

Chaloner Primary School

Inspection report

Unique Reference Number	131644
Local Authority	Redcar and Cleveland
Inspection number	360302
Inspection dates	4–5 July 2011
Reporting inspector	Kate Pringle

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	281
Appropriate authority	The governing body
Chair	Mr Graham Telford
Headteacher	Mrs Angela Hull
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. Nineteen lessons and ten teachers were observed. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. Views of stakeholders were also considered through questionnaire responses from 49 parents and carers and 129 pupils.

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

- How effectively teaching and learning challenge the needs of pupils with different abilities in order to secure good progress for all groups across the school, including the children in the Early Years Foundation Stage.
- How successfully the care, guidance and support of pupils removes barriers to enable equal access to learning.
- How well pupils are encouraged to become independent learners and use their basic skills including their information and communication technology skills to support learning in other subjects.
- How successfully all leaders and managers use their delegated roles and responsibilities to develop provision and improve outcomes for pupils.

Information about the school

This is a larger-than-average school where the proportion of pupils known to be eligible for free school meals is well above average. There are few pupils from minority ethnic groups or who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. Few pupils hold a statement of special educational needs.

Over the past year there have been a number of staffing changes. Following the amalgamation of two schools in 2006, the 'new' school is now preparing to provide education for all pupils on the present Key Stage 2 site from September 2011. Building work to provide for younger children is in the final stages of completion and staff in Key Stage 1 and the Early Years Foundation Stage are preparing to move to their new classrooms.

The school holds Healthy Schools status and the Anti-Bullying Charter for Action.

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 good school provides a warm and supportive environment in which pupils play and learn well. This is successfully demonstrated in the good progress pupils make and in the good quality care, guidance and support they receive. Pupils have an outstanding understanding of how to adopt a healthy lifestyle. The majority of parents and carers recognise that their children enjoy school and learn well because they feel extremely safe and happy. Comments such as, 'unbelievable help from the teachers and headteacher and 'teachers actively encourage interests' reflect the views of many and indicate a high regard for staff and the care they take of their children. The good behaviour of pupils and their positive attitudes towards each other and to their teachers is underpinned by their very well-developed understanding of right and wrong and recognition that any action has consequences.

Pupils make good progress overall from starting points which are generally below those expected nationally. Attainment is rising and is now average by the end of Year 6. Although writing is average and improving, progress is not as rapid as in other subjects. Progress is satisfactory in a few lessons where the teaching is less challenging. The assessment and tracking of pupils' learning is established and teachers have a good understanding of pupils' individual strengths and weaknesses. However, this information is not always used to full effect on a daily basis, to challenge all pupils at an individual level or to inform them of their next steps in learning. Although the quality of teaching is good overall, in a few satisfactory lessons fewer opportunities to learn collaboratively and through investigation limit opportunities for pupils to become independent learners. Pupils display good attitudes to learning because of their positive relationships with teachers and other staff. They particularly enjoy the many new and varied experiences provided for them.

The strong lead of the headteacher has enabled a greater distribution of roles and responsibilities increasing the involvement of others in the monitoring and evaluation of subjects and of outcomes for pupils. The quality of teaching and learning is now good and this is reflected in rising attainment. A more interesting and varied curriculum contributes to the improving attainment. The school continues to address the need for higher attendance. Although much has been done to develop community cohesion within the school and in the immediate locality, there are few links with those from other backgrounds and cultures. Self-evaluation clearly reflects good understanding of the successes and needs of the school. Development plans accurately identify actions for improvement supported by appropriate training for teachers and other staff. Improvement since the last inspection is very evident and the school has a good capacity for sustained improvement.

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What does the school need to do to improve further?

- Raise attainment especially in writing by:
 - ensuring consistently high expectations of progress across the school
 - improving the consistency of the use of assessment data to plan challenging activities well matched to pupils' individual abilities
 - increasing pupils' understanding of individual targets and ensuring that marking demonstrates success against those targets and what pupils need to do to progress to the next level.
- Improve the consistency of the quality of teaching and learning by:
 - ensuring good pace to lessons and allowing pupils more time to complete individual tasks
 - developing more opportunities for pupils to work together through practical, creative and investigative activities to enable greater independent learning
 - reflecting pupils' targets in reading, writing and mathematics in their application through other subjects.

Outcomes for individuals and groups of pupils

2

Pupils greatly enjoy school and the many opportunities it offers them. They have very good relationships with staff and in lessons show good application to the tasks set for them. They demonstrate positive attitudes to work and respond very well to their classmates, to staff and visitors. Only when tasks are not fully extending learning do pupils start to lose enthusiasm.

The improving trends in Key Stages 1 and 2 reflect the impact of a successful focus to develop the basic skills of reading, writing and mathematics. Although standards are average overall, those of reading and mathematics are higher than writing. Generally pupils make good progress with little difference between boys and girls. However, progress is not consistently good in all lessons. Presently, insufficient attention is given to detailing the finer points of improvement between expectations of pupils of different abilities which leads to some lack of challenge which limits progress particularly for a few more able pupils. Pupils with special educational needs and/or disabilities or who speak English as an additional language make good progress. Pupils' average attainment and attendance means they are adequately prepared for the future.

Pupils talk with great confidence about feeling safe and discussions reveal an excellent understanding of how to keep safe in different situations. They make good use of teachers and the learning mentor when worried or upset. Pupils have an exceptional understanding of how to lead a healthy lifestyle. They use 'home-grown' fruit and vegetables to supplement meals and are working with representatives to develop a more interesting lunchtime menu. A considerable number take advantage of additional physical activities to keep fit. Pupils enjoy opportunities to be responsible through roles as school councillors, buddies and reading friends. They work responsibly within the local community through the local allotment, 'junior neighbourhood watch' and to develop local play parks and wildlife areas. This encouragement to be good citizens is at the heart of pupils' cultural

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understanding. Links at national and international levels are at an early stage of development.

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	2
The extent to which pupils adopt healthy lifestyles	1
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Positive relationships successfully promote good behaviour and pupils respond well to teachers' expectations to work hard. Teaching ranges from satisfactory to good. Where most effective, there is good pace and pupils have time to consider and practise their skills through practical and investigative activities. Tasks challenge pupils to progress using clearly focused targets well matched to individual abilities. Where teaching is less effective, the pace and motivation to learn is lower because teachers talk for too long and there are fewer opportunities to work independently at appropriate levels. In these lessons individual needs are not always met and, where the challenge is missing, a few pupils do not make enough progress. Presently marking does not consistently reflect pupils' successes against individual targets or guide them towards further improvement.

The developing curriculum provides pupils with good opportunities to understand the links between subjects. There are increasing opportunities to use their basic skills and skills in information and communication technology (ICT) in other areas. However, teachers provide insufficient opportunities for pupils to refer to their individual targets in reading, writing and mathematics in other subjects, for example, when pupils are writing in humanities and science. The broad range of subjects is strengthened by visits and visitors

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which enhance learning. First-hand experiences fire pupils' imaginations and inspire them to understand the world outside their immediate environment. An excellent range of after-school and residential activities contribute to pupils' personal and social development, which is a real strength of the school.

Staff know pupils very well. Parents and carers agree that their children are cared for effectively and are well-supported. This is particularly true for pupils and their families whose circumstances place them at risk of becoming vulnerable, those who speak English as an additional language or those who have special educational needs and/or disabilities. Effective support is provided through a range of partnerships with other agencies. A number of opportunities to encourage parent and carers to join in their children's learning have been promoted by the school but so far the uptake has been low. Most pupils attend on a regular basis and the school works closely with outside partners to improve attendance. As a result, there is evidence of improvement in the attendance of those seen to be persistent absentees. The health and safety rules in place during the building of the accommodation for the Early Years Foundation Stage and Key Stage 1 have impacted upon the usual effective induction and transition opportunities for younger children this year. The school has plans to overcome these concerns as soon as the building is completed. Positive partnerships with the local secondary school continue to ensure the confident transition of older pupils.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
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?

The restructuring of staff roles has developed shared responsibility for key areas of learning and support. The headteacher works with clear purpose and, together with other leaders, has a good understanding of the school strengths and where improvement is most needed. Targets for pupils are challenging and the great majority of pupils progress well. Overall, the school provides good equality of opportunity and is addressing the need to ensure the more able are consistently challenged to do as well as possible. The success of concerted action to improve the curriculum, quality of teaching and raise standards is evidence that there is no complacency. Future developments clearly identify future actions for leaders to build upon past successes and further improve outcomes for pupils.

The governing body is satisfactory and brings a good range of experience and expertise to support the school. Governors understand the strengths of the school and are becoming more aware of the need to be more involved in its evaluation and to challenge school leaders. There is particular strength in the monitoring and evaluation of safeguarding procedures on a regular basis to ensure that the vetting of staff, training and paperwork

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are all relevant and appropriate. Communication with parents and carers is satisfactory overall. The school provides opportunities for parents and carers to engage in their children's learning through information sessions and curriculum updates. However, attendance at these meetings is low. Good links with external agencies and with other partners support all pupils well. Community cohesion is satisfactory. The school has rightly focused upon developing relationships with parents and carers and with the local community. Clear plans identify actions to further these and to develop links both nationally and internationally. Overall 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	3
The effectiveness of the school's engagement with parents and carers	3
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

Most children enter Nursery with skills below those typical for their age. Skills in speaking, language, and calculating are particularly weak. Generally children make good progress, with most working within the goals expected of them by the time they enter Year 1. The welcoming setting and positive relationships help children to settle quickly and confidently which actively promotes the development of early independence. Children learn to share and take turns and this means that they play and learn together happily. Provision has been systematically improved and this has enhanced learning opportunities through a successful blend of adult-led and child-initiated activities indoor and out. This enables children to instigate their own learning of the world about them through exploration and investigation. Children demonstrate high levels of interest in learning. For example, in preparing 'porridge' for the 'three bears' tea', children happily filled containers with a sticky mass, learning new vocabulary, exploring textures and measuring as they helped each other complete the activity.

After a period of staffing changes, the recently appointed senior leader has rapidly forged a strong sense of purpose among staff. There has been concentrated effort to improve the

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outdoor provision and support staff through focused training. This has led to improved planning and assessment which is demonstrating a positive impact upon the progress children make. Links with parents and carers are good overall although there are some concerns about transition as they prepare to move to the new building. All safeguarding requirements are in place and assure the welfare of young children.

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

Overall the return from parents and carers was lower than might be expected. The majority of parents and carers who responded to the questionnaire were positive about the school. They greatly appreciate the care given to their children and are extremely confident that their children are happy and safe and that teachers meet their children's needs well. Few issues were raised by parents and carers and there was no obvious pattern to those raised. All were fully investigated and form part of the evidence base used to arrive at the inspection judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chaloner 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 281 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	65	12	24	1	2	3	6
The school keeps my child safe	36	73	13	27	0	0	0	0
My school informs me about my child's progress	26	53	17	35	3	6	3	6
My child is making enough progress at this school	29	59	11	22	6	12	2	4
The teaching is good at this school	27	55	13	27	2	4	4	8
The school helps me to support my child's learning	25	51	14	29	6	12	3	6
The school helps my child to have a healthy lifestyle	25	51	20	41	2	4	2	4
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)	26	53	10	20	8	16	3	6
The school meets my child's particular needs	25	51	18	37	4	8	2	4
The school deals effectively with unacceptable behaviour	22	45	20	41	3	6	3	6
The school takes account of my suggestions and concerns	21	43	18	37	5	10	4	8
The school is led and managed effectively	23	47	13	27	6	12	4	8
Overall, I am happy with my child's experience at this school	26	53	16	33	3	6	4	8

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



6 July 2011

Dear Pupils

Inspection of Chaloner Primary School, Guisborough, TS14 6JA

Thank you for the lovely welcome you gave the inspection team when we visited your school recently. It was lovely to talk with you about how much you enjoy your school and the experiences you gain from your visits and talking with visitors.

We believe that yours is a good school and it helps you to make good progress in your learning. Your teachers and staff care for you very well. Your behaviour is good and you look after each other. This means that you feel very safe in school and are confident in your growing abilities to keep yourselves safe elsewhere. We were highly impressed by your understanding of how to lead a healthy lifestyle by eating the lovely fruit and vegetables that you grow and that so many of you choose to keep physically active in your many clubs after school.

So that your school can become even better we have asked the headteacher and staff to improve a few things. We have asked them to plan practical and investigative activities which match your individual needs so that you have to be creative and think a lot more. This means we want them to make sure that you have enough time to complete tasks. We have asked them to share with you how well you meet your individual targets and, when you succeed, what you need to learn next. This is because some of you, especially those of you who are very able, need more challenge in your learning. Although you achieve well in reading and in mathematics, we would like to see you progress better in writing and use your targets more when you complete work in, for example, history and science.

We enjoyed our visit very much and learnt a lot about you and your school. We hope that the move into the new building in September goes really well and that you continue to work hard for your teachers.

Yours sincerely

Kate Pringle

Lead Inspector

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