

# Chilton Primary School

## Inspection report

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<b>Unique Reference Number</b>	131865
<b>Local Authority</b>	Durham
<b>Inspection number</b>	360332
<b>Inspection dates</b>	5–6 April 2011
<b>Reporting inspector</b>	Gordon Potter

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	335
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Frank Forrest
<b>Headteacher</b>	Mr David Wallace
<b>Date of previous school inspection</b>	22 May 2008
<b>School address</b>	Chilton Ferryhill County Durham DL17 0PT
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<b>Email address</b>	chilton@durhamlearning.net

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 42 lessons, saw 14 different teachers and held meetings with members of the governing body, staff, parents and carers, and groups of pupils. They observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. They also scrutinised the 78 questionnaires returned by parents and carers as well as 83 questionnaires from pupils.

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

- It looked at whether teaching is at least satisfactory across school and whether lessons have appropriate pace and challenge so that all groups of pupils, especially boys in Key Stage 1 and lower-attaining girls, make at least satisfactory progress.
- It looked at whether the curriculum provides sufficient opportunities for pupils to explore together so that they can enjoy their learning and make satisfactory progress, especially in writing.
- It looked at whether actions taken by the senior leadership team are sustainable and sufficient to ensure that capacity for sustained improvement is at least satisfactory.

## Information about the school

This school is much larger than average-sized primary schools. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils with a statement of special educational needs is average. The school has achieved Healthy School status, Activemark Gold and Artsmark Gold. Pupils enter or leave the school at unusual times much more frequently than is expected nationally.

A Children's Centre offers pre-school provision, which will be inspected separately.

**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. The headteacher, supported very ably by the deputy headteacher, has initiated highly effective strategies which have ensured that attainment and the rates at which pupils make progress have risen across school. A clear focus on monitoring and improving the quality of teaching and learning has secured lively teaching which engages pupils and helps them to make good progress, including in the Early Years Foundation Stage. These appropriate actions, based on secure evaluation of what to improve, indicate the school's good capacity for sustained improvement and it offers good value for money. The effective curriculum offers many stimulating experiences, including practical investigations and drama activities, which enable pupils to investigate together, to see the links between subjects and to develop their writing and speaking skills. In some lessons, teachers offer too much help and opportunities are missed for pupils to engage with open-ended, investigative and challenging activities. There is a strong, successful focus on developing pupils' basic skills in English and mathematics and clear procedures to develop reading.

There is a very clear understanding of how to use information about pupils' skills and abilities to monitor their progress. As a result, pupils know the level of their work and have clear targets to help them reach the next level. Marking is also done well so that pupils are clear about how to improve their work. The information is used less well to plan work which is well matched to the learning needs of individual pupils, including those pupils with special educational needs and/or disabilities. While there is good provision for these pupils, particularly in the 'nurture group', it has not as yet had full impact on their progress, which is satisfactory. Work is often too challenging and occasionally opportunities are missed for them to be involved in learning activities with other pupils.

All staff offer sensitive care and support so that pupils feel safe, behave well and have a strong sense of how to help others. Clearly, pupils understand the importance of a healthy lifestyle and contribute strongly to the school, through the school council and as playground friends. Accordingly, parents and carers are supportive of the leadership of the school and how it supports pupils' social and moral development. Pupils have a developing understanding of life in other countries, but their knowledge of different faiths and cultures and of the multicultural make-up of society in the United Kingdom is less well developed. There are effective partnerships with outside agencies to support pupils with a wide range of highly complex needs and their families.

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

- By the summer of 2012, increase further the rates at which pupils, including those with special educational needs and/or disabilities, make progress and raise pupils' attainment to higher levels, by:

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- providing even more opportunities for pupils to engage in open-ended and investigative activities
- refining the use of data so that work is matched well to the needs of individual pupils.
- Develop pupils' understanding of different faiths and cultures and the multicultural make-up of society in Great Britain.

**Outcomes for individuals and groups of pupils****2**

The extent to which pupils achieve and enjoy their work is good. Pupils have good attitudes, are courteous, form positive relationships and show great keenness to do well in their work. In lessons, they enjoy challenging and lively activities especially, such as doing role-play activities to explore the emotions of people caught up in the Japanese Tsunami, investigating how to create a moving drawbridge or solving mathematical problems.

The skills and abilities with which pupils enter school are typically below those expected for their age. Pupils, including boys in Key Stage 1 and lower-attaining girls, make good progress to attain standards which are broadly average at the end of Year 6. Well-targeted initiatives have led to increased progress and raised attainment in mathematics and English.

Pupils are well aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their enthusiastic involvement in dance, physical education and after-school clubs and the high take-up of healthy school meals. The pupils care for one another well, have great respect for each other and for the adults in the school, and say they feel safe. They are confident that they know exactly what to do in the event of a concern.

Pupils make a positive contribution to the school community through the elected school council, which meets regularly and has helped to choose new teachers. They take on roles willingly, such as playground friends, helping everyone to eat healthily, behave well and feel safe. They support a range of charities and participate in competitions with other local schools and in activities with the local church and council. Average attendance rates, developing understanding of the issues related to the world of work and confident use of skills in information and communication technology (ICT), mean that pupils are equipped satisfactorily for their future economic well-being.

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*These are the grades for pupils' outcomes*

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

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

## How effective is the provision?

Teachers make learning fun, make it clear to pupils what they will learn and how they will know if they have succeeded. They use questions well to ascertain what pupils know already and to check that they have made progress, adjusting and extending their learning where necessary. They employ interactive whiteboard technology well to engage pupils and plan opportunities for pupils to learn through practical activities, including experiments, role play, games and using ICT. Occasionally, the pace of learning drops because teachers offer too much information and limit opportunities for pupils to tackle challenging investigations independently or together.

The curriculum contributes to pupils' good progress by offering a range of stimulating activities which help them to see the links between subjects. It supports their rising attainment in English by offering pupils opportunities to write about a range of topics, including the Second World War or the Japanese Tsunami. Planned opportunities for pupils to develop skills in investigative and problem-solving activities in mathematics have had an impact on raising attainment. Well-planned enrichment activities, including visits to Durham Cathedral and visitors such as drummers and mountain climbers, help to develop the pupils' skills in writing, music, history and geography. There are many popular extra-curricular clubs which help pupils develop their skills in sporting and artistic activities, including dance, football and art.

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All staff have detailed knowledge about the personal and emotional needs of individual pupils so that they are well cared for and they develop self-esteem, respect and a sense of responsibility. Key features are the highly sensitive care for pupils with complex learning needs and the way the school works with families whose circumstances may make them vulnerable to help them support their children's learning. Well-managed practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The highly experienced and well-respected headteacher has rigorously and skilfully pursued and implemented strategies that have brought about an improvement in school effectiveness. Supported very ably by the deputy headteacher and the senior leadership team, he has established effective systems for tracking progress and monitoring the effectiveness of teaching, that have helped to raise attainment. His view of shared and collaborative leadership ensures that all staff have clearly defined roles and responsibilities and are enthusiastic about their contribution to the development of key areas of the curriculum. They welcome these opportunities to contribute to decision-making and the very detailed school improvement plan and to advance their own professional development. The governing body offers good support and challenge to the school and has developed effective procedures to monitor learning.

The school's arrangements for safeguarding pupils are good, as all aspects meet government requirements and are rigorously monitored and reviewed to ensure pupils' safety. The school has effective links with outside agencies to support the pupils' wide-ranging needs and to develop learning opportunities. There is a clear commitment to promoting equal opportunities and to ensuring that discrimination against any group is avoided at all times. Careful analysis of assessment information means that any variations in performance are identified and acted upon and parents and carers are kept well informed of pupils' progress. The school makes a satisfactory contribution to community cohesion. The sense of community in the school and the local community is extremely strong and pupils have a developing understanding of life in other countries. Their understanding of other faiths and cultures and Great Britain as a diverse, multicultural society is less well developed.

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*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Staff give high priority to developing children's speaking and social skills so that children are enabled to make good progress from their starting points across all areas of learning. As a result, they enter Year 1 with skills levels which are average. Children enjoy particularly construction, discovering about people who help us and doing role-play activities, for example, in their pirate ship. There is a strong commitment to outdoor learning and children enjoy climbing and exploring together. There are particularly effective procedures to encourage boys' writing. Occasionally, opportunities are missed for children to engage in those exploratory and creative activities which will further strengthen their language skills. Children enjoy lively and effective interventions by their teachers, especially the skilful teaching of phonetics (letters as sounds) and counting to groups of pupils. Staff ensure that requirements regarding children's safety are rigorously met. They encourage children to share, to take turns and to behave well so that they develop into confident and caring individuals. Children show independence and a good understanding of how to stay healthy, when they register themselves present and enjoy healthy snacks and drinks. The leader provides a clear model for planning and assessment and shares her vision with the staff team and this supports continued improvements. All adults have a very clear understanding of how children learn so that work is well planned and based on detailed and accurate observations of children's learning. Positive partnerships with parents and carers enable children to settle quickly into the classes and clear arrangements exist for transition into Year 1.



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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 parents and carers responding to the questionnaire support the school and its leaders strongly, with most being happy with their children's experience at school and all aspects of its work. The inspection findings reflect these positive views. Most parents and carers believe that unacceptable behaviour is dealt with effectively. A very small minority expressed concern about behaviour. Inspectors investigated this concern in detail and believe that the school is employing appropriate and effective strategies to help pupils behave well and minimise disruption to the learning of others.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chilton 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 inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	47	38	49	3	4	0	0
The school keeps my child safe	41	53	34	44	2	3	1	1
My school informs me about my child's progress	38	49	37	47	3	4	0	0
My child is making enough progress at this school	36	46	39	50	2	3	1	1
The teaching is good at this school	36	46	38	49	2	3	2	3
The school helps me to support my child's learning	29	37	45	58	3	4	1	1
The school helps my child to have a healthy lifestyle	35	45	41	53	2	3	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)	30	38	44	56	2	3	0	0
The school meets my child's particular needs	32	41	44	56	1	1	1	1
The school deals effectively with unacceptable behaviour	25	32	42	54	9	12	0	0
The school takes account of my suggestions and concerns	21	27	48	62	5	6	0	0
The school is led and managed effectively	34	44	40	51	2	3	1	1
Overall, I am happy with my child's experience at this school	37	47	38	49	2	3	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 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



7 April 2011

Dear Pupils,

**Inspection of Chilton Primary School, Ferryhill, DL17 0PT**

On behalf of the inspection team, thank you for making us so welcome and talking to us so politely and enthusiastically when we inspected your school.

You go to a good school and your teachers know how to make it even better. The team was impressed by the work of the school council and the effort you put into your work. Your behaviour, politeness and the great care and respect you have for one another are admirable. Your teachers take good care of you, make your lessons fun and help you to know how to improve your work. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and clubs. Your parents and carers like the school very much. Your teachers have agreed with us that they should help your school to improve even more by:

- helping you reach higher standards at the end of Year 6, by providing more opportunities for you to investigate together and solve problems
- making sure that all the information that teachers have about how well you are doing is used to plan work that is at the right level of challenge for all of you
- helping you to learn more about the people from different faiths and cultures who live in Great Britain.

You can help by continuing to do your best and attending regularly. We wish you every success in the future.

Yours sincerely,

Gordon Potter  
Lead Inspector

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