently broadly average. This represents a dip in relation to the above average standards in 2009, but it represents good achievement in relation to the pupils' different starting points. Many of the current Year 6 pupils had not previously reached the levels of which they were capable because of staff changes or inadequate teaching in the past. Those who had 'slipped behind' have been helped to catch up, and have displayed the same excellent behaviour and positive attitudes to learning shown by other pupils throughout the school. In lessons, pupils receive well-organised targeted support individually or in small groups to support their progress. They are well motivated and eager to learn because they like their teachers and are keen to please them. Pupils respond to their teachers' encouragement to express their views and, although they are unfailingly polite, they are confident about 'speaking up' and voicing their opinions. Pupils with special educational needs and/or disabilities make good progress because of the well-focused support that they are given.

Amusing displays around the building celebrate pupils' successes. This is a strength much appreciated by parents and carers. As one parent commented, 'My child looks forward to coming to school each day and is making very good progress.' Older pupils actively contribute to looking after the younger ones in school. The school council talks interestingly about the garden project and recycling. Pupils say that they enjoy school immensely, a view confirmed by almost all parents and carers. Staff work enthusiastically to ensure that all pupils achieve as well as they can, academically and in their personal development. As a result, pupils are well prepared for the next stage of their education.

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Pupils have a good awareness of keeping healthy and active, and are proud of their Activemark and Healthy Schools awards. Most pupils work hard, show interest and curiosity, want to please and succeed, and respect the feelings of others.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and other adults in the school know the pupils well. They keep a careful track of how well they are doing, and leaders ensure that tailored support is given to boost the progress of those who need extra help. The support given to those who join the school partway through Key Stages 1 and 2 has been instrumental in enabling these pupils to quickly settle in to orderly routines. Initiatives such as one-to-one sessions have accelerated pupils' progress. Pupils are rewarded in achievement assemblies for good work in different areas, for example work on friendship topic, writing, physical education, exploring in science and making music etc. Effectively revised systems have also had a significant impact in improving attendance so that it is now above average. Teachers manage their classes well so that pupils are encouraged to listen carefully, both to the adults in class and to each other. When pupils are asked to listen for too

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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long, however, this slows the pace of their learning. The curriculum is made interesting and exciting for the pupils. The creative links between different subjects helps to make learning fun. A Year 5 lesson on working out the length of a journey and using train timetables skilfully linked numeracy and literacy. Children learn French, which adds an extra frisson to their learning as they excitedly build on their growing vocabulary and numeracy skills to confidently count in French. Pupils have individual targets but these are not consistently referred to in teachers' marking. The curriculum is enriched well with a wide range of clubs, visits and visitors. Year 6 pupils were observed in an assembly sharing with their parents and peers the wonderful experience of a recent residential visit. Further improvements to the curriculum have led to increased challenge and support for individual pupils, especially the more able.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is evidence that the school's determined efforts and effective support from the local authority are making a substantial difference, resulting in pupils achieving well. Leaders have a very clear view of the school's strengths and areas for development and the improvements made are due to the very clear vision, ambition and drive of the headteacher, who is ably supported by the deputy headteacher. The school has comprehensive and well-considered plans for the future, which are focused on the appropriate areas. Teamwork is strong, and the commitment to involving all staff in leading and managing different areas of provision ensures that the strengths and skills of staff are beginning to be used to drive further improvements. The school is equipping middle leaders with the skills to monitor and evaluate the quality of teaching and learning. The skills of class teachers in using and analysing data and in contributing to school improvement are also being developed through appropriate training. Governors are supportive and are influential partners in determining the strategic direction of the school. They effectively fulfil their statutory duty in relation to safeguarding requirements and these procedures are good. Potential discrimination is tackled seriously and the school ensures equal access to provision for all pupils.

The school promotes community cohesion at the local and national level satisfactorily, as exemplified by its effective links with inter-faith communities. It is not as successful in extending its global links although there are plans to do so and to evaluate the impact of school's work in the local community. The strengths of the school are recognised and

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valued by parents. Parents are given very good opportunities to give their views on the school, and benefit from regular newsletters and access to the school's website. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children's starting points on entry to the Reception class are variable. Increasing numbers of children enter speaking little or no English, with skills that are generally below those expected for their age, particularly in language and communication. As a result of the consistently good teaching, they make good progress in all areas of learning, gaining skills and understanding that are broadly at the levels expected for their age, although a little below average in reading and writing skills on entry to Year 1. An effective programme of learning letters and sounds supports the development of communication, reading and writing skills. Children develop their speaking and personal skills well.

Children settle very happily due to the warm welcome they receive and the good induction procedures. The promotion of children's welfare and safety is good. All routines are well established and this increases children's feeling of security. Staff form good relationships and encourage children to enjoy learning. Plenty of practical play and stimulating focused activities, for example learning about the mini-beasts, are provided. Children were observed talking about the butterfly's delicate wings and the need to take care not to harm them by touching them. There is a good balance of focused adult-led sessions as well as purposeful, child-selected play activities. Learning opportunities are well planned for both indoor and outdoor learning. However, opportunities are

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sometimes missed to extend children's early reading and writing skills through outdoor activities. The children are well motivated to use their initiative and imagination in play, for example through the interesting role-play opportunities that are provided.

Leadership and management are good and ensure that all learning and welfare requirements are fully met. A good assessment system has been developed and staff work closely together to promote consistent practice. Parents are kept well informed and are very happy with the provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The school has a very positive relationship with nearly all parents and carers. Communication between parents and the school is effective, and many parents comment on the warm and friendly atmosphere and the approachable headteacher and staff. A very small minority of parents raised concerns about how well the school meets the needs of children and about inconsistencies in their progress. The inspectors noted that there were effective strategies in place to meet the needs of those identified as not making consistently good progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chalgrove Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspectors received 121 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	66	40	33	1	1	0	0
The school keeps my child safe	73	60	45	37	3	2	0	0
The school informs me about my child's progress	62	51	56	46	2	2	1	1
My child is making enough progress at this school	51	42	57	47	7	6	2	2
The teaching is good at this school	63	52	54	45	2	2	2	2
The school helps me to support my child's learning	45	37	71	59	2	2	2	2
The school helps my child to have a healthy lifestyle	64	53	52	43	3	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	40	61	50	2	2	1	1
The school meets my child's particular needs	51	42	59	49	7	6	1	1
The school deals effectively with unacceptable behaviour	53	44	62	51	3	2	0	0
The school takes account of my suggestions and concerns	45	37	66	55	4	3	2	2
The school is led and managed effectively	59	49	58	48	0	0	2	2
Overall, I am happy with my child's experience at this school	70	58	46	38	2	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 July 2010

Dear Pupils

Inspection of Chalgrove Primary School, London N3 3PL

We very much enjoyed our visit to your school, and thank you for making us feel so very welcome. This letter is to tell you about some of the things we found while we were with you. Yours is a good school. It is also a school where you want to be, you make lots of friends, and enjoy taking part in the many interesting and exciting activities. Chalgrove is a school where staff and governors are working hard to make it even better. Almost all of your parents are happy with the school. You behave exceptionally well and get on well with each other.

Here are some important things about your school.

- You make good progress in lessons.
- You feel very safe and secure in school and enjoy your lessons.
- Those in charge of the school are making improvements that are helping you to make even faster progress.
- All staff take good care of you, and make sure that you know what to do to keep safe.
- You have a good understanding of what makes for a healthy lifestyle and healthy eating.

This is what we have asked your school to do to make things even better.

- To help you achieve higher standards, especially in writing and mathematics, your teachers will make better use of your learning targets in planning lessons and in marking your work so you are clearer about what to do to improve your work.
- Teachers are asked to provide more opportunities for you to assess your own learning, so you know how well you are doing.
- Teachers will help you to understand more about the backgrounds and lives of different people and communities, particularly those who live abroad.

You can help by always working as hard as you can. We wish you well for the future.

Yours sincerely

Raminder Arora Lead inspector

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