

John Chilton School

Compton Crescent, Ealing, Middlesex, UB5 5LD

Inspection dates 1–2 May 2014

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school because:

- Teaching is good overall and the quality of teaching has continued to improve since the previous inspection.
- Pupils in all years, including pupils in the Early Years Foundation Stage and those of sixth form age, make good progress. Pupils with complex needs achieve well, as do those pupils who are provided with extra funding and pupils who speak English as an additional language.
- Pupils that are more able make good progress through the high expectations of teachers. Older pupils leave the school with suitable accreditation including GCSE.
- Teachers adapt work successfully to meet the needs of all the pupils. Staff are skilled in using effective strategies to promote the oral communication, early literacy and numeracy of the pupils.
- The pupils' behaviour is outstanding. Pupils are happy and enthusiastic learners because they have interesting activities and their behaviour is managed very well. They feel very safe and secure, and are well cared for. Their attendance is above average. The development of their spiritual, moral, social and cultural understanding is excellent.
- Leadership and management are good. The headteacher and deputy headteacher lead the staff well. They are strongly supported by competent other senior and middle managers. Together with governors, they have successfully raised standards of teaching and the pupils' progress since the previous inspection.
- Standards of governance have rapidly improved since the previous inspection and governors provide a high level of challenge and support to the school's leaders.

It is not yet an outstanding school because

- There is not enough outstanding teaching to enable outstanding achievement by the pupils.
- Assessment is sometimes not precise and clear enough, and pupils are thus unsure how to take the next small step in learning.
- On some occasions, lessons are not planned in sufficient detail to maintain the pace of the lesson and to challenge pupils to learn faster. This can slow down learning.

Information about this inspection

- Inspectors observed 13 lessons and parts of lessons, all of which were jointly observed with senior staff.
- Meetings were held with teachers, therapists, a parent, senior and other leaders, three governors, including the Chair, and a representative from the local authority. Inspectors also met with a group of pupils.
- Inspectors took into account the school’s regular surveys of parents’ opinions. There were insufficient responses to the online questionnaire (Parent view) to be included. The team also looked at 48 completed staff questionnaires.
- The inspection team observed the school’s work and looked at a range of documents including self-evaluation and planning. Inspectors looked at records of pupils’ progress, behaviour and attendance since the previous inspection as well as the monitoring reports on the quality of teaching and the curriculum. All records relating to the safeguarding of the pupils were scrutinised.

Inspection team

| | | |
|------------------|----------------|----------------------|
| Melvyn Blackband | Lead inspector | Additional Inspector |
| Jackie Blount | | Additional Inspector |

Full report

Information about this school

- The school provides for pupils with physical disabilities and associated learning difficulties. Over time and particularly since the previous inspection, there has been an increase in the number of pupils with complex learning needs. All the pupils have a statement of special educational needs.
- The proportion of pupils eligible for pupil premium funding because they are eligible for free school meals or are in local authority care is well above average.
- All Year 7 pupils benefit from the funded catch-up programme.
- A very high proportion of pupils, almost 80%, are of ethnic heritage other than White British and almost two thirds speak English as an additional language.
- There are a very small number of pupils in the Early Years Foundation Stage and currently five pupils of sixth form age. These older pupils are taught within the Key Stage 4 classes and have remained at school to consolidate their learning. There is no early entry to examinations.
- The school is co-located in the same building as the Alec Reed Academy which provides John Chilton School pupils with the opportunity to integrate into the primary and secondary departments of the academy.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring teachers consistently use their assessment of each pupil's progress to provide clear and focused learning targets so that pupils know how to improve their work
 - making sure that lessons are consistently planned thoroughly to maintain the pace of learning and ensure that the pupils of all abilities are challenged to do their best.

Inspection judgements

The achievement of pupils is good

- Since the previous inspection, the proportion of pupils with extremely complex physical and learning needs has significantly increased. Pupils on entry generally have low attainment levels, although they vary widely. Despite this, the pupils in all years make good progress, irrespective of their ethnic backgrounds.
- The large majority make progress which is at nationally expected levels. A significant minority, which is increasing consistently, make rapid progress above that expected. As a result, every pupil leaves the school with nationally accepted qualifications.
- The school has high expectations of more-able pupils. A proportion of pupils achieve five A*-G grades at GCSE. They benefit from full integration into examination classes at the Alec Reed Academy. Not enough pupils, however, make rapid progress, and so their achievement overall is good rather than outstanding.
- Younger children in the Early Years Foundation Stage make good progress through a well-adapted curriculum, good teaching and careful assessment. The older pupils of sixth form age make equally good progress. They benefit from extra time at school and, over the last few years, have all left with appropriate qualifications. All the older pupils are well prepared for the next stage in their education. There have been no pupils in recent years who left the school without the prospect of further education or training.
- Pupil premium funding and Year 7 'Catch-up' has been used appropriately to target areas of weakness in communication, literacy and numeracy. The high proportion of pupils who receive this extra funding, and those who speak English as an additional language, make good progress in line with their peers, and sometimes better than other pupils. The progress of those eligible for free school meals is similar to other pupils, and sometimes better.
- The attainment in English and mathematics at the end of Years 6 and 11 of pupils eligible to receive pupil premium funding varies widely, in line with their peers; this is due to the wide variation in pupils' starting points.
- The school tracks the progress of all pupils effectively and provides a wide range of focused interventions to give extra support where appropriate. Funding for physical education in primary schools has been used to buy resources for physically disabled pupils and thus enable them to take part in all activities.
- Pupils make good progress overall in communication, literacy and numeracy. A small number of primary-aged pupils have not achieved as well as others in reading. The school is aware of this and has devised strategies to improve performance. Primary and secondary pupils have daily reading work, supplemented by specific practice of the sounds of letters and words. This has had a positive impact, particularly this year in improving reading standards. The school has also identified that progress in mathematics is slower than in literacy and has introduced measures to accelerate progress.
- Strategies to support pupils through Alternative and Augmentative Communication procedures are becoming increasingly successful. Staff use electronic devices, such as computers and switches, as well as extensive signing and symbols, to give pupils with limited speech full access to learning, and this has a positive impact on their motivation and success.

The quality of teaching is good

- Teaching throughout the school is consistently good with some that is outstanding. There has been continual improvement in standards since the previous inspection as a result of rigorous monitoring by the senior team. New and recently qualified teachers receive good induction and training. As a result, most pupils, including those with complex needs, those who receive extra funding and pupils who speak English as an additional language, achieve well. Good teaching in the Early Years Foundation Stage ensures that younger pupils are well prepared for their future education.
- Teachers have a good understanding of the special learning needs of the pupils. They adapt the curriculum and resources well and make good use of a variety of communication aids. The basic skills of communication, literacy and numeracy are taught successfully. Extensive further training has enabled teachers to deliver effective teaching in early reading skills, for example in the sounds of letters and words. Outside professionals such as speech and language therapists and occupational therapists contribute effectively to assessment and the creation of suitable learning targets.
- Relationships are very positive. Pupils appreciate the high level of individual tuition and support they receive. Teachers and assistants are skilled at asking questions which stretch the pupils and they readily adapt activities further within lessons to focus on areas where the pupils do not fully understand. In most lessons, teachers adapt work successfully for each individual pupil. The pupils have confidence in the adults who help them. This increases their motivation to do well and supports their progress.
- The assessment of each part of pupils' work on a lesson-by-lesson basis is becoming a strength of the school. Teachers carefully annotate evidence of the pupils' spoken and written work and set clear targets for the next step. This challenges all pupils, including the least- and the more-able, to make faster progress. On occasion, however, this is inconsistent. The assessment of work and consequent targets are sometimes not precise enough to help pupils understand how to improve and do not give clear enough guidance to learning assistants when they support the pupils.
- Teachers plan activities in half-termly or termly units and this planning is very detailed and thorough. There is not always enough day-to-day planning, however and as a result, sometimes teachers do not have a clear grasp of the activities they will cover in specific lessons. On these occasions, teaching is less focused, the pace of the lesson can slow down and pupils, especially those who are more able, are not challenged sufficiently to improve as fast as they can.

The behaviour and safety of pupils are outstanding

- From the youngest to the oldest, the pupils have very positive attitudes to their learning. They enjoy their day, and respond with happy smiles and enthusiasm for every activity. This is confirmed by their above-average attendance when taking into account pupils who have medical appointments or are in hospital. They have excellent relationships with adults because each pupil is made to feel special in terms of the care and personal support they receive.
- The behaviour of pupils is outstanding. The consistency of pupils' excellent behaviour is a strength which the school has built on since the previous inspection when behaviour was also judged outstanding. Lessons proceed calmly and with obvious rapport between pupils and adults. The pupils' conduct outside the classroom is exemplary. Pupils mix naturally and confidently with pupils from the academy. Lunchtimes and breaks are notable for the social cohesiveness between pupils from the two schools.
- There are many positive links between pupils from the two schools. Lunchtime clubs which welcome all the pupils, shared lunchtimes and shared out-of-school activities have a very

positive impact on the behaviour of John Chilton pupils.

- The pupils make excellent progress in developing their spiritual, moral, social and cultural understanding. Regular assemblies, celebrating all faiths, well-taught personal, social and health education lessons and special topics such as 'Healthy Living' covering the 'mind, body and spirit' all play a positive role in helping pupils to extend their understanding. The school's strong behaviour management procedures, which promote positive aspects of behaviour, accompanied by excellent staff role models, teach the pupils effectively how to conduct themselves and to take responsibility for their own behaviour.
- Bullying is largely unknown. When it occurs on rare occasions, it is dealt with quickly and effectively and to the pupils' satisfaction. There have been no exclusions since the previous inspection. Pupils have a clear understanding of the different forms of bullying and intimidation, and actively try to prevent it happening amongst their classmates. The school is very effective in tackling any potential discrimination.
- When pupils become challenging, usually as a result of physical conditions, the school develops extremely detailed behaviour plans which target behaviours in a positive way to gradually teach pupils how to deal with their own problems. Incidents of unacceptable behaviour have declined consistently over time.
- The school's work to keep pupils safe and secure is outstanding. Safeguarding arrangements are excellent and pupils develop a very good understanding of how to keep safe. Parents and carers, with very few exceptions, feel confident in the school's care of their children.

The leadership and management are good

- The experience and expertise of the headteacher and his deputy have enabled them to develop a strong team of senior and middle leaders. Together, they monitor each aspect of the school's work rigorously and lead staff well. There is a culture of high expectations of both staff and pupils. Teachers and support assistants are generally very positive about the school's leadership, although a minority felt that communication could be improved.
- Teaching has consistently improved over time because of regular monitoring by senior staff. Robust management of the performance of staff accompanies this. Extensive further training supports the process where necessary. Responsibilities and levels of pay are effectively linked to procedures.
- The progress of each pupil is carefully monitored and procedures have been significantly improved in recent years. This gives leaders a good overview of provision and enables them to intervene quickly if necessary to improve the pupils' performance. The equal opportunities of all pupils, including those with extra funding and those who speak English as an additional language, is a priority for the school. Leaders ensure that all pupils are treated equally and well, and this has had a positive impact on their progress.
- In consequence, leaders are able to evaluate the school's strengths and weaknesses accurately. This is followed by detailed and focused planning for improvement. The school's leaders are aware of remaining inconsistencies in standards of teaching. The school benefits from regular support from the local authority. This has been productive in raising standards, particularly in the past year. The clear and rigorous monitoring and self-evaluation, and the high quality of support and challenge from the governing body and local authority, indicate that the school has a good capacity to maintain and further enhance the improvements made.
- The curriculum is well adapted to the needs of the pupils. There is an emphasis on basic skills. The development of skills in communication is a cornerstone of the school's work, and this is increasingly effective in promoting the pupils' progress and adding to their choices and independence. More-able pupils have good opportunities to integrate into Alec Reed Academy classes where they may be challenged to gain GCSE or Entry Level qualifications. Most pupils significantly benefit from the social links with academy pupils.

- Older pupils are well prepared for later life through a curriculum which effectively promotes their academic, social and independence skills. The pupils take part, for instance, in independent travel training and experience a good induction into the world of work. They are supported into college life and the school is proud that ex-students often revisit their old school.
- The curriculum effectively supports the pupils' excellent spiritual, moral, social and cultural development through consistent opportunities to reflect and think about friendship and helping others; through the many opportunities for integration; through consistent application of positive behaviour models; and the celebration of the different cultures of the pupils.
- There are strong links with parents and carers who feel that in most cases communication from the school has been significantly improved over recent years. A very small minority still have concerns that they are sometimes not fully informed of events, but overwhelmingly, parents and carers are positive about all aspects of the school.
- Safeguarding arrangements are secure and meet statutory requirements.

■ **The governance of the school:**

- The governance of the school has significantly improved since the previous inspection. The chair and vice-chairs are relatively new to the positions. Governors are now well informed about the pupils' progress and how it compares with similar schools, and have a good understanding of performance data. The governing body critically examines all aspects of pupils' achievement and teaching standards, and provides positive challenge to the school's leadership. It manages finances well; it has a clear monitoring role in performance management and pupil premium funding and its impact on pupils' progress. Members undergo regular training in, for instance, finance and child protection. They know about procedures for tackling underperformance and how good teaching is rewarded; they are up to date in their knowledge of regulations regarding the appointment of staff. They ensure they maintain strategic management and monitoring of health and safety and the safeguarding of children.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 101969 |
| Local authority | Ealing |
| Inspection number | 439448 |

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

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| 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 | 86 |
| Of which, number on roll in sixth form | 4 |
| Appropriate authority | The governing body |
| Chair | Wendy Myerson |
| Headteacher | Simon Rosenberg |
| Date of previous school inspection | 14–15 March 2011 |
| Telephone number | 020 8842 1329 |
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