

Chiltern Primary School

Chiltern Street, Hull, HU3 3PL

Inspection dates 12-13 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Most groups of pupils make no better than expected progress. Some groups are not achieving as well as similar groups nationally. Writing, especially for boys, is the weakest area.
- Teaching requires improvement. Too little learning in lessons is good and some weaknesses hold pupils back.
- Behaviour requires improvement because pupils do not always behave well. While most pupils have positive attitudes to learning, some do not listen well.
- Leadership and management require improvement because the pace of improvement is not rapid enough and the curriculum lacks excitement. Subject leaders and teachers are not fully accountable for standards and progress.
- The tracking of pupils' progress requires further development.
- Governors are not yet holding the school to account well enough for what it achieves.

The school has the following strengths

- Teaching in Year 6 is consistently good.
- Pupils feel safe and like their school.
- The Early Years Foundation Stage gives children a good start to their schooling.
- Senior leaders are committed to moving the school forward and teamwork is strong.
- Good relationships exist at all levels.

Information about this inspection

- The inspection was carried out with half a day's notice.
- Inspectors visited 22 lessons taught by 15 teachers.
- They held meetings with governors, staff, pupils and a representative of the local authority.
- Inspectors also studied a range of documents including: the school development plan; a recent local authority school evaluation; safeguarding policies and records; assessment information; attendance information and pupils' work in all classes.
- There were no responses from parents and carers on Parents' View. However, one inspector spoke with a small number of parents on the first day of the inspection and the outcomes of a questionnaire sent to parents by the school approximately one year ago were analysed.

Inspection team

Derek Pattinson, Lead inspector	Additional inspector
Karen Foster	Additional Inspector
David Tingle	Additional inspector

Full report

Information about this school

- This is an above average-sized primary school.
- The proportion of pupils from minority ethnic groups is close to what is typical nationally.
- The percentage of pupils who speak English as an additional language is a little above the national average.
- The proportion of pupils who are known to be eligible for the pupil premium is well above the national average.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is broadly average.
- The school meets the current floor standards, which are the government's minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Ensure that teaching in Years 1 to 5 becomes consistently at least good, in order to accelerate progress and raise attainment for all pupils but especially for boys in writing, disabled pupils and those with special educational needs by:
 - checking that activities are always at the right level of challenge
 - injecting greater pace into some lessons and reducing the amount of time teachers spend on explanations so that pupils have enough time to work independently
 - giving pupils steps to success so as to help them measure the progress they are making, and to ensure that they are always clear about what they must learn and how well they are doing
 - ensuring that pupils always have opportunities to share what they have learnt, and how challenging they found their work, to help inform teachers' planning for the next lesson
 - making sure that marking is consistent and clear in showing pupils what they need to do to improve
 - making sure that teaching assistants are always used effectively
 - promoting more talk among pupils through focused questioning to help develop understanding, build confidence and aid learning
 - giving high priority to the importance of good listening to ensure pupils always behave well in lessons and provide the highest levels of supervision at all other times to eliminate occasional inappropriate behaviour.
- Strengthen the effectiveness and impact of leadership and management in order to increase the pace of school improvement by:
 - building on work already started to make subject leaders and all teachers more accountable for pupils' attainment and progress
 - setting clear timescales for school improvement plan priorities and monitoring rigorously their impact on pupil outcomes
 - ensuring that the monitoring of teaching and pupils' work is regular, rigorous and focuses sharply on pupils' learning
 - improving tracking arrangements to help ensure that the progress of all pupils accelerates, including those with special educational needs
 - developing more opportunities within the curriculum which stimulate pupils' imagination, inspire enthusiasm for learning and boost performance, especially in writing and for boys
 - making sure that the governing body increasingly holds the school to account and leads its direction.

Inspection judgements

The achievement of pupils

requires improvement

- Most children enter the school with skills well below those typical for their age, especially in language and social development. In the Early Years Foundation Stage, most children make good progress from their starting points because of generally good teaching and provision. As a result, they have made up some lost ground by the time they enter Year 1 although their attainment is still below average.
- Pupils' progress as they move through Key Stages 1 and 2 is mostly as expected, although it accelerates in Year 6 because of the consistently good teaching. Attainment at the end of Key Stage 2 improved in 2012 compared to 2011 and the work of other year groups provides evidence of a rising trend. Nevertheless, attainment is still below national averages in English and mathematics, with writing the weakest element, especially for boys.
- Some groups of pupils, such as disabled pupils and those with special educational needs, do not perform as well as similar groups nationally. Nevertheless, leaders are working hard and successfully to close gaps in the performance of some different groups. For example, gaps are narrowing for pupils who are entitled to the pupil premium and for white pupils who are not British. This work demonstrates that the school is effectively promoting equality and tackling discrimination.
- Pupils make expected progress in reading. Progress in linking letters with the sounds they make (phonics) is as expected. Pupils acquire early reading skills at a steady rate, with teachers using correct pronunciation and a variety of materials and resources in daily sessions to help pupils read for pleasure, information and enjoyment.
- Pupils make best progress when they enjoy their learning and when the curriculum is matched to their precise needs. For example, when Year 6 pupils edit short stories written by other pupils and when Year 1 pupils solve simple number problems using practical resources.

The quality of teaching

requires improvement

- Teachers work hard and, mostly, successfully to establish good working relationships with pupils. As a result, most lessons are typified by effective management of pupils and skilled use of encouragement and praise. This means that pupils' spiritual, moral, social and cultural development increasingly underpins the school's work and is effectively promoted.
- Teaching is consistently good in Year 6 where pupils are well motivated because work and activities are well matched to their different abilities, presentations are lively, the pace of lessons is brisk, resources are used effectively and questions are used well to provoke thought. As a result, they make good progress, behave well and show positive attitudes to learning. For example, Year 6 pupils solve mathematical puzzles successfully and discover different methods to add and subtract numbers.
- In Years 1 to 5, activities are not always at the right level of challenge and this slows pupils' progress. Teachers sometimes spend too long on explanations, restricting the pace of learning and time for independent work. Pupils do not have enough opportunities to talk about their learning and teaching assistants are not always used to best effect.
- Pupils are not always clear about what they have to learn, how to succeed or how well they are doing, which reduces their ability to move their learning forward independently. Teachers' marking is regular and gives praise where it is due. However, it often lacks pointers on how pupils can improve their work and, therefore, make faster progress.
- Some of these weaknesses could be seen in the majority of lessons which were judged as requiring improvement. For example, in a Year 4 and 5 English lesson on verbs, adverbs and adjectives, where there was too much 'teacher talk' and in a Year 3 art lesson where opportunities for language development were missed.

The behaviour and safety of pupils**require improvement**

- Most pupils say they enjoy coming to school.
- They behave well in lessons and show good attitudes to learning, especially if they find them interesting. However, they quickly become restless, and listening suffers when lesson introductions go on for too long and work is not at the right level for them.
- Inappropriate behaviour seldom occurs in lessons, however, when it does, it is handled firmly but sensitively, following agreed procedures, so that it does not impinge on the learning of other pupils.
- Most pupils behave well when they move around the school and in the playground. However, a small number sometimes behave inappropriately, showing limited self-control when not under direct supervision.
- Pupils believe that teachers and other adults help them and that they are listened to when they make suggestions. For example, the range of play equipment improved after a request from pupils. They appreciate rewards and know why sanctions are applied.
- Spiritual, moral, social and cultural development is given appropriate emphasis and underpins learning. One parent rightly comments that 'the school is a big, happy family'.
- Pupils feel safe and secure in school and understand the importance of adopting safe practices. They know about different forms of bullying, such as bullying that can occur using the internet, and that procedures for dealing with it are clear.

The leadership and management**requires improvement**

- Key positive features of the leadership of senior leaders include the ability to enthuse others, to promote good team spirit, to sustain high morale and to support professional development.
- Priorities for development are the right ones to move the school forward. However, timescales for improvement plan priorities are seldom set, while others lack rigour. As a result, the pace of school improvement is not rapid enough.
- Subject leaders welcome the increase in responsibilities they have recently been given, know increasingly what works well and what needs doing but, alongside other teachers, they are not yet fully accountable for attainment and progress. For example, the monitoring of pupils' work is not yet regular nor does it focus sharply enough on how well pupils are learning.
- The school's tracking systems enable leaders to obtain relevant information to help them identify how well pupils are doing. However, the school's performance targets are not yet based on a sufficiently comprehensive range of appropriate evidence to secure best possible progress for all pupils.
- The monitoring of teaching takes place regularly. Performance management is proving successful in helping to slowly improve the quality of teaching and learning. However, the monitoring of teaching focuses too much on how teachers teach rather than on how pupils learn.
- Safeguarding procedures are robust. For example, the single central record contains all that it should and is regularly updated. However, some aspects of record-keeping, such as the logging of inappropriate behaviour, are not rigorous enough.
- Inspection evidence reveals that there is no discrimination. Leaders are aware that at present, boys in writing, disabled pupils and those with special educational needs do not have the same opportunities to succeed as other groups. Most parents are supportive of the school and communication with them is regular and informative.
- The local authority provides regular support which is appreciated by leaders and the governing body. However, it has too rosy a view of the school's performance.
- The curriculum covers all that it should. It is currently being improved to link subjects together in meaningful ways so as to ensure that it provides more 'real life' opportunities to help inspire pupils with a love of learning. In particular, leaders are rightly focusing on providing a wider range of experiences to boost the performances of boys in writing. This work is in its early stages and has yet to show an impact.

■ **The governance of the school:**

- although it is beginning to improve its impact, the governing body, which does not have a full complement, neither holds the school fully to account nor leads its direction well enough
- it manages the school budget effectively
- a small group 'double up' on committees to ensure they meet regularly
- the skills of a small group are used well to help increase the governing body's effectiveness and impact, but this is at an early stage.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117721
Local authority	Kingston-upon-Hull, City of
Inspection number	401687

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	406
Appropriate authority	The governing body
Chair	Karen Rouse-Deane
Headteacher	Lynne Clarke
Date of previous school inspection	7 October 2009
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