

Chiltern Primary School

Inspection report

Unique Reference Number	117721
Local Authority	Kingston-upon-Hull
Inspection number	290910
Inspection dates	3–4 May 2007
Reporting inspector	Eric Jackson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	436
Appropriate authority	The governing body
Chair	Miss Adele Buttle
Headteacher	Mrs Lynne Clarke
Date of previous school inspection	1 October 2001
School address	Chiltern Street Hull HU3 3PL
Telephone number	01482 327315
Fax number	01482 609046

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school has been through a period of considerable change and disruption recently. The proportion of pupils who leave or join the school during the year is generally above average. In 2006, Chiltern also admitted 146 new pupils from a closing local school, whilst undergoing consequent major building alterations and extensions. The locality suffers from severe socio-economic deprivation and high unemployment. Children's skills at entry to the Nursery are well below those typical for their age. The proportion of pupils from minority ethnic backgrounds is in line with the national average, although it is increasing. The percentage with English as an additional language is also in line with the national average and one third of these pupils is at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features, confirming the school's accurate self-evaluation. Improvement has been satisfactory since its last inspection although standards in writing have remained stubbornly low. The school has a good capacity to improve further, as shown by the successful integration of new pupils and staff. Pupils and almost all parents support the school strongly although a small number of them expressed concerns about behaviour and aspects of leadership. The inspection confirms the parents' positive views and one parent spoke for many in saying, 'I think the school does an excellent job of maintaining an atmosphere of discipline and happy children in a tough area'.

Achievement is satisfactory although standards are below average. Children make good progress in the Nursery and Reception classes from their very low starting points although few pupils reach the nationally expected levels by the age five. Pupils make satisfactory progress in Years 1 and 2 although the results of the Year 2 national assessments are below average in reading, writing and mathematics. Pupils make satisfactory progress in Years 3 to 6 but in 2006, the results of the Year 6 national tests fell dramatically, especially in English, and showed considerable underachievement amongst the middle and potentially high attainers. A number of factors affected this year group's confidence and attitudes adversely. These included a high turnover of pupils, a high level of bereavements and significant disruption from building works. Pupils are now making at least satisfactory progress in Years 3 to 6 and the current Year 6 are on track to meet the school's challenging targets in English, mathematics and science. Pupils with learning difficulties and/or disabilities and those learning English as an additional language make good progress because of the effective support they receive.

Pupils' personal development is good, as is their spiritual, moral, social and cultural development. They behave well, socialise constructively with others and develop good attitudes to learning. They say that they enjoy school, and they learn how to live healthy lifestyles. Pupils are well cared for and learn to keep themselves and others in the school community safe. The overall quality of educational provision is satisfactory and it is generally good in the Foundation Stage. Teaching is satisfactory with good features and helps pupils make satisfactory and sometimes good progress in their learning. The curriculum is satisfactory and has some good enrichment activities, although pupils say that some lessons and subjects are uninteresting and the inspectors agree with them. However, the staff are enthusiastic and keen to ensure that the pupils enjoy their learning and know what they need to learn. Care is good, and support and guidance are satisfactory. The use of assessment information to plan new work for pupils is satisfactory but the teachers' marking of pupils' work is inconsistent.

Leadership and management are satisfactory. The headteacher provides clear, firm leadership, supported well by the deputy headteacher. The recently adopted management structure is helping other key staff to fulfil their roles more effectively. Partnerships with parents, the local authority and other schools add significantly to the school's work. Governance is satisfactory and the school continues to provide satisfactory value for money. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What the school should do to improve further

- Raise standards in English and mathematics, especially for middle and high attainers by the end of Year 2 and Year 6.
- Improve teaching and learning so that it is consistently good, including the marking of children's work.
- Make lessons more interesting and relevant to the pupils.

Achievement and standards

Grade: 3

Pupils' overall achievement is satisfactory although standards are below average and could be higher in English and mathematics. From low levels at entry to the school children make good progress in the Foundation Stage, especially in their personal, social and emotional development, communication, language and literacy and physical development. This is because the staff promote children's progress well although standards are generally below those expected by the time they enter Year 1. Progress is satisfactory in Years 1 and 2 although standards are below average and few pupils exceed the nationally expected levels. New initiatives, following on from local authority advice, are beginning to improve pupils' reading, writing and mathematical skills.

The results of the Year 6 tests in 2006 fell sharply and were well below average. In particular, the middle and potentially higher attaining pupils did not achieve as well as they should have done, particularly the boys. However, pupils with learning difficulties and/or disabilities and those from minority ethnic groups achieved well. Pupils in Years 3 to 6 are currently making satisfactory progress and the Year 6 pupils are on track to achieve the school's challenging targets in this year's national tests.

Personal development and well-being

Grade: 2

Pupils' personal development is good, including their spiritual, moral, social and cultural development. The school places a strong emphasis on pupils' all round development so that they grow in confidence and acquire a clear sense of self worth. Pupils' behaviour is generally good although a minority need consistent support to behave well, particularly at lunchtime. Attitudes to work are good. Pupils readily put forward their ideas and show a natural curiosity for things that interest them although this is not always recognised by the staff. Pupils show a strong sense of community and those who have joined the school from another school locally have settled and mixed well here. There is an air of pride and pupils willingly contribute to the welfare of others through the school council and buddy system. Pupils enjoy school and feel safe, which is confirmed by parents. Levels of attendance compare well with national averages. How to keep fit and healthy is well understood and many pupils regularly take part in physical activities both in and outside the curriculum. Pupils from different ethnic backgrounds work productively together and gradually acquire the basic skills they need for future learning and life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good features. The integration of so many new pupils this year has been very well managed by the staff so that in lessons the pupils cooperate in pairs and groups successfully. In the Foundation Stage, children benefit from a well resourced environment and lively activities that lead to good progress in all areas of learning. Occasionally, afternoon activities are too unstructured and children's learning is unfocused. The staff in Years 1 and 2 have worked with local authority consultants to plan work that challenges pupils better, and newly appointed staff have brought new skills and enthusiasm that help to promote learning well. Teaching from Years 3 to 6 is satisfactory with some good features. Staff provide good role models that help pupils behave well and probing questioning challenges pupils to think. Pupils know what they are to learn in lessons. Despite these good features, some lessons lack interest and fail to motivate the pupils. Some pupils know how well they are doing through discussion and teachers' marking of their work, but this is inconsistent and some are not shown how to improve.

Curriculum and other activities

Grade: 3

The curriculum is generally satisfactory and meets requirements. Provision is good in the Foundation Stage. Due emphasis is placed on pupils' learning needs in literacy and numeracy and careful consideration is given to these areas. Drama lessons add colour to pupils' experiences in English. Regular opportunities for discussion extend pupils' vocabulary and increase their confidence with spoken English. Recent developments in mathematics, such as the adoption of common methods of teaching calculation skills, are improving learning. Pupils are provided with a good range of extra-curricular activities, some of which involve local professional sports clubs. These activities, along with well-planned provision for personal, social and health education enable pupils to make good progress in their personal development. There are also exciting developments linking the school with another school in India that are planned to widen the cultural and international aspects of pupils' learning. Despite these positive features, some of the planned learning experiences do not always engage the pupils sufficiently. This is because there is sometimes little relevance to the pupils' own experiences, exploitation of local history, or opportunities to become involved in practical learning activities.

Care, guidance and support

Grade: 3

Care is good and support and guidance are satisfactory. The school provides a caring environment which supports good behaviour. Pupils learn to show respect and concern for others. There are also good systems to keep pupils safe and healthy. Child Protection and safeguarding procedures meet requirements. Pupils are alerted to safety issues effectively in line with the school's drugs awareness and internet access policies. Pupils with learning difficulties and/or disabilities are well supported by staff through individual education plans which provide them with effective learning targets. Those learning English as an additional language, some at very early stages, are made to feel at home in the school and supported well to make good progress.

Leadership and management

Grade: 3

Leadership and management are satisfactory with good features. The headteacher provides the school with strong leadership. With effective support from the deputy headteacher she has successfully brought the school through a particularly challenging year. The integration of pupils and staff from a closing school has been managed with determination and skill so that all have settled well into their new environment. Improvements to the building have been effective, but outdoor play space is cramped, especially at lunchtime. The school's self-evaluation is satisfactory although at times it focuses more on provision than outcomes. The recently formed senior management team makes a satisfactory contribution so far but some of the newer members are training to acquire the full range of skills needed to make a fully effective contribution to school development. The strong emphasis senior staff place on meeting the needs of all pupils leads to an inclusive school with a positive ethos. This plays a major part in pupils' good personal development. Since the last inspection, improvement has been satisfactory despite the dip in standards in 2006. The headteacher and senior staff understand what needs to be done and have potentially effective strategies in place to bring them back to previous good levels. New developments are starting to have the desired effect and the school's capacity to improve is therefore good. Governors are supportive and have a clear understanding of how well the school is performing and why.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

8 May 2007

Dear Children,

Inspection of Chiltern Primary School, Hull, HU3 3PL

Thank you for your kind welcome to my colleagues and me when we visited your school. It was good to see you enjoying your improved school building, and how well you get on together most of the time. You will remember that we came to check how well your school helps you to learn and develop good personal skills. We feel that the integration of those of you who came from another local school has been handled well and that you, the staff and your parents deserve credit for managing the change successfully. You have shown us that your personal development is good through your good attitudes to school and each other and through your good behaviour (most of the time!). It is impressive how well you welcome children who are new to this country, making them feel safe and comfortable, and helping them to learn English.

We judge your school to offer you a satisfactory education with some good features. We know that standards fell last year but believe that you are working hard to do your best to learn what is expected of you, especially in Years 2 and 6. It was good to hear you discussing your work, and confidently explaining how you have solved problems. Your school is good at helping those who need extra support in their learning. You told us that you enjoy school but we agree with you that some lessons are not interesting enough. We also know that you understand how to live healthy lifestyles, but healthy eating only works if you actually eat the healthy food!

We have asked the staff to help all of you reach the highest levels in your learning that you can, especially in English and mathematics. We have also asked them to make lessons as good and interesting as they can so that you are fully 'switched on' to learning and can make good overall progress.

Thank you again for your welcome and best wishes for the future!

E Jackson, J Lock, and K Bardon

Additional Inspectors.