

John Chilton School

Inspection report

Unique Reference Number	101969
Local Authority	Ealing
Inspection number	355101
Inspection dates	14–15 March 2011
Reporting inspector	Margaret Goodchild

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

Type of school	Special
School category	Community special
Age range of pupils	2–17
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	90
Of which, number on roll in the sixth form	2
Appropriate authority	The governing body
Chair	Sian Vasey
Headteacher	Simon Rosenberg
Date of previous school inspection	4 December 2007
School address	Compton Crescent Northolt, Middlesex Ealing UB5 5LD
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Introduction

This inspection was carried out by two additional inspectors. They observed nine lessons and saw eight teachers and a session led by a teaching assistant. Meetings were held with senior leaders, staff, pupils, two representatives of the governing body and a vice principal of West London Academy. Inspectors observed the school's work, and looked at pupils' books, information about their attainment and progress, evidence of monitoring and self-evaluation, and documents indicating how well the school safeguards its pupils. They analysed 42 questionnaires from parents and carers, 33 responses from pupils and 36 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors explored whether there is any significant variation between the achievement of different groups of pupils.
- They considered whether any aspects of pupils' personal development have improved from good to outstanding.
- They looked to see if there is sufficient evidence to support the school's suggestion that all aspects of provision are now good.
- They explored how effectively leaders and the governing body monitor the school's performance and analyse data, and then use the resulting information to drive improvement.

Information about the school

and associated learning difficulties. Over the years, there has been an increase in the number of pupils with complex needs. The proportion of pupils who are known to be eligible for free school meals is well above average. A very high proportion of the pupils, over three quarters, are of minority ethnic heritage and most of these come from Asian or Asian British backgrounds. A very high proportion, over half, of the pupils speak English as an additional language. The school is located in the same building as the West London Academy, an all-age academy which provides John Chilton pupils with opportunities to integrate into the primary and secondary departments. In the Early Years Foundation Stage and Key Stage 1, some children are admitted on an assessment basis prior to receiving a full assessment of their special educational needs. At the time of the inspection, there were no children on roll under the age of four. There have been some staff changes since the last inspection, including the appointment of a new deputy in the summer term 2010.

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 school which enables pupils to achieve well and develop as confident, well-rounded individuals. Pupils talk with enthusiasm about all that the school has to offer. As one put it, 'It's a really nice school, the people are very friendly and the teachers encourage you to do more work and to get your independence.' Most parents and carers express a high level of satisfaction with the school's work. One said, 'Since my daughter started this school she became an independent and motivated learner, happy and social, confident and determined.' Another said, 'My son has a great staff team supporting his very complex needs. I am constantly amazed at the positive ways that the teaching staff work with such a diverse mix of students.'

The school provides high quality care, guidance and support and pupils' spiritual, moral, social and cultural development is outstanding. Pupils say that they feel safe and they grow enormously in self-esteem. Their increasing social skills and maturity are evident in the way they are able to reflect on their inner reality and outer experiences. Through being located in the same building as West London Academy, the school is able to provide pupils with exceptionally good opportunities to integrate as fully as possible and learn alongside their mainstream peers. Pupils are very clear that the combination of support from John Chilton staff and its specialist facilities, together with the scope that comes from having access to opportunities in the academy, serves their needs well. One said, 'It is altogether different now that John Chilton is in West London Academy.' Another said, 'It's good to have a mixture; it's better because you integrate with more people.' The coordination of integration and the quality of liaison with West London Academy are outstanding. The way in which the school uses partnerships with therapists, external agencies and other establishments to promote pupils' learning and ensure that their physical and medical needs are met is exceptional.

Pupils achieve well and make good progress with their learning because the curriculum is tailored carefully to the needs of individuals and the quality of teaching is good. Teachers generally have high expectations of their pupils and, as a result, they apply themselves well, work hard and behave exceptionally well in lessons. Occasionally, progress is uneven where teachers do not use information about pupils' prior attainment to match all the activities to the next steps in their learning.

Partnership with parents and carers is good. There are many ways in which the school supports and involves them, but it has rightly identified as a priority the need to find more ways of communicating with them, especially given the wide geographic area from which pupils come. Procedures for keeping parents and carers closely informed about their children's progress and development, and advising them about how they might support learning at home, are satisfactory.

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The school has developed well since the last inspection and has successfully addressed all the issues for improvement that were identified at that time. It has moved from being satisfactory to a good school. There is a clear commitment to making provision as good as possible and some aspects of the school's work are outstanding. This positive record of development shows that the school has a good capacity to sustain improvement. The complementary skills and close teamwork of the headteacher and his deputy ensure that the school is led and managed well. A strong drive for improvement is evident in the highly focused monitoring and analysis which have taken place over the past year and in the sharply defined action planning. The school now has much more reliable information about pupils' attainment and progress, and has begun to look at this closely. There is more work to do, however, to ensure that all the data at leaders' disposal are used to full effect in evaluating the school's effectiveness and driving improvement. Governance is satisfactory and improving. The governing body has undertaken a valuable audit of its work which pinpointed a number of areas for development.

What does the school need to do to improve further?

- Raise pupils' achievement by ensuring teachers consistently use information about pupils' prior attainment to match tasks to the next steps in learning for individuals in all parts of their lessons.
- Strengthen the drive for school improvement by:
 - building on recent improvements in the analysis of data to answer a range of self-evaluation questions and using this process to drive school improvement
 - developing the role of the governing body so that its members are fully involved in strategic leadership and provide greater challenge to staff with key responsibilities
 - extending the ways in which the school communicates with parents and carers, and informs them about their children's development and how to support learning at home.

Outcomes for individuals and groups of pupils

2

The school has a varied intake. Some of its pupils' attainment is average but the inspection did not judge attainment because many of the pupils have complex needs that mean that they are not able to reach national expectations. The school does well by all groups of pupils and in Year 11, the more able gain a range of GCSE grades at A* to G and a small minority gain five or more A* to C grades. The attainment of other pupils is accredited through a range of other courses, well matched to their level of ability. In lessons, pupils nearly always make good progress. Their outstanding behaviour and application, together with an eagerness to learn, means that no time is wasted. They concentrate extremely well and are active and engaged throughout. In a lesson on fractions at Key Stage 2, for example, pupils used the correct mathematical language, worked productively in pairs to discuss how to find the numerators in a fraction and made confident use of the interactive whiteboard to explain their workings. In lessons where they integrate into mainstream classes at West London Academy, pupils make good progress, apply themselves exceptionally well and produce a significant amount of work, relying on the support of teaching assistants only when it is absolutely necessary.

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Pupils enthusiastically discuss the importance of a balanced diet and exercise, and are keen to take part in all the physical activities provided. They say that they feel very safe in school and know that their views are listened to. Pupils' outstanding spiritual, social, moral and cultural development is based to a great extent on a sense of optimism that permeates the school and develops in pupils a desire to be as independent as possible. They are eager to 'make a difference': a number take responsibility as student leaders in the West London Academy and pupils readily take part in raising money for charity. They are caring and considerate to each other and develop excellent social skills. They benefit enormously from the regular opportunities to integrate into mainstream school and form ready friendships with pupils from West London Academy. They talk about how their mainstream peers 'see past the wheelchair but don't get the full picture of what it is like to have a disability'. At the same time, their courage, determination and insight into their situation are very evident because they realise that 'the disabilities make us stronger'. Attendance is satisfactory but most pupils attend very regularly; the overall attendance rate is reduced through a few pupils having a significant amount of time off school for medical reasons including hospitalisation. Pupils are academically well prepared for the next stage of their lives and develop a range of invaluable personal qualities.

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	
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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

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

* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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How effective is the provision?

Teachers have good knowledge of the subjects they teach. In the best lessons, they communicate exceptionally well with pupils and make imaginative use of pictures and objects to assist their understanding. Teaching assistants are well deployed so that they make a good contribution to pupils' learning. All the staff have very positive relationships with pupils; they provide them with much encouragement but also challenge them to be as independent as possible. Similarly, when teachers mark pupils' written work, they usually provide a good balance of praise and pointers on how to improve. Since the last inspection, there has been significant improvement in the way teachers measure pupils' progress, and much work has been done to ensure the accuracy of their judgements about attainment. Older pupils contribute to the review of their individual targets and, in some lessons, pupils are actively involved in evaluating their own learning. Lesson planning is thorough and work is matched to pupils' prior attainment in most lessons. On occasion, where teaching is satisfactory or where there are shortcomings in otherwise good lessons, more-able pupils or those with complex needs spend too much time doing work that is not matched closely enough to the next steps in their learning.

There has been good improvement in curriculum planning since the last inspection. All the pupils' needs and interests are considered and the setting of pupils by ability in the primary department is helping to raise attainment. The more personalised curriculum at Key Stages 3 and 4, with increased opportunities for integration, meets pupils' needs exceptionally well. The school provides good quality specialist support for pupils who are learning English as an additional language and who are of minority ethnic heritage. Outstanding multi-professional working between teachers, teaching assistants, therapists, and health and social services ensures that pupils receive exactly the right care, support and guidance. Every pupil is regarded as an individual, treasured and provided with the best possible support for their physical disabilities or medical needs. Transition, when pupils join and leave the school, is very well managed and pupils say that they receive very helpful careers advice. The school ensures that they feel empowered but also know where to seek specialist support.

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	1

How effective are leadership and management?

There has been good improvement in leadership and management since the last inspection. Whole-school development planning, an issue at that time, is now sharply focused, with precise actions and clear success criteria. Subject development plans follow a similar format and the role of subject leaders has been clarified. They now make a good

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contribution to school improvement because they know exactly what is expected of them and are held to account for their areas of responsibility. The analysis of performance data is increasingly used to track pupils' progress, identify any who need additional help and to check on the effectiveness of teaching. There is a good rolling programme of lesson observations. Senior leaders' judgements about teaching are accurate and they provide teachers with valuable guidance on how to improve their work. The governing body provides good support to the school but several new members have joined since the last inspection. They are in the process of developing the necessary skills to contribute to strategic development. A recent audit also shows that the governing body is not involved as fully as it needs to be in evaluating the school's effectiveness or in driving school improvement by holding senior leaders to account. Its members have begun to address these issues.

The safeguarding of pupils is considered paramount and the school is very careful to ensure pupils' physical safety in the busy corridors of the West London Academy. Policies are satisfactory but child protection procedures are rigorous; very detailed records are kept and staff liaise closely with other agencies. There is a strong commitment to ensuring all groups of pupils have equal opportunities through the central emphasis that is placed on meeting individual needs. The school is a highly inclusive and harmonious community where the diversity of pupils' different backgrounds is celebrated. It promotes community cohesion well through its many local and national links and, for example, by raising funds for the Haitian earthquake and local hospices.

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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. Planning includes a variety of topics and places good emphasis on basic skills. Teaching is good, with high

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quality communication that engages children's interest. Children show a lively curiosity in learning, evident as one said excitedly, 'What is it, what are they?' as the teacher opened a packet of seeds that they were going to set. Children have good opportunities to learn through activities that stimulate a range of senses, and staff encourage their communication, language and literacy development well. Excellent relationships with the adults and a great deal of individual attention are used to promote children's personal, social and emotional development exceptionally well and ensure that they are happy. Teamwork between the teacher and the skilled teaching assistants is strong and staff respond well to children's suggestions. The learning environment is well resourced, for instance, with an imaginative hospital role play and a vast array of different dinosaurs in a small world area. Children have precise individual targets and staff track their progress effectively. Parents and carers are involved very well when children join the school. However, ongoing communication about their learning and development, and how learning could be promoted at home, is satisfactory. Provision is led and managed well and improving the partnership with parents and carers has already been identified as a development priority.

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

Sixth form

The school does not have a separate sixth form but it does make provision for a very small number of students whose particular difficulties mean that they need extra time to prepare fully for the next stage of their education. These students make good progress and have an individualised package of learning experiences, matched carefully to their prior attainment and interests. They receive the same high quality care, guidance and support as that found in the rest of the school.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

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Views of parents and carers

Most parents and carers who returned the questionnaire expressed a high level of satisfaction with the school's work. A few said that they would like more information about their children's progress and about how they could support learning, and feel that the school does not take enough notice of their suggestions. The same parents and carers expressed some dissatisfaction with the way the school is led. Inspectors explored these issues and found that although partnership with parents and carers is good overall, some aspects of communication could be improved, however, and the school has already identified this as one of its next priorities for development. Inspection findings show that the school is led and managed well. Whereas a few parents and carers expressed concern about how inappropriate behaviour is managed, inspectors found that inappropriate behaviour is rare. Pupils' outstanding behaviour contributes a great deal to their good progress and to the high quality relationships evident among themselves and with the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Chilton 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 inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	57	13	31	1	2	2	5
The school keeps my child safe	26	62	14	33	0	0	2	5
My school informs me about my child's progress	26	62	12	29	3	7	0	0
My child is making enough progress at this school	21	50	19	45	1	2	0	0
The teaching is good at this school	22	52	19	45	0	0	0	0
The school helps me to support my child's learning	25	60	14	33	3	7	0	0
The school helps my child to have a healthy lifestyle	20	48	20	48	1	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)	23	55	16	38	1	2	0	0
The school meets my child's particular needs	23	55	18	43	1	2	0	0
The school deals effectively with unacceptable behaviour	21	50	18	43	1	2	2	5
The school takes account of my suggestions and concerns	19	45	18	43	1	2	2	5
The school is led and managed effectively	27	64	10	24	3	7	0	0
Overall, I am happy with my child's experience at this school	24	57	12	29	3	7	0	0

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



17 March 2011

Dear Pupils

Inspection of John Chilton School, Northolt UB5 5LD

Thank you for making us so welcome when we came to inspect your school. We thoroughly enjoyed our time with you and I am pleased to say that we found that you go to a good school that does some things exceptionally well.

You told us that it is 'a really nice school' because the people are very friendly and the teachers encourage you to work hard and become as independent as possible. The good teaching helps you to achieve well and develop into confident, well-rounded individuals. The fact that you behave so well in lessons helps your learning a great deal. It was lovely to see how you concentrate, work well together and always try to do your best. The staff care for you extremely well and that helps you to feel very safe. Being in the same building as West London Academy gives you fantastic opportunities to learn alongside mainstream students and to make friends with them. At the same time, you get all the benefits from the specialist facilities and therapists at John Chilton. The school has made good improvement since its last inspection and the headteacher, staff and the governing body want to make it as good as possible for you. To help with this, we have asked them to:

- make sure teachers always give you work that is exactly right for you, not too easy and not too difficult
- make even better use of information about your progress to judge how well the school is doing
- make sure the governing body gets more involved in helping the school to improve
- find more way of communicating with your parents and carers.

You can help the school to improve by always working hard and by continuing to be caring and supportive to one another.

Yours sincerely

Margaret Goodchild

Lead inspector

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