

# Chilton Primary School

Chilton Lane, Ramsgate, Kent, CT11 0LQ

## Inspection dates

21–22 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children in the Early Years Foundation Stage make good progress. Standards are high in Key Stage 1, especially in writing and mathematics.
- Achievement in Key Stage 2 is improving rapidly. This is especially so in mathematics where pupils supported through the pupil premium make markedly good progress. Current progress shows pupils are on track to reach improved standards by the end of Year 6.
- Teaching is at least good, and some is outstanding. Teachers use new technology to good effect and plan interesting activities to support the learning of all pupils.
- The school's engagement with parents and carers is strong. They are very appreciative of the support their children receive.
- Behaviour of pupils is good. Pupils enjoy coming to school and have positive attitudes towards their learning. There are very good relationships between pupils and staff. Pupils say they feel safe in school.
- The headteacher leads the school effectively and has created a strong leadership team which has led to marked improvements in the progress of all groups of pupils since the last inspection.
- Governance is strong. The governing body has a clear understanding of the school's effectiveness and is involved in challenging the school in driving forward improvements.

### It is not yet an outstanding school because

- Pupils do not always make the same progress in reading as they do in other subjects.
- Teachers do not always adjust tasks to ensure pupils make better-than-expected progress in writing.
- Planning does not provide sufficient opportunities for pupils to talk about their learning to show how secure their understanding is.

## Information about this inspection

- Inspectors observed 23 lessons, four of them jointly with senior leaders. In addition, inspectors observed parts of lessons, listened to pupils read and looked at the work in their books.
- Inspectors met with pupils and talked about their work. Meetings were held with middle leaders and the Chair of the Governing Body and three other members.
- Documentation covering safeguarding, the management of performance of staff, records of behaviour and safety, the attendance, and checks of pupils' attainment and progress were reviewed.
- Inspectors took account of 52 responses from parents and carers in the online questionnaire (Parent View) and the school's own survey of parental views, as well as talking to parents and carers informally during the inspection. Questionnaires from staff were also considered.

## Inspection team

Howard Jones, Lead inspector	Additional inspector
Michael Elson	Additional inspector
Vanessa Tomlinson	Additional inspector
Narinder Dohel	Additional inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- In the Early Years Foundation Stage, there are two Reception classes.
- The proportion of pupils receiving support from the pupil premium funding, which is the extra government support for pupils known to be eligible for free school meals, looked after children and those from service families, is average.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is below average.
- The majority of pupils come from a White British background. The proportion of pupils from minority ethnic heritages and those who speak English as an additional language is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not make use of alternative provision for any of its pupils.

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

- Increase the proportion of outstanding teaching to further accelerate progress by:
  - increasing the number of pupils on track to exceed the levels of progress for their age in reading
  - regularly adjusting tasks for pupils who are doing well to encourage even better progress toward the higher Level 5 in writing
  - providing opportunities for pupils to talk about their learning to enable them to understand how to improve their work.

## Inspection judgements

### The achievement of pupils is good

- From below expected skills and understanding when they enter Reception, children make good progress. Because of the high-quality support from adults and a strong emphasis on developing language and literacy skills, children leave Reception classes having achieved a good level of development.
- Standards are high in Key Stage 1 and pupils attain especially well in writing and mathematics. A particular strength is the opportunities pupils are given to apply their skills within a range of contexts and the additional challenge they are provided with to deepen their understanding.
- Achievement in Key stage 2 has improved since the last inspection. The school has addressed issues raised effectively, and attainment in mathematics has improved over time and is now above the national average. For example, less-able pupils achieve better than similar groups nationally in mathematics.
- Disabled pupils and those with special educational needs make progress equal to their peers. The provision for these pupils across the school is comprehensive and effective, with some pupils achieving the higher levels in both English and mathematics. Parents and carers are increasingly involved in their child's learning.
- Pupils from different ethnic groups and for whom English is an additional language make progress similar to other pupils. Levels of support are appropriate where needed and opportunities to be successful in their learning are not restricted.
- Pupils supported through the pupil premium make good progress. This is especially so in mathematics where, based on average points scores at the end of Year 6, they make better progress than their classmates by as much as three months. Progress in English shows they have been behind by six months but current progress indicates gaps are closing rapidly across the school.
- The current learning and progress of pupils in all year groups are good. The school's checks on progress indicate pupils are on track to reach or exceed the national expectations by the end of Key Stage 2. However, some pupils who are doing well are not always challenged to work at the higher levels in writing. The school has correctly identified these inconsistencies as a continuing priority for improvement.
- Pupils value reading. Older pupils talk confidently about the books they enjoy and use a range of approaches to help them understand what the book is about. Children in Reception talk enthusiastically about the stories they are reading. There is some variability in the progress in reading, which is not always as rapid as it might be. However, the school is addressing gaps in pupils' skills.

### The quality of teaching is good

- The quality of teaching has improved since the previous inspection. Teaching is uniformly good and some outstanding. This is because teachers engage pupils in their learning through effective use of a range of well-planned resources. Good use is made of information and communication technology (ICT) to support learning, and pupils say their lessons are always interesting.
- The pace of learning is often good. For example, in one Year 3 class, the teacher gave timed deadlines to tasks and planned activities across the range of ability, providing opportunities for the practical application of skills to develop pupils' competence before they moved into written work.
- Pupils' communication skills are strong. This is evident across the school; for example, in one Year 5 lesson, pupils were challenged effectively to talk about and use subject vocabulary. Pupils worked collaboratively, and confidently applied their language skills to present their ideas for a

persuasive argument.

- In Reception, children's confidence is developed well because adults plan activities which capture their interest. Once this is achieved, adults are skilled at building on this learning to provide opportunities for children to explore on their own. Well-structured sessions equally ensure children make good development in their language and literacy skills.
- Disabled pupils and those who have special educational needs are taught well. This is because both teachers and other adults are particularly good at providing strong support in small-group work for pupils who find learning more challenging. One pupil commented in a lesson that one of the best things about the school is the way teachers explain tasks when they get stuck.
- Pupils value their teachers' marking. Teachers' written comments celebrate how well pupils have done in lessons and provide clear guidance on how they can improve on their work. Pupils say the comments are helpful in moving their learning forward. Pupils are sometimes given opportunities to review each other's work as observed in a Year 6 mathematics lesson. However, planning does not always provide sufficient opportunities during lessons for pupils to talk about their learning to understand how they might improve their work.
- Where the quality of learning is most effective, teachers check pupils' progress closely during lessons. Here, teachers intervene at appropriate moments to clarify and extend expectations, and pupils are moved on to even more challenging work at the higher levels. However, in some lessons, teachers do not always adjust tasks to ensure pupils make better-than-expected progress; this is especially so in sessions where the focus is on writing.

### **The behaviour and safety of pupils** are good

- Behaviour is good in lessons and pupils work well together. Around the school, at playtimes and lunchtimes, pupils get on well together. They are happy to talk and share their opinions both with other pupils and visitors to their school. Pupils are welcoming and thoughtful of others, and demonstrate this through the caring attitudes they show. They take pride in their work and want to do well. School records indicate that this behaviour is typical over time.
- Attitudes to learning are strong. Pupils enthusiastically engage with the creative challenges and opportunities to apply their skills that are planned by teachers. Pupils work collaboratively and support each other in activities. Children in Reception are happy to talk about their learning and listen attentively to adults before moving purposefully into their activities. However, opportunities for pupils to reflect on their learning with each other to explore how their understanding is helping them to progress are sometimes limited.
- Pupils say they enjoy coming to school because their teachers make learning fun. The online questionnaire and other evidence from parents and carers shows they agree that their children are happy and well behaved. Relationships between pupils and staff are very positive, creating a calm learning community.
- Pupils say they feel safe in school and know who to go to should they need help. They know about all forms of bullying, including cyber-bullying, and understand how to keep themselves safe when using the internet. They are accepting of each other's differences and are clear the school does not tolerate wrong attitudes of any kind toward others.
- Attendance is higher than average. The school has in place effective approaches to support parents and carers, who say they greatly appreciate the care the school demonstrates. The school day begins promptly, providing a settled start for pupils.

### **The leadership and management** are good

- Leadership is strong within the school. The headteacher's commitment to improving

achievement through raising the quality of teaching across the whole school since the last inspection has been successful. His calm leadership, while maintaining high expectations, has ensured staff overwhelmingly share in the school's priorities for moving forward. He is ably supported by the deputy headteacher and senior leaders, who, together, have established school routines and checks on pupils' progress which have led to improving outcomes for all pupils regardless of their ability.

- Other key leaders are equally skilled in checking that the quality of learning is strong within their areas of responsibility. Subject leaders provide very good guidance on how to plan and deliver more effective lessons. Within the Early Years Foundation Stage, care and commitment to ensure high-quality experiences for children are particularly well developed.
- The school is well placed to make further improvements. The local authority has provided a light-touch approach because it has confidence in the school's capacity to sustain this.
- The very large majority of parents and carers who responded to Parent View agree that the school is led and managed well.
- Teachers' performance is linked closely to targets on how well pupils make progress. Leaders are careful to plan training which supports staff to become even more proficient in their planning to enable pupils to be successful. Teachers say how much they value this training in moving them forward in raising the effectiveness of their classroom practice.
- Pupils with special educational needs and those who require extra help do well. This is because everyone has equality of opportunity and this particularly helps this group of pupils to be as successful as their classmates. Thoughtful and personal provision for these pupils, along with the effective involvement of parents and carers, means they have positive experiences because of these additional approaches.
- Subjects are well planned to capture pupils' interests. Consequently, pupils of all ages and abilities develop their understanding as they move through the school. There are many opportunities for pupils to apply their literacy and numeracy skills in other subjects. Use of information and communication technology (ICT) to extend and challenge pupils is well developed, too. Progress in reading for some pupils is not always as rapid as it might be and the school is addressing this.
- The provision for the spiritual, moral, social and cultural development of pupils is strong. Pupils participate in a variety of artistic activities, including performing in local cultural events. Pupils say they value the range of activities they participate in, including sport and creative work based around a theme studying the Victorians.

■ **The governance of the school:**

The governing body is extremely effective in checking that provision for all pupils is of a high quality. Successful and rigorous systems for checking the work of the school mean governors understand clearly how well the school is doing and how leaders' actions are leading to improvements in the progress of pupils. Governors continue to be trained to further enhance their roles and have a comprehensive view of how data show how well pupils are doing. The information they gain from this is linked to how they hold the headteacher to account and to ensure teachers who demonstrate improvements in the quality of their teaching are rewarded. The budget is managed effectively and governors have a very clear understanding of the allocation of the extra funding the school receives through the pupil premium. They have a comprehensive view of how it provides additional approaches to support learning and understand to what extent it is having an impact on the achievement of pupils who need extra help. Governors oversee safeguarding procedures well to ensure pupils are kept safe.

## 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

<b>Unique reference number</b>	118530
<b>Local authority</b>	Kent
<b>Inspection number</b>	401759

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bob MacFarlane
<b>Headteacher</b>	Christopher Dale
<b>Date of previous school inspection</b>	13 January 2010
<b>Telephone number</b>	01843 597695
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