



Chilton Primary School

Inspection Report - Amended

Unique Reference Number 118530
Local Authority Kent
Inspection number 291159
Inspection dates 9–10 November 2006
Reporting inspector Susan Walsh

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

Type of school	Primary	School address	Chilton Lane
School category	Community		Ramsgate
Age range of pupils	4–11		CT11 0LQ
Gender of pupils	Mixed	Telephone number	01843 597695
Number on roll (school)	414	Fax number	01843 852872
Appropriate authority	The governing body	Chair	Judi Cro
		Headteacher	A Gouldson
Date of previous school inspection	1 January 2003		

Age group 4–11	Inspection dates 9–10 November 2006	Inspection number 291159
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Amended Report Addendum

Report amended due to factual inaccuracy

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Chilton Primary School serves a residential area on the outskirts of Ramsgate, although some pupils come from further afield. The school is much larger than average. The proportion of pupils eligible for free school meals is below the national average. Most pupils are White British. The proportion of pupils with learning difficulties and disabilities is similar to the national average. The head- teacher has been absent for some time and an acting headteacher has been recently appointed.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements in the school.

The school's view of itself is not realistic. Its self-evaluation is over-generous and does not provide an effective basis for planning improvement. This is because the evaluation has not been based on a rigorous programme of checking and evaluating standards, achievement and teaching. The very recently appointed acting headteacher is doing a valiant job of holding the fort and is just starting to implement urgently needed improvements to leadership and management procedures. However, at present, there is not enough strength or depth to bring about the necessary changes. Leadership and management are inadequate. While provision in Key Stage 1 has improved since the previous report, the quality in Key Stage 2 has declined. Pupils' attitudes and behaviour are not as positive as they were. Weaknesses in teaching and in leadership and management have still not been addressed effectively.

Parents are pleased with provision and achievement and standards in the Foundation Stage but numerous parents express justifiable concerns about the quality of education in other parts of the school. Some parents say that members of the senior management have done their best in the circumstances but feel, as one parent said, that 'the school has lost direction.' Parents say that their children usually enjoy school but sometimes that enjoyment is spoilt by the behaviour of a minority and fears about bullying. Pupils' personal development and well-being is satisfactory overall and most pupils behave appropriately. However there are a minority of boys with challenging behaviour who have a detrimental effect on the learning of others.

Children's start to school is promising. As one parent said, children in the Foundation Stage 'love coming to school'. They are involved in an interesting range of activities and as a result of good teaching they make good progress. When pupils start Year 1, their standards are above average. There has been a history of below average standards and slow progress in Key Stage 1 but in 2006 pupils made satisfactory progress and reached above average standards by the end of Year 2. Although standards in Key Stage 2 are broadly average, achievement is inadequate. Achievement in English is satisfactory and in 2006 pupils reached above average standards. Achievement in mathematics and science is inadequate. Standards are now dipping to just below national averages and pupils are capable of much more. Teaching and learning is inadequate and not of a quality to arrest underachievement in Key Stage 2. Work is not always matched to pupils' needs and teachers' expectations are often not high enough. Too many teachers lack expertise and enthusiasm for teaching mathematics, in particular. Lessons often move along too slowly and pupils lose interest and stop learning. This has a detrimental effect on pupils' behaviour. Teachers' approaches to behaviour management are inconsistent and there is a lack of a properly coordinated approach to learning. The curriculum is satisfactory; pupils enjoy the interesting range

of visits and visitors and joining in extra-curricular activities. Care, support and guidance are inadequate because systems for safeguarding pupils are not consistently implemented. Although pupils' achievement is monitored in English and mathematics, that information is not used effectively to ensure that all pupils make appropriate progress.

What the school should do to improve further

- Improve achievement in Key Stage 2, particularly in mathematics and science.
- Raise teachers' expectations and improve their subject expertise and skills in pacing lessons appropriately, and in matching the next steps of learning to pupils' needs.
- Improve leadership and management, including monitoring and evaluation at all levels, so there is a clear basis for planning improvements and reliable strategies for seeing them through.
- Ensure consistent practices across the school, particularly in the management of behaviour and implementation of safe procedures.

Achievement and standards

Grade: 4

Children join the Reception class with standards that are broadly average. They make good progress because of effective teaching and by the time pupils start Year 1 their standards are above average, particularly in areas related to literacy and personal development. Although pupils start Year 1 with above average standards, by the end of Year 6 standards are only average, indicating inadequate achievement. Many parents with children in Key Stage 2 report that their children are not making enough progress, especially in mathematics; some parents take independent action to try to improve the situation. Although achievement in English is satisfactory in Key Stage 2, progress is uneven, especially in writing, with pupils making better progress in some classes than others. Pupils' progress varies substantially between parallel classes but overall they make inadequate progress, especially in mathematics in Years 3, 4 and 5. The school did not meet its targets for mathematics.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory, including their spiritual, moral, social and cultural understanding. The vast majority of pupils behave well in lessons and around school; however, some pupils are very boisterous at play times. Children and parents feel that bullying is not always dealt with appropriately. In lessons where teaching is good, pupils work hard. In other lessons, they get bored, often because they take little active part in learning. This leads to restlessness and inattention that restricts pupils' progress. Pupils and some parents are concerned about the management of 'naughty' children and feel that well behaved children are not properly rewarded. Attendance is similar to the national average but has recently declined. In response to this, the school has improved procedures for encouraging and checking attendance.

Pupils understand what constitutes a healthy lifestyle and how to keep safe. Many contribute to the school and the wider communities through the school council, helping in the playground and being on the 'green team'. These activities enable pupils to understand responsibility and pupils are prepared for their next stages of their education satisfactorily in these aspects.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are good in the Foundation Stage and satisfactory in Key Stage 1 but too much teaching in Key Stage 2 is not of a high enough quality to promote satisfactory achievement. There are pockets of good teaching where a wide range of methods are used to make lessons interesting. For example, in a French lesson, pupils joined in with smiles on their faces, they sang loudly to a song about the French names of different colours. They were keen to do well and worked hard. This contrasted with unstimulating mathematics lessons which moved along at a slow pace causing pupils to grow restless and disengage. Procedures for assessing pupils' progress are not used effectively when planning further work and as a result pupils are sometimes not given work that matches their capabilities. Consequently, learning suffers. Teaching assistants make a sound contribution to pupils' learning, particularly when supporting pupils with learning difficulties. The quality of teachers' marking is inconsistent and does not routinely give pupils a firm understanding of how to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory in meeting the needs of pupils. Children in both Reception classes are provided with an interesting range of experiences in all areas of learning. The curriculum for older pupils is enriched through a range of popular extra-curricular activities. Sound planning and provision for personal, social and health education ensure that pupils are aware of the importance of fitness and well-being. There is a good choice of activities at lunch times and after school. The school provides motivating visits, for example, residential trips to France which broaden pupils' understanding of the wider world. Interesting visitors to the school extend pupils' learning as well as their personal and social skills.

Care, guidance and support

Grade: 4

There are weaknesses in systems to ensure that the school provides a safe environment for pupils. Personnel checks, for example, are incomplete and health and safety procedures require strengthening. Updated training in child protection has not yet occurred. Although the school carefully monitors behaviour, it is struggling to improve the standards of behaviour of the most challenging pupils. Pupils are concerned that

supervisors are often unable to resolve problems that occur at lunch time. One boy said, 'Whenever I tell, not much would happen.' Pupils' progress is monitored in English and mathematics but data are not used effectively by teachers to raise achievement. Day-to-day guidance about how to improve work is unclear, so pupils and many parents are unsure about what they need to do next. Some pupils are provided with additional support in English and mathematics but the impact of that support has not been measured. The progress of pupils with learning difficulties has not been effectively monitored, but there are early signs of improvements.

Leadership and management

Grade: 4

The school has not adequately identified or tackled important weaknesses in Key Stage 2. Self-evaluation is weak because the checking and evaluation of teaching and learning, and achievement and standards, has not been rigorous. Development planning has not been precise enough and there has not been the impetus to drive forward improvements. Although there is an awareness of inadequate achievement in mathematics and science, it has not been linked firmly enough to weaknesses in the quality of teaching and leadership and management. Subject leadership has insufficient impact on achievement in mathematics and science. Leadership and management of the Foundation Stage are good and support good achievement. Although governors have been supportive, they have not provided the school with sufficient challenge. The struggle to reduce a deficit budget has adversely affected the level of support for vulnerable pupils and staff morale.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
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?	4
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?	4

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school. We enjoyed talking to the school council and took careful note of what you had to say.

It's good to see that most of you are well behaved. Unfortunately a small number of boys let the side down by being silly and this can affect your learning in lessons. We were glad to hear that you enjoy going on visits, for example, to Dover Castle, and joining in after school clubs. It was clear that those of you in the Reception classes enjoy your lessons and are learning lots of new things. We know you work hard in classes where teachers plan lessons that make you think.

Some of your parents told us that they think that your school could be much better and we agree. There is a lot to do to make your school as good as it should be. We have asked your teachers to make sure that older children do much better in mathematics and science lessons. We have also asked your teachers to improve teaching by making lessons more interesting and to make sure that the work is hard enough. We have asked those people who lead and manage your school to get together to give you the good education you deserve and to make sure you feel safe and secure.

We hope that you will do all you can to help your teachers when they are working hard to improve your school. We wish you all the best for the future.