

Chiltern Primary School

Chiltern Street, Hull, HU3 3PL

Inspection dates 25–26 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- This is a rapidly improving school. Pupils' achievement is now good.
- From their starting points, all pupils make good progress and their progress is accelerating.
- Standards are much closer to the national average at the end of Year 6, which represents good achievement from pupils' individual starting points, which are often low.
- Teaching is consistently good, with examples of outstanding practice. This has resulted in a steady rise in standards.
- The Early Years Foundation Stage is a strength of the school. Children are enthralled with all their learning activities.
- Pupils say that they enjoy school and feel extremely safe whilst at school.
- Behaviour in lessons and around the school is good.
- Good relationships exist between staff and pupils. As a result, this is a welcoming school with a friendly atmosphere.
- The headteacher leads the school very effectively and has been the driving force behind the improvements made to teaching and achievement.
- Senior leaders carefully check teaching and pupils' achievement. This information is used effectively to ensure that training and support for staff are strongly focused on the correct priorities.
- The governing body is both challenging and supportive. Governors are fully involved in ensuring that this is an improving school.

It is not yet an outstanding school because

- The proportion of pupils making better than expected progress in writing is not yet high enough.
- Pupils' achievement is not outstanding. This is because teaching is not strong enough to secure outstanding progress.

Information about this inspection

- The inspectors observed 15 parts of lessons, including pupils working in small groups with adults.
- In addition, inspectors reviewed pupils' written work in their books and listened to a number of pupils read.
- Inspectors observed pupils moving around the school outside lessons, including on the playgrounds and in the dining room during breaks.
- Inspectors held meetings with two members of the governing body, senior leaders and pupils. A representative of the local authority also spoke with one of the inspectors.
- Inspectors looked at a number of documents, including the school's view of its own performance, the development plan, minutes of the governing body meetings, records of lesson observations and safeguarding information.
- Inspectors examined Ofsted questionnaires completed by school staff, but were unable to analyse Parent View, the on-line questionnaire for parents, because there were very few responses.
- Inspectors also took into account several letters from parents. An inspector also talked to parents.

Inspection team

Barbara Martin, Lead inspector	Additional Inspector
Julie Bowman	Additional Inspector
Jan Lomas	Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- A large majority of the pupils are of White British heritage.
- The proportion of pupils eligible for support through the pupil premium funding is above average. The pupil premium funding is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils or those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average
- There is a breakfast club run by the school on the site.
- The school meets the government's current floor targets, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching in order to raise standards, especially in writing by:
 - improving pupils' spelling, punctuation and grammar across the school by ensuring that these skills are taught consistently and regularly
 - continuing to share existing outstanding practice in this and other schools so that staff understands how pupils learn at their best.

Inspection judgements

The achievement of pupils is good

- During their time at school almost all pupils make the progress expected of them from their individual starting points. Although overall standards have been improving over the past three years, standards are below average for reading, writing and mathematics at the end of Key Stage 1 and Key Stage 2.
- Children enter the Early Years Foundation Stage with skill levels significantly below those typically expected for their age. An increasing proportion of children join the school with limited communication skills. Good teaching and a focus on developing social skills and speaking and listening enable the children to make good progress. Nevertheless, a large majority of children enter Year 1 with skills that are still below average, especially in reading and writing. This year more children are on track to enter Year 1 with good levels of development.
- Good progress continues across Years 1 and 2. In national tests at the end of Year 2, more pupils are now reaching the higher levels of attainment in mathematics than in reading and writing.
- At the end of Year 6 in 2013, the majority of pupils made more than the expected progress in reading and mathematics. At the end of Year 6, overall standards in English and mathematics are slightly below average. The gap in attainment, compared with pupils nationally, is narrowing in mathematics and reading, but not at the same pace in writing.
- Pupils' progress continues to accelerate. The school's own information on pupils' progress shows that a majority of the Years 5 and 6 pupils are again on track to make more than the progress expected of them by the time they leave school at the end of Year 6.
- A very large majority of pupils made the progress expected of them in writing, but only a small minority made more than expected progress. They have been held back because important skills relating to improving standards in spelling, grammar and punctuation have not been taught regularly enough.
- The most-able pupils make more rapid progress in reading and mathematics than other pupils in the school, but not in writing, because the skills of spelling, grammar and punctuation have not been taught regularly enough.
- Pupils with a statement of special educational needs and those supported at school action and school action plus make good progress over time. These pupils do as well as others because teaching is good.
- The achievement of pupils known to be eligible for support through the pupil premium funding is good. In reading, writing and mathematics they make more progress than pupils not eligible for the funding and similar pupils nationally. In 2013 those pupils who were known to be entitled to free school meals in Year 6 attained the same standards as their peers did in reading, but were one term behind in mathematics and writing.
- All groups of pupils make good progress. This clearly demonstrates the commitment to, and success in tackling discrimination and promoting equality of opportunity for all pupils.

The quality of teaching is good

- Typically teaching is good and some teaching is outstanding. Teaching has improved over the last two years as a result of a strong programme of support put in place by senior leaders. This improved teaching has resulted in pupils' good achievement.
- In the Nursery and Reception classes children have an excellent start to their education. Children find learning exciting and enjoyable because of the well-planned activities provided inside and outdoors. During the inspection children were seen engrossed in threading coloured buttons to make patterns, making igloos out of straws and sugar lumps and using their phonic knowledge in their own writing. Children progress well because teachers have a good understanding of how young children learn.

- Teachers throughout the school have excellent subject knowledge. They use the information about how well pupils have learned to help them plan future work just at the right level for pupils. Pupils have clear targets for improving their learning and receive regular homework. Activities are planned that motivate and engage pupils in their learning. As a result, pupils enjoy lessons and are keen to learn. Pupils said, 'Lessons are as fun as they can be,' and 'Things that happen around us are included in our lessons.'
- Teachers successfully promote pupils' spiritual, moral, social and cultural development. They encourage qualities such as cooperation, respect for others and reflection. This is supported by comments from pupils, such as, 'Teachers have good relationships with us,' and 'they keep us right.' Classrooms are interesting learning environments where pupils are encouraged to work hard. Relationships are very positive and this is evident throughout the school.
- Inspection evidence shows that attainment in mathematics has improved further since 2013. This is because pupils are encouraged to develop their problem-solving skills. Many of the lessons relate to events the pupils find interesting. For example, one teacher used the recent sports events to motivate and engage pupils when learning how to calculate averages.
- In literacy, links are made to other subjects where possible, giving pupils opportunities to compose extended pieces of writing. Work is often linked to real-life situations. An example of this was seen where pupils used persuasive writing to encourage a professional footballer to move to Hull.
- There has been a strong focus on reading. As a result of teachers discussing books on a regular basis with small groups of pupils to help them understand the meaning of the text, pupils' skills in reading have improved. By the end of Year 6, pupils read with fluency, accuracy and expression. They read a variety of authors which gives the pupils real pleasure. One pupil said that she was always sad when she had finished reading an exciting book, because she was never sure she would be able to find another book just as good.
- Teachers and teaching assistants work closely together to help pupils who need extra support. This includes pupils who are eligible for free school meals, those who find learning difficult and those who speak English as an additional language. Evidence in the school records show that these pupils make good progress and are helped quickly to catch up with others.
- Marking is consistently good across the school. Teachers acknowledge that in some classes some work in books showed a lack of care, which is shown in the poor presentation of work. The school is addressing this by placing more emphasis on teaching handwriting skills.
- Teachers do not always encourage pupils to work and talk at an acceptable noise level. Expectations of what a suitable working noise should sound like were not sufficiently reinforced in some classrooms. As a result, some pupils sometimes shouted in class, instead of talking.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite, caring and show a respect for others. This applies in and out of the classroom.
- The breakfast club prepares the pupils very well for the start of the school day. It is a welcoming and quality experience for them, providing them a healthy breakfast and opportunities for pupils to socialise with their friends. Staff who organise the club say that, 'Pupils' behaviour is always good.' This good behaviour has a positive impact on their learning. In lessons pupils work well in small groups and value working with partners. Excellent relationships and the way that teachers organise their classrooms help pupils to learn well.
- The vast majority of pupils enjoy coming to school and this is shown in their improved attendance, which is now broadly average.
- Pupils enter the assembly and the dining-room in a calm, orderly manner and play cooperatively during break times on the playground. Pupils are eager to take on responsibilities, such as returning registers to the main office, distributing fruit and sharpening pencils.
- There are a few pupils who exhibit challenging behaviour. Effective support is in place for these pupils so that disruptions to learning are rare. The exclusions recorded have been necessary.

- The school's work to keep the pupils safe and secure is good. Pupils say that they feel completely safe in school because the 'teachers are always there to help.' Pupils know how to keep safe in different situations, including when using the Internet.
- Pupils say that there is a little arguing amongst best friends, but that this does not happen often. It is always sorted quickly by teachers. They have a good understanding of the types of bullying, including homophobic and cyber-bullying. According to the pupils, bullying is rare.
- Parents confirm that their children are happy and enjoy school. They have no concerns about the safety or behaviour of children in school.

The leadership and management are good

- The headteacher has had a strong impact on improving teaching and learning and speeding up pupils' progress. She is ably supported by effective senior leaders and governors. Senior leaders successfully take the lead for all major aspects of the school's work, mitigating the need for middle leaders. They all know the school well and have the capacity to improve the school further.
- The school's judgements on its own performance are accurate. The school focuses well on the areas needed to move the school forward, including support for teaching that may need improving. Senior leaders constantly check teachers' work in order to raise standards. They have done much to improve the quality of teaching, including providing support programmes where needed.
- The strong focus on tracking pupils' progress enables pupils who are underachieving to be quickly identified and given extra help. This ensures that pupils with special educational needs and those eligible for the pupil premium make good and better progress across the school.
- The curriculum provides many opportunities for pupils to develop their literacy, numeracy and enquiry skills through gardening, horticulture, cooking and film. It links learning and real life experiences in order to help pupils discover and develop practical skills and personal interests. For example, pupils eat food that they have grown themselves. In such projects they use many skills such as measuring the vegetable beds before digging and learning new words as they discuss the recipes they are going to cook.
- Provision for the spiritual, moral, social and cultural development of pupils is good and included in all lessons and assemblies. Pupils' experiences are further enhanced by a range of experiences outside the classroom, such as visiting theatre groups, musicians and authors. After-school clubs, such as dance and boxing and visits out of school further deepen pupils' enjoyment of learning.
- Using the primary sport funding, the school has employed a sports specialist who works alongside teachers in physical education (PE) lessons. This has resulted in higher quality PE teaching and improved learning for pupils. The funding has increased the opportunities for competitive sport and the amount of participation in after-school clubs.
- Excellent relationships are formed with parents. They say the staff are approachable.
- The local authority acknowledges that the headteacher is hard-working and is determined to raise standards further in school. They visit the school twice a year to meet with the school leaders and to provide support.
- **The governance of the school:**
 - Governors make a strong contribution to the school improvement and appropriately support and challenge school leaders, where necessary.
 - A recent review of the governing body has helped them have a clearer understanding of their duties and the data on the school's performance.
 - New governors have brought considerable educational and business expertise to the governing body. They have helped strengthen the governing body's understanding of the school's strengths and areas for development, including the quality of teaching and pupils' progress.
 - Governors are involved in monitoring teachers' performance and ensure teachers' pay and

career progression are directly linked to pupils' progress.

- They make sure the pupil premium and primary school sport funding are used for whom they are intended and that they are having a positive effect on pupils' standards and healthier life styles. The governing body knows how the school premium is spent and understand the difference it makes.
- All statutory duties are met securely, including safeguarding requirements.

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	City of Kingston upon Hull
Inspection number	431639

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	420
Appropriate authority	The governing body
Chair	Mrs K Rouse-Deane
Headteacher	Mrs L Clarke
Date of previous school inspection	12 September 2012
Telephone number	01482 327315
Fax number	Not applicable
Email address	admin@chiltern.hull.sch.uk

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