

Inspection of a school judged good for overall effectiveness before September 2024: Chiltern Primary School

Chiltern Street, Hull HU3 3PL

Inspection dates:

15 and 16 October 2024

Outcome

Chiltern Primary School has taken effective action to maintain the standards identified at the previous inspection. The headteacher of this school is Jacqui Marshall. This school is part of Thrive Co-operative Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jonathan Roe, and overseen by a board of trustees, chaired by Ken Battye.

What is it like to attend this school?

There is a strong sense of community at Chiltern Primary School. The school place pupils and their families at the heart of their work. Families from different cultures, faiths and backgrounds are encouraged to attend regular school events, such as the 'cook together, eat together' sessions. Staff work effectively with parents and carers to build positive relationships. This helps to remove any barriers to attendance and learning and to support pupils to meet the school's high expectations.

Relationships between adults and pupils are extremely positive. Pupils enjoy attending this inclusive and welcoming school. They behave well during lessons and around the school site. Staff respond quickly if pupils have any worries. This helps pupils feel safe. Pupils value the importance of kindness and tolerance. They support each other and help those who are new to their school. Pupils regularly volunteer to do jobs around school because they want to be helpful.

The school supports pupils to develop their talents and interests. Pupils can attend a variety of clubs, such as basketball, cookery, and a very popular scooter club. Pupils learn to play a musical instrument. Educational visits are carefully planned to ensure that learning is brought to life for pupils. Many pupils had never visited the seaside before the school trip to Hornsea.

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

The school has high expectations and drive for continued improvement over time. This ensures that pupils, including those with special educational needs and/or disabilities (SEND), are ready for the next stage of their education. Some published outcomes in

national assessments are low. This is because many pupils join or leave the school partway through their education. Pupils who attend Chiltern Primary School from early years to the end of key Stage 2 achieve well.

Pupils enjoy reading. Staff promote this well through enthusiastic exploration of shared class texts. Pupils at the early stages of reading are well supported. Children begin to learn phonics as soon as they start in the Reception Year. Most pupils quickly become fluent and confident readers. Well-trained adults provide daily support for those who are struggling to keep up.

Alongside the teaching of phonics, pupils learn to write their letters correctly and to spell simple words. However, they do not have sufficient opportunity to practise. This results in them making errors in their writing. Adults do not address these consistently. This contributes to pupils struggling when they are asked to compose pieces of writing.

The school has developed an ambitious curriculum that clearly identifies the knowledge and skills that pupils should know and remember over time. Staff training and coaching ensures that staff know how to teach the curriculum content well.

In most cases, staff consider the intended learning that is to take place when designing tasks. However, occasionally the exciting activities chosen do not always help pupils to focus on the important knowledge they are learning. Leaders are addressing this as they further refine the curriculum.

Pupils with SEND are well cared for and supported with their learning. Staff understand pupils well. This has a strong impact on pupils' confidence and well-being.

Children get off to a positive start in early years. Adults work on important basic skills, such as turn-taking and putting on coats. They develop warm and positive relationships with children. Adults model important new vocabulary for children to repeat and practise.

Leaders' work to secure regular pupil attendance is exemplary. The school's mantra is 'attendance is an issue, never the issue.' The school recognises that the poorest attenders are usually from families that are facing multiple challenges. Staff build trust over time and find practical solutions to support parents. As a result, school attendance is well above national and local levels.

Pupils' personal development is a strength of the school. The school has implemented a programme that focuses on important aspects of personal, social and health learning. Pupils talk with confidence about learning linked to relationships. The curriculum is enriched by experiences that reinforce importance messages around key local issues, such as knife crime and gang culture. The school works extensively with other agencies, such as the local police, to ensure pupils know how to stay safe. Pupils have a basic knowledge of other world religions and fundamental British values. They demonstrate a deep understanding and respect for other cultures and the wide diversity in their community. Pupils know the importance of maintaining physical and mental health. Regular visits to

the local secondary school and an annual careers event are designed to raise pupils' aspirations.

The board of trustees and local governing body are committed to achieving the best for every pupil. The trust works closely with the school to share expertise and monitor and develop all aspects of practice. Leaders are mindful of staff workload and staff feel supported by leaders. They are proud to be part of the team at Chiltern.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not get sufficient opportunities to practise the correct letter formation and spelling they are taught during phonics lessons. They make errors in their writing, and these are not addressed swiftly or consistently. This means that some pupils are not ready to be taught written composition. The school should ensure that pupils consistently form their letters and spell simple words correctly before they are taught writing composition.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 judged the predecessor school, Chiltern Primary School, to be good for overall effectiveness in July 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 special educational needs and/or disabilities (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	143225
Local authority	Kingston Upon Hull City Council
Inspection number	10346613
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	457
Appropriate authority	The Board of trustees
Chair of trust	Ken Battye
CEO of the trust	Jonathan Roe
Headteacher	Jacqui Marshall
Website	www.chiltern.hull.sch.uk
Date of previous inspection	15 May 2019

Information about this school

- The school uses one registered alternative provider.
- The school is part of Thrive Co-operative Learning Trust.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This is the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- During the inspection, the lead inspector met with the headteacher and members of the senior leadership team. She met with the CEO and the School Development Lead

for Primary from the trust. She also met a member of the board of trustees and the chair of the local governing body.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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' interest first.
- Throughout the inspection, the lead inspector met with groups of staff. She also considered the opinions expressed through the staff survey.
- The lead inspector met some parents at the beginning of the day and had regard to the views expressed through Ofsted Parent View.

Inspection team

Tracy Duffy, lead inspector

His Majesty's Inspector

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