



Chilton Primary School

Inspection Report

Unique Reference Number 123057
LEA Oxfordshire LEA
Inspection number 281394
Inspection dates 4 May 2006 to 5 May 2006
Reporting inspector Charalambos Loizou AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Downside
School category	Community		Chilton
Age range of pupils	3 to 11		Didcot OX11 0PQ
Gender of pupils	Mixed	Telephone number	01235 834263
Number on roll	182	Fax number	01235 828486
Appropriate authority	The governing body	Chair of governors	Dr John Rae
Date of previous inspection	8 May 2000	Headteacher	Mrs Christine Dunsdon

Age group 3 to 11	Inspection dates 4 May 2006 - 5 May 2006	Inspection number 281394
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a small rural primary school with an increasing roll. Most pupils are of White British heritage. The school admits three-year-old children on a part-time basis into its Foundation Stage Unit. Children start full-time education in the term in which they become five. The school serves a number of villages in a generally advantaged area. The proportion of pupils joining or leaving the school at other than the usual times is high. A below average percentage of pupils has learning difficulties and disabilities. There are no pupils learning English as an additional language. The proportion of pupils eligible for free school meals is low. The school runs an after-school club every day.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's accurate evaluation. This is a good school where pupils achieve well and it provides good value for money. Pupils enjoy school very much and this is reflected in high attendance rates. Their behaviour, attitudes to learning and personal development are excellent. Pupils are well cared for and supported by skilled support staff and teachers.

There is good provision, with some very good features in the Foundation Stage Unit. This enables the children to make good progress in all areas of learning and achieve standards that are above those for their age. Throughout the school the teaching is good and is having a positive effect on pupils' achievements. Standards are well above average in English and above average in mathematics and science. Writing standards are improving but could be higher to match the high standards seen in reading. Teachers make good use of assessment to measure the performance of pupils, including that of pupils with learning difficulties and disabilities. Although mathematics standards are above average, fewer pupils reach the higher levels compared with English and science.

Good leadership, management and governance, guided by the strong leadership of the headteacher have led to good improvement since the last inspection. There is good capacity to keep on improving given the school's track record in raising standards and maintaining good teaching. The large majority of parents think highly of the school. However, a small but significant number of parents do not feel their concerns or suggestions are acted on. Governors and staff are putting in place measures to address this.

What the school should do to improve further

- improve writing standards to match those attained in reading
- accelerate the progress of more able pupils in mathematics
- ensure that all parents are confident in the decisions made by the school.

Achievement and standards

Grade: 2

The pupils make good progress and achieve above average standards. Standards in science have risen considerably since the last inspection and the pupils do particularly well in relation to their starting points in reading. This was reflected in last year's national tests results where standards were well above average in English by Year 6. Pupils with learning difficulties and disabilities achieve well because they are well supported. All groups of pupils make good progress, including those that join the school at different times, because teachers set appropriately challenging targets based on accurate assessments of the pupils' performance.

The children start school with language, communication and mathematics skills that are broadly in line with the standards expected for their age. They make good progress

in the Foundation Stage Unit so that by Year 1, standards are above those expected in all areas of learning.

National tests results for Year 2 last year were slightly lower than the previous year but the pupils had made good progress since starting school. Standards are currently high in reading, above average in mathematics and science and average in writing by Year 2 and Year 6. Writing standards lag behind those seen in reading and mathematics. The school is focussing on improving the quality of pupils' independent and extended forms of writing. This is beginning to have success in raising writing standards. Although mathematics standards are above average fewer pupils achieve the higher levels compared with English and science. The school has put in place effective measures aimed at targeting more able pupils.

Personal development and well-being

Grade: 1

The personal development of pupils is outstanding. The pupils enjoy school very much and thrive in the school's harmonious and hard working ethos where pupils feel happy and safe. The pupils' spiritual, moral, social and cultural development is very good. Pupils respond enthusiastically when learning new things, 'Wow look at this worm!' says one whilst pond dipping. Pupils understand the importance of learning new skills, for example, in information and communication technology (ICT), which prepares them very well for their future economic well-being. They form good work habits to help them in the future. Pupils appreciate a range of cultures and beliefs in special topics and celebrations of festivals from around the world. Pupils adopt healthy lifestyles through exercise and healthy eating. Attendance rates are high in this popular school. Relationships and behaviour are outstanding. Pupils demonstrate politeness, tolerance and friendliness. They know that any instances of teasing or bullying are very well dealt with. They can explain how the school helps them to deal with situations in which they feel sad or lonely. The school council takes its responsibilities very seriously and members feel their role is important and valued and that their ideas and opinions are listened to and acted upon. They talk confidently about the improvements that have been brought about and their plans for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and this has a positive impact on the pupils' achievement and their personal development. Good teaching is seen across the school. At the beginning of lessons teachers make clear to the pupils what they want them to learn. Teachers are skilful at using questions to develop pupils' understanding. In lessons, there is a very good working atmosphere, and pupils are well motivated, listen well and try hard. More able pupils are well provided for overall, although some tasks

could be better matched to accelerate their progress in mathematics. The teaching of pupils with learning difficulties is good and they achieve well as a result.

The school rightly recognised that pupils' writing has not been as good as it could be. Writing targets are not always made clear to the pupils although there have been improvements to the way extended writing is taught. These are now showing results and writing standards across the school are improving. The best teaching has good pace and pupils respond enthusiastically, one commenting, 'I like writing, I'm going to be an author when I grow up'. There are occasions when over-long introductions or class discussions do not leave enough time for the main activity of writing to be addressed so the pupils are not always used to writing at length for sustained periods.

Throughout the school good checks are kept on the progress of pupils using accurate and ongoing assessments. The information gathered is used effectively by teachers to ensure that most work is matched to pupils' needs.

Curriculum and other activities

Grade: 2

The curriculum is good with very good enrichment. The school plans work which makes strong links between subject areas. It develops well the pupils' knowledge and understanding of how they can care for the environment. The curriculum is greatly enriched by rewarding educational visits, interesting and challenging themed days and weeks and a broad range of out of lesson activities. All of these opportunities promote the pupils' enjoyment and their positive attitudes to learning. Sporting activities are good and help the pupils to develop a healthy lifestyle. Overall, the range of pupils' needs is well met, including those with special educational needs and the most able pupils, although for some of these pupils, more could be done to accelerate their progress towards reaching higher levels in mathematics. There are increasing opportunities for pupils to write at length and to develop good writing habits and this is a focus for the school to continue raising writing standards. Since the last inspection there has been a good improvement in the planning and provision of science, design and technology and ICT and for pupils to evaluate and improve their work.

Care, guidance and support

Grade: 2

Pupils are well cared for and procedures to protect them are good. The staff are particularly effective in helping pupils with special educational needs towards reaching their learning targets. The pupils feel safe and secure and are pleased with the support they get, 'if you're unhappy it's dealt with', explains a younger child. Governors and staff carry out systematic risk assessments and health and safety checks. The large majority of parents feel welcome and they trust the staff to take care of their children. Child protection procedures are robust and effective.

Systems to assess pupils' work are good and data about the pupils' academic performance is used to interpret trends and to identify patterns of achievement

amongst groups and individuals. Pupils generally understand what is expected of them in lessons, although targets in writing could be made clearer.

Leadership and management

Grade: 2

Leadership and management are good. The staff work well as a team and share good practice. Monitoring of lessons and pupils' work is focussed on the school's priorities in its school improvement plan and is based on accurate assessments of teaching and the pupils' performance. In this way the school's self-evaluation is accurate and robust. Consequently, standards are rising because the school accurately identifies where improvement is needed most. The headteacher provides strong leadership, ensuring that challenging targets are set for all pupils. Strong leadership in the Foundation Stage Unit and good teaching and learning ensure that all the children are provided with a stimulating range of activities.

The school has improved standards since the last inspection. Its track record in raising standards and maintaining good teaching demonstrates that it has good capacity to continue doing this.

Governors carry out their roles and responsibilities conscientiously and provide good support. They monitor the school's performance systematically through planned visits to lessons. They receive evaluations of the pupils' performance from the leadership team and subject leaders and through first hand observation, governors support and hold the school to account.

The large majority of parents hold the school in high regard. Staff and governors provide good opportunities to gauge parents' views, for example, through its recent inclusion survey. However, a small but significant number believe the school could do more to act on their views or concerns.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for making us welcome and to all the children who spent time talking with us. I am pleased to tell you that we agree with your teachers and your parents that yours is a good school.

We were especially pleased with these things: * your behaviour and attendance are excellent and you work hard in lessons * your teachers and other adults look after you well and make sure you get the help you need * you get interesting work to do and you enjoy this very much * you are doing very well in English and science and especially in reading; we know this from your test results which show you do well overall.

We think that these things could be better: * your writing work is getting better and we would like the school to keep on helping you with this * you reach good standards in mathematics but we would like the school to make sure that all of you do the very best you can * your parents appreciate what the staff are doing to help you but some parents would like the school to explain things better so everyone understands what the school is doing. I wish you all the very best for the future and hope you will continue to do well at school.

Yours faithfully

Charalambos Loizou

Lead Inspector