

# Inspection of a good school: Chaloner Primary School

Wilton Lane, Guisborough, North Yorkshire TS14 6JA

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Inspection dates:

6–7 November 2019

## Outcome

Chaloner Primary School continues to be a good school.

## What is it like to attend this school?

This is a happy school where pupils thrive. Warm relationships are evident between staff, pupils and the wider community. Welcoming smiles greet visitors to the school. Pupils are friendly and are very proud of their school and their achievements. Most pupils say that they 'love their school' and that they have 'tons of friends'.

Staff encourage pupils to work hard and to do their best. Pupils told me that 'teachers are really helpful, but not by making work easy!', rather by giving helpful explanations and lots of encouragement. The school motto of 'believe to achieve' is raising pupils' aspirations. Pupils are clear about the work they will do when they leave school. Older pupils can become 'science ambassadors'. They talked about their visits to industry with excitement. They also act as good role models to younger pupils. Their enthusiasm is infectious.

Pupils behave well. In all lesson visits, pupils were attentive and keen to do their best. Pupils said that there was no bullying in school. They did say that there was sometimes some name-calling, but that teachers sort it out straight away. Pupils told me about the different ways they help each other to be happy in school.

## What does the school do well and what does it need to do better?

The headteacher has worked hard to create a strong vision for the curriculum. The promotion of reading and the improvement of pupils' communication skills are at its core.

Leaders have transformed their approach to the teaching of reading. Many more books are now available for pupils to practise their reading. The books are well matched to pupils' phonics skills. Pupils enjoy the wide choice of books they now have. They are becoming confident readers. Leaders expect all pupils to practise their reading every night. Pupils heard to read were proud of the improvements they have made in their reading.

Children in the early years get off to a good start with their phonics. There are lots of singing and rhymes in Nursery. In Reception, children begin their formal phonics teaching. This continues into key stage 1, where all pupils get a daily phonics lesson. Leaders check that pupils are acquiring their phonics skills well. Pupils are encouraged to use their phonics skills outside of the phonics lesson. Those pupils in need of extra support get it straight away. Over time more pupils reach the expected standard in the phonics screening check than the national average.

In other subjects, the schemes of work map out the knowledge that pupils will learn step by step. In mathematics, there is a strong focus on improving pupils' mathematical fluency. Leaders have done this well. Pupils' attainment and progress in mathematics have been above the national average. A dip in pupils' outcomes in 2019 has led to a greater focus on developing pupils' reasoning skills.

The scheme of work in science is also well thought through. It reflects the national curriculum objectives. Key scientific vocabulary is also identified. In talking to pupils, it is clear that they remember their scientific facts well. Pupils are less confident in using their scientific knowledge to explain things. Recently, leaders have improved their scheme of work. It now gives better guidance on how to teach scientific enquiry skills step by step. Leaders are yet to check how well this aspect of science teaching is going.

The headteacher is investing much time and effort into developing future leaders. Subject leaders are enthusiastic and access the training and support they need. They have developed schemes of work for their subjects and support staff to plan lessons. They are yet to make formal checks on the implementation of their plans.

The special educational needs coordinator (SENCo) makes sure that pupils with special educational needs and/or disabilities (SEND) get the support they need. Interventions are well considered. He has used the advice and support from a range of professionals to help him with this. All pupils with SEND have individual support plans. These plans are reviewed regularly to make sure that they are fit for purpose. Pupils with SEND are making good progress. Some targets set for pupils are not precise enough to show the small steps in pupils' attainment. Leaders are taking action to improve this.

Governors now play a full part in school life. They have audited their skills to better assign roles and responsibilities. For example, the science governor leads weekly science investigation sessions in school. They are developing their role in monitoring.

This is a happy school. Staff morale is high. Staff acknowledge that their workload can be difficult at times, but they also say that leaders do all they can to support them in their role.

## **Safeguarding**

The arrangements for safeguarding are effective.

Detailed employment checks are completed on anyone wishing to work at the school. All checks are kept in a central record, which is meticulously maintained.

Staff receive regular training and updates. They are aware of the local issues and recent legislative changes. Staff know how to report any concerns they may have. They recognise the important role they play in keeping pupils safe. Any referrals are managed well. A detailed chronology records all actions taken by leaders. Any follow-up actions are also recorded well.

Pupils say that they know how to stay safe online. Pupils are digitally literate as well as internet-savvy. Leaders have made sure that the information and communication technology (ICT) curriculum helps them. It is suitably responsive to the rapidly changing risks for pupils.

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

### **(Information for the school and appropriate authority)**

- Leaders have developed schemes of work that detail the subject-specific components of knowledge that pupils need to learn. They have adjusted their schemes of work to be equally specific in detailing how pupils' subject-specific skills will be taught. Leaders must now make sure that curriculum progression documents are implemented consistently. They should pay particular attention to making sure that the science curriculum improves pupils' abilities to work scientifically.
- Continue to support those new to leadership roles. This includes recently appointed governors. This is so that they can undertake their role in monitoring effectively, particularly around their checks to see that the updated curriculum progression documents are being implemented consistently.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Chaloner Primary School to be good in July 2011.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	131644
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10088991
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	239
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mike Bloomfield
<b>Headteacher</b>	Mary Parker
<b>Website</b>	<a href="http://www.chalonerprimaryschool.co.uk">www.chalonerprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	28 October 2015

## Information about this school

- The school is slightly smaller than the average-sized primary school.
- There is a higher proportion of disadvantaged pupils than the national average.
- There are fewer pupils with an education, health and care plan than the national average. The proportion of pupils in receipt of SEND support is higher than the national average.

## Information about this inspection

- During the inspection, I had several meetings with the headteacher, senior leaders and members of the governing body, including the chair of governors. A meeting with a representative of the local authority was also completed. I met with curriculum leaders for reading, mathematics and science, as well as the SENCo.
- Through the inspection I looked at how well school leaders provide safeguarding training and updates for staff and create a culture of vigilance. I talked to the designated lead for safeguarding and reviewed safeguarding documents and records of

referral.

- I agreed with the headteacher to carry out a review of reading, mathematics and science as part of the inspection. Together with curriculum leaders, I completed connected inspection activities that included: discussion with leaders, a review of schemes of works, lesson visits, discussion with teachers and pupils, and a review of pupils' books.
- I reviewed the wider curriculum and pupils' involvement in after-school clubs, events and visits. I also looked at how well leaders protect pupils from bullying and manage staff workload and well-being.

### **Inspection team**

Diane Buckle, lead inspector

Her Majesty's Inspector

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