

# Chiltern Primary School

## Inspection report

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<b>Unique Reference Number</b>	117721
<b>Local Authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	339063
<b>Inspection dates</b>	7–8 October 2009
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	338
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Karen Rousedean
<b>Headteacher</b>	Mrs L Clarke
<b>Date of previous school inspection</b>	3 May 2007
<b>School address</b>	Chiltern Street Hull HU3 3PL
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited every class, with 13 lessons being observed in total, and held meetings with governors, staff, groups of pupils, parents and carers, and the School Improvement Partner. They observed the school's work, and looked at a wide range of documentation, including development planning, self-evaluation records, policies, performance data, surveys completed by pupils and teachers, and 78 questionnaires returned by parents and carers.

- whether the improvements in Year 6 attainment over the last three years are reflected across all year groups and areas of the school
- whether safeguarding arrangements meet requirements
- the quality of teaching across all classes and whether it meets the needs of all pupils
- the effectiveness of the Early Years Foundation Stage
- how effectively leaders and managers at all levels, including governors, drive ambition and improvement in the school.

## Information about the school

This is a larger than average primary school in an area of severe social disadvantage. The proportion of pupils who speak English as an additional language is above average and the school supports over 20 discrete language groups. The number of pupils eligible for free school meals is well above average. The proportion with special educational needs and/or disabilities is broadly average but the number with a statement of special educational needs is slightly higher than average. A very high number of pupils leave or join the school at various stages of the year and in some cases this can be well over half of any year group. The provision for the Early Years Foundation Stage is within separate half-day Nursery classes and two Reception classes. The school underwent significant upheaval three years ago, admitting 146 new pupils from a closing local school, followed by major building work and staffing changes. The current headteacher has been in post since the amalgamation. The school holds the Healthy Schools Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Chiltern Primary is a satisfactory school. It is improving and has some good features. One parent, reflecting a typical view, commented about her child that in the last six months she had seen 'a massive improvement in her work, she is writing and reading better and she always comes home happy.'

Recent challenges facing the school have been overcome and the school is moving forward under the leadership of its headteacher, staff and governors. Attainment is still low but improving and progress is at least satisfactory and good for some groups in the school, notably those with special educational needs and/or disabilities and those who speak English as an additional language. Children gain a good start to their learning in the Early Years Foundation Stage as a result of the good teaching, curriculum, and leadership and management there. Progress for many throughout the main school has been hampered by their arrival part-way through a year. Some pupils still lack the confidence and skills to work independently and are further hampered by some teaching that does not accurately match activities to their needs. However, the dedicated improvement drive started two years ago under the local authority Intensive Support Programme has begun to be successful and, as a result, the school has been removed from the programme. Better use of targets for all pupils, more frequent and accurate tracking of progress and higher expectations and accountability of staff have resulted in improved learning and progress across the school. The school knows its strengths and weaknesses well and through good self-evaluation has devised appropriate development plans for the future. Its capacity for sustained improvement is satisfactory, with the reshaped subject leadership showing the ability to help drive the school further forward. Leadership and management are satisfactory, including governance, with good partnership working to promote pupils' learning and well-being.

Pupils clearly enjoy their time in school and say they feel safe and valued. There is a strong focus on healthy eating and living, supported by the work of the school council, although opportunities for taking on other forms of responsibility are underdeveloped in the school. Community cohesion is satisfactory. It is being developed at local level, although pupils' understanding of and contacts with the wider world are less secure. Pupils benefit from the good levels of care, guidance and support provided by the school. Safeguarding requirements are well met and the school provides a warm, welcoming environment that makes a considerable difference to the life chances of many of its pupils.

**What does the school need to do to improve further?**

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- Further raise attainment by improving the quality of pupils' learning and progress, especially in relation to:
  - - getting a better match of activities in lessons to meet the needs of all pupils
  - - helping build pupils' confidence in their learning so that they can work more independently and improve their own work.
- Support pupils' personal development by extending the opportunities to take responsibility in the school.
- Broaden pupils' understanding of the richness of the wider world and their contact with it.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Test and teacher assessment data for the last three years show that pupils reached low levels across their subjects by the time they left school but that there has been a steady improvement in these outcomes each year. Within this, pupils with special educational needs and/or disabilities have made good progress, as have those who speak English as an additional language.

In the majority of lessons observed, current pupils show that they are making at least satisfactory and in the better lessons good progress, given their starting points. School data shows the very large majority making at least the expected levels of progress from their starting points. Standards in English and especially mathematics have risen from exceptionally low to below average, and the attainment of pupils at the higher levels has improved. Current pupils are on track to meet and in some cases to exceed the challenging targets the school has set itself. Given their very low starting points on entry to the school, this constitutes satisfactory progress overall.

The many pupils entering part-way through any year, often with limited language ability, are accurately assessed and their starting points determined. They are integrated into classes very well, enjoying the good relationships there and calm atmosphere, helped by the extensive support from a large number of teaching assistants and helpers in the lessons.

Pupils across the school clearly enjoy the majority of their learning and incidents of poor behaviour are rare and effectively dealt with. The school is a harmonious and calm community that pupils benefit from enormously. Behaviour is often passive, however, and few pupils are confident enough to work independently or to transfer what they have learnt in some lessons to new learning situations. As a result, the promotion of pupils' future economic well-being is satisfactory rather than good. Attendance is satisfactory, despite energetic efforts by the school and outside agencies to improve the small number of persistent absences. The school council has been involved in shaping the school's menus and pupils know what it means to lead a healthy lifestyle, reflecting the Healthy Schools Award. Pupils' spiritual, moral, social and cultural development is

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satisfactory. Opportunities for reflection and social development take place in the effective circle time groups where pupils discuss their problems, hopes and fears. Pupils' cultural development and awareness of the diversity of the modern world are, however, underdeveloped.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Teaching is satisfactory across the school with some that is good. In the better lessons good planning ensures that varied activities are provided that meet the needs of pupils and good pace and challenge from the teacher stimulates their interest. In such lessons, assessments of pupils' progress are well used to shape the learning in the classroom and help the many teaching assistants and helpers to focus their support. Pupils are given challenging individual as well as class targets and marking is helpful in showing them what level they are at and what they need to do to progress further. The majority of lessons lack the pace and challenge of others, however, and activities are not as well matched to the often complex needs of pupils. There is often too much direction by the teacher and pupils are not encouraged to work independently. In these lessons,

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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assessment is not as well used to plan what goes on in the classroom and progress slows as a result.

The curriculum is satisfactory. It has a strong focus on literacy and numeracy, and the recently introduced social and emotional aspects of learning programme is beginning to have an impact. The curriculum is under review and in some classes is well tailored to pupils' interests and levels of understanding. The Year 6 'Friend or foe' topic, for instance, gives relevance to pupils' learning and helps increase engagement in lessons. There are inconsistencies in planning across the school, however, leading to some areas lacking breadth of coverage. Information and communication technology is used satisfactorily. There is a wide range of enrichment activities which pupils enjoy, including sporting, gardening and art activities. A number of visits and visitors contribute well to pupils' experiences, using the local area to good effect. The annual enrichment focus on international cultures is enjoyed by pupils but their understanding of the wider world is otherwise limited.

The levels of care, guidance and support provided by the school are good. The school helps bring about significant improvements in attitudes, behaviour and relationships of many of its pupils. Transition arrangements for pupils joining and leaving the school are good and the school works well with a wide range of agencies to support vulnerable pupils in their learning. The success of this provision is seen in the progress that these groups make by the time they leave the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has a clear vision for the school and, through a programme of challenge and purpose, has begun to drive improvement forward over the last three years. Significant organisational challenges have been overcome and staffing consolidated. The headteacher communicates this ambition well to staff, parents and carers, and pupils and this energy is beginning to be embedded at other levels in the school. Leadership and management of subject teaching and learning are satisfactory but improving rapidly with many leaders and managers newly in post. This is helped by the improving self-evaluation structures that are building on the good practice from last year's Intensive Support Programme. Safeguarding procedures are good, reflecting the high levels of care in the school. Any small incidents of discrimination are tackled quickly and effectively. The promotion of equal opportunities is satisfactory, reflecting the

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variable teaching provision. Partnership working to promote pupils' learning and well-being is strong. Community cohesion is satisfactory. The school is becoming increasingly effective in engaging with the local community, providing parenting classes and linking with local schools. Wider involvement is growing, with a partnership now established with Sierra Leone, but pupils' understanding of the diversity of the modern world and their contacts with it are underdeveloped. Governors know the strengths and areas for development in the school and satisfactorily support and challenge it.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Comprehensive induction arrangements, including home visits, ensure that children and their parents and carers receive a warm welcome in the school. Children settle happily in the safe and secure environment of the Nursery. This is also true for those who enter at times other than normal. The majority enter the school with knowledge, understanding and skills exceptionally below those typical for their age, especially in personal development and language acquisition. Throughout their time in the Early Years Foundation Stage children make good progress in their learning, helped by the good levels of care and support they receive. By the time they enter Year 1, the majority have reached levels of learning which, although well below those typical for their age, reflect the good progress made. This is because of the good teaching they receive in an environment which caters well for their needs. Support for those who speak English as an additional language is extensive. Teachers communicate regularly with parents and carers and are well aware of children's interests. They plan a good range of activities



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that children enjoy, with a good balance between activities they direct and activities children choose for themselves. From an early start where many display immature behaviour, children leave being able to play and work together well. Leadership and management in the Early Years Foundation Stage are good. Teachers regularly assess day-to-day learning and use this information well to plan the next steps in learning. The outdoor area is well resourced and used and the school has plans to develop it further. Staff training is up to date and all safeguarding requirements are met.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers who returned questionnaires are very happy with most aspects of the school. They consider that the school provides a safe and caring environment for their children and that it is well led and managed. Inspectors fully support this view. Some parents and carers indicated that the school does not keep them well informed about the progress their children are making, although school systems in this respect were found to be satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chiltern Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 338 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	57	60	39	6	4	0	0
The school keeps my child safe	74	48	74	48	4	3	2	1
The school informs me about my child's progress	60	39	72	46	22	14	0	0
My child is making enough progress at this school	68	44	82	53	4	3	0	0
The teaching is good at this school	74	47	80	51	2	1	0	0
The school helps me to support my child's learning	56	36	88	56	12	8	0	0
The school helps my child to have a healthy lifestyle	60	39	90	58	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	32	96	64	2	1	0	0
The school meets my child's particular needs	58	37	92	59	6	4	0	0
The school deals effectively with unacceptable behaviour	60	39	78	50	10	6	6	4
The school takes account of my suggestions and concerns	50	32	90	58	6	4	6	4
The school is led and managed effectively	46	30	96	62	8	5	2	1
Overall, I am happy with my child's experience at this school	74	48	76	49	4	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



Inspection of Chiltern Primary School, Hull, HU3 3PL

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it.

Chiltern Primary is a satisfactory school with some good features. You get a good start to your learning in the Early Years Foundation Stage and make good progress there as a result of the good teaching and care you receive. For many of you this progress slows when you move into the main school, owing partly to the variable quality of lessons. The range of subjects that you take is satisfactory. There is a good focus upon the important areas of English and mathematics. Those of you who speak English as an additional language and those of you who find learning difficult make good progress because of the high levels of support and care you receive. Many of you join the school part-way through a year and the school assesses your needs well and helps you to fit in quickly and happily. The school works well with partners and outside agencies to help you learn and develop and most of you say you enjoy school and feel safe and well cared for. You know what it means to lead a healthy lifestyle and take part enthusiastically in the sporting opportunities provided by the school.

The school is led and managed satisfactorily. I have asked the school to consider the following things that will help make it a better place to learn.

- Make all of your lessons as good as the best by developing a range of activities that better match your needs.
- Help you to have more confidence about your learning and work more independently of adult support.
- Give you the opportunity to take on more responsibility for the running of the school.
- Broaden your understanding of the wider world.

You can help by telling your teachers how best you learn and if you have any problems. I wish you the best for the future.

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