

# Inspection of a good school: John Chilton School

Bengarth Road, Northolt UB5 5LD

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Inspection dates:

28 and 29 February 2024

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils said that they love coming to school. This is because staff are kind and take care of their needs. Pupils behave extremely well. Those that find meeting the school's behaviour expectations challenging receive targeted and effective support. Pupils enjoy making new friends and look out for each other. There is a very happy and purposeful ambience that permeates across the school.

The school strives to attend to the range of pupils' individual needs. Pupils leave the school very well prepared for the next stages of their education and adult living. Older pupils told inspectors that they feel ready for the 'big world'. This is because the school prioritises a holistic and bespoke approach to meeting each pupil's needs. Teaching, pastoral and therapeutic teams work in complete sync with each other. As a result, pupils make great gains in their academic, social, emotional, behavioural and physical development.

The school provides pupils with an extensive range of enrichment activities. Many are aimed at nurturing their confidence and preparing them for independent living. For example, pupils run a café. They budget, purchase ingredients, bake cakes and sell a range of snacks. Their customers include pupils in the adjacent mainstream school. Pupils also run a delivery service for peers and staff who order online. Pupils are rightly proud of this work.

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

There has been a large increase over the past few years in the number of pupils joining this school. The range of special educational needs and/or disabilities (SEND) needs have

widened. A higher proportion of pupils have severe learning difficulties. With these changes in mind, leaders and staff completely overhauled the school's curriculum. This work has been highly effective, with three curriculum pathways targeted carefully to meet different SEND needs. Across the range of subjects in each pathway, the precise knowledge that the school wants pupils to learn has been identified. Leaders and staff have a sharp focus on ensuring that the curriculum has a consistently strong impact on pupils' learning and development. It is designed to give pupils the knowledge, skills and confidence that they need to prepare them to lead meaningful adult lives. The school's high ambitions are met. Teachers and support staff receive regular quality training. This gives them the expertise to teach the curriculum well, and support the range of pupils' additional needs to great effect. The staff team keeps a close eye on every pupil's progress. They use initial and ongoing assessments to identify pupils' next steps. As a result, pupils' achievements are high.

Supporting pupils' communication needs and the teaching of reading are a priority. On arrival, pupils are assessed carefully to identify their communication needs and starting points in reading. Staff are skilled in using a range of communication strategies tailored to pupils' needs. Their work is complemented by the specialist assistive technology team, which provides individual pupils with various targeted devices. These ensure that pupils with physical or speech and communication difficulties can express their views and wishes and access the curriculum. Most pupils are taught to read. The phonics programme is taught effectively by well-trained staff. Information from ongoing assessments informs bespoke group work and additional support. As they progress through the school, pupils learn to communicate their thoughts and needs clearly. Those for whom teaching reading is appropriate become increasingly confident and fluent readers.

The school has very high expectations for behaviour. Staff have frequent training in understanding the underlying causes of behaviour and how to respond to it. They consistently encourage and promote positive behaviours. The pastoral team deploys a range of bespoke strategies to support pupils to follow the school's routines and expectations. These strategies are transformative. Pupils' behaviour in lessons is excellent. They pay attention, listen to each other and try hard. These positive attitudes play a major role in securing pupils' high achievements.

The school makes every effort to ensure that pupils attend regularly. They provide much support to families who need help to get their children to school. The school also arranges for pupils' medical appointments to take place on the school's premises, wherever possible. This has helped to reduce the amount of time pupils need to be away from their class.

The school offers pupils many excellent opportunities that aim to make a contribution to their personal development. Pupils are taught about different faiths and visit places of worship. They are helped to understand topics like personal space and are taken on multiple visits into the community, go shopping and practise using public transport. These experiences help them prepare for independent living. Pupils' cultural development is well promoted. At the end of the year, all pupils participate in a public musical performance. All classes also enter the annual 'John Chilton has talent' competition. Pupils enjoy visits from music and ballet companies. As part of a range of activities inspired by learning about the

Windrush generation, pupils entered and won a local art competition linked to this theme. In addition, all pupils take part in a range of extra-curricular clubs every week.

The school provides pupils with a comprehensive careers guidance programme. This includes a variety of work experience opportunities or participation in supported internships. Pupils have opportunities to work in horticulture and with animals, for example. Many pupils leave with accreditations in functional skills. These include in English, mathematics and information and communication technology (ICT). All go on to suitable placements when they leave the school.

Staff value the strong working relationships they have with leaders. They appreciate the consideration given to their workloads and the well-being days offered. Staff welcome the many opportunities for professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we the school to be good in May 2014.

## **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 information from Ofsted Parent View 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.

## **Further information**

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used

for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	101969
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10296706
<b>Type of school</b>	All-through
<b>School category</b>	Special Community
<b>Age range of pupils</b>	4 to 19
<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>	149
<b>Of which, number on roll in the sixth form</b>	13
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jennifer Flanigan
<b>Headteacher</b>	Susan Rademacher
<b>Website</b>	<a href="http://www.john-chilton.ealing.sch.uk">www.john-chilton.ealing.sch.uk</a>
<b>Date of previous inspection</b>	20 November 2018, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, there has been a large increase in the number of pupils on roll. From September 2023, the primary phase located to new premises at Vernon Rise, Greenford UB6 0EQ.
- The current chair of the governing body took up her post in June 2019.
- All pupils have education, health and care plans. The school caters for pupils with severe learning difficulties, moderate learning difficulties, social, emotional and mental health difficulties and physical difficulties. Several pupils have associated speech, language and communication needs. Some pupils have multi-sensory impairment, visual impairment and hearing impairment. More recently, a few pupils who have joined have autism.
- The school does not make use of any alternative provision.

## Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading and communication, ICT and personal, social, health and economic education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered other subjects as part of the inspection.
- Inspectors spoke with the headteacher and other senior leaders. They also spoke with the chair of the governing body and other governors as well as a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documentation and had formal meetings with groups of staff and pupils.
- Inspectors took account of the responses to the Ofsted Parent View survey. Inspectors also considered the responses to the staff survey.

## Inspection team

David Radomsky, lead inspector

His Majesty's Inspector

Alison Cartlidge

Ofsted Inspector

Andrew Hook

Ofsted Inspector

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