

Inspection of a good school: Chilton County Primary School

Downside, Chilton, Didcot, Oxfordshire OX11 0PQ

Inspection dates:

9 and 10 July 2024

Outcome

Chilton County Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy being part of this friendly and supportive school, where everyone is appreciated. Throughout the school, there is a calm and purposeful atmosphere. Pupils feel secure and well looked after. They know there is always someone to talk to if they have any worries. Beginning in the early years, children develop strong and positive attitudes to learning. This praiseworthy behaviour continues throughout the school. In lessons, pupils are engaged, enjoy learning and answer teachers' questions confidently.

There are high expectations for pupils, including those with special educational needs/or disabilities (SEND), to achieve well. Pupils meet these expectations and are keen to learn. They benefit from a broad range of opportunity that enable them to learn about the world around them. They develop their outdoor practical skills, including learning about habitats, building dens and pond dipping in the on-site forest area. Pupils also learn about gardening, including growing vegetables, flowers and fruits in the school garden. They raise money for charity and consider the needs of others.

At breaktimes, pupils engage joyfully in activities with their peers. They appreciate the activities offered, including games led by playleaders, such as using a large parachute. The school prepares pupils successfully to become well-rounded individuals and members of their community.

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

The curriculum is ambitious, broad and balanced. It identifies key knowledge pupils should know and remember in each subject. Pupils achieve well overall. A dip in national performance outcomes at the end of Year 2 in 2023 has been addressed successfully and pupils currently in key stage 1 are achieving well. After a recent review, the school has made thoughtful changes to what is taught and when, with some further refinements still

under way. However, the school has yet to evaluate the full impact of the revised curriculum, to check that pupils are acquiring a deep level of knowledge in all subjects.

Staff have secure subject knowledge and carefully explain learning so pupils can relate it to what they already know. Staff routinely check how well pupils have understood their learning. For example, 'flashbacks' help pupils to remember past learning and enable teachers to check for any gaps in understanding. This allows adults to adapt learning successfully to make sure that pupils understand and can connect it to new learning. Staff select learning activities carefully to support pupils in strengthening their knowledge. For instance, in the early years, children learn about number sequencing, including, for example, through songs, which helps them understand how to order numbers correctly.

Children in the early years thrive due to the high levels of care and opportunities to develop their curiosity to learn. This prepares them well for future learning. Across the school, pupils take pride in their work. In lessons, pupils are keen to learn more and enjoy the rich learning opportunities. Pupils' additional needs are identified quickly. Staff make well-considered adjustments where needed, including for pupils with SEND, so that they are able to access the same curriculum as their peers. Consequently, pupils with additional needs are prepared well for the next stage of their education.

The teaching of reading is a key priority that enables pupils to develop a love of reading. Pupils read books that match their reading level, which helps them become fluent readers. They access high-quality texts, including diverse books that promote pupils' cultural and social understanding of their world. Phonics is taught consistently well and pupils have many opportunities to practise and consolidate their phonics knowledge. Pupils who require extra support with phonics are identified swiftly and receive timely and appropriate help to help them catch up.

Pupils access a well-considered personal development programme that goes beyond academic learning. These opportunities include participating in events such as performing with a youth choir, experiencing live theatre and visiting the Houses of Parliament. Pupils also benefit from residential, of which they speak highly. They enjoy many leadership roles available to them, such as eco councillors, sports captains and school councillors. These responsibilities enable pupils to make a valued impact on the school. The school offers a rich range of after-school activities, including in arts and sports, to help pupils to develop their interests and talents. Staff interweave skilfully the teaching of fundamental British values through the curriculum. Pupils learn about different families, healthy relationships, religions and cultures. The school prepares pupils well for life in modern Britain.

The school is committed to providing every child with the best possible start in life. Those responsible for governance hold the school fully to account for the quality of education that pupils receive. They have an accurate understanding of the school's strengths and priorities for development. Staff value the access to professional training that enhances and develops their expertise.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Where the curriculum has recently been revised, the impact on pupils' learning is not fully known. The school should ensure that the new curriculum is monitored and evaluated carefully, to ensure that it is having the desired impact on pupils' learning.

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 first ungraded inspection since we judged the school to be good in February 2019.

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

Unique reference number	123057
Local authority	Oxfordshire
Inspection number	10321862
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	324
Appropriate authority	The governing body
Chair of governing body	Tim Hart
Headteacher	Rebecca Vousden
Website	www.chilton.oxon.sch.uk
Dates of previous inspection	13 and 14 February 2019, under section 5 of the Education Act 2005.

Information about this school

- The current headteacher took up post in September 2022.
- The school runs its own breakfast and after-school club.
- The school does not currently use alternative providers.

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. The inspector discussed the impact of the pandemic with the school and has taken that into account in this evaluation of the school.
- The inspector met with the headteacher, assistant headteachers, staff and pupils. The inspector also met with representatives of the governing body.
- The inspector spoke with a representative from the local authority.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils during playtimes and in lessons.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. The inspector also discussed the curriculum in some other subjects.
- Responses to Ofsted Parent View, Ofsted's online survey for parents, including parents' free-text comments, were considered. The inspector also considered the responses to Ofsted's online survey for staff and pupils.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; evaluated safer recruitment practices; took account of the views of leaders, staff and pupils; met with the designated safeguarding lead; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Darren Aisthorpe, lead inspector

Ofsted Inspector

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