

Chilton Primary School

Inspection report

Unique Reference Number	118530
Local Authority	Kent
Inspection number	339235
Inspection dates	13–14 January 2010
Reporting inspector	Alison Cartlidge

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	The governing body
Chair	Judi Cro
Headteacher	Christopher Dale
Date of previous school inspection	7 November 2007
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Introduction

This inspection was carried out by four additional inspectors. The large majority of time during the inspection was spent looking at learning. The inspectors saw 14 teachers at work in 18 lessons. They held meetings with governors, staff and pupils. They observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding and other documents. Questionnaires from 111 parents and carers, 26 members of staff and 100 pupils were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of more able pupils and those with special educational needs, especially in mathematics
- the involvement of pupils in assessing their learning
- the impact of care, guidance and support on pupils' enjoyment and behaviour
- how well leaders are improving teaching, learning and progress.

Information about the school

Pupils come to this large primary school from Ramsgate. The proportion entitled to free school meals is broadly average. The school has an above-average proportion of pupils with special educational needs and/or disabilities. Most but not all of these pupils have either moderate or specific learning difficulties or behavioural, emotional and social difficulties. Several new senior leaders have joined the school in the last two years, including the headteacher, who started in September 2008.

The school has received several awards including the Kent Safe School award and the Healthy School 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

2

Main findings

Pupils enjoy coming to this caring school. They were right when they told us, 'It is a polite school with joyful children,' and, 'All my teachers care about me.'

Children make a good start to their education in the Early Years Foundation Stage, where differing needs are met well through the stimulating and varied curriculum. Satisfactory teaching between Years 1 and 6 enables pupils, including those who have special educational needs and/or disabilities, to build steadily on what they already know in most lessons. Teachers plan interesting activities and lessons are purposeful, although teachers do not always use assessment information to adjust tasks for pupils of differing ability so that all groups of pupils learn swiftly. Teachers mark pupils' work frequently, but do not consistently make it clear what pupils need to do next to improve their work. Individual education plans for pupils with special educational needs are being reviewed because they are not always sufficiently specific to help teachers and assistants to provide tasks that move learning forward quickly.

Attainment is average by the end of Year 6, with attainment in English being slightly higher than in mathematics. In mathematics, senior leaders are aware that pupils lack confidence in applying skills to practical situations when problem solving. The school has clear plans to boost this area of the curriculum.

Pupils behave well and say that they feel safe at school because of the good care, guidance and support members of staff provide. As one pupil put it, 'They very rarely need to go to the final step of exclusion.'

Good procedures for self-evaluation and monitoring teaching and learning enable the effective leaders to know what needs to be done next to drive the school forward. Strategies to increase pupils' progress have a good impact and behaviour is better than at the time of the last inspection, demonstrating a good capacity to improve. Leaders are aware that provision across the school is not consistent enough to ensure that all pupils make good progress.

What does the school need to do to improve further?

- Ensure that all teachers use information about how well pupils are learning to:
 - provide consistent challenge for pupils of all abilities
 - help pupils to understand what they need to do next to improve.
- Raise attainment in mathematics by increasing pupils' confidence and ability in applying mathematical skills to practical situations.
- Provide precise and relevant targets for pupils with special educational needs, and

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devise specific plans to move their learning forward swiftly.

Outcomes for individuals and groups of pupils

3

Pupils are motivated to try hard in most lessons because teachers provide a wide range of interesting activities. For example, in an English lesson pupils enjoyed role play to help them appreciate the feelings of soldiers. Activities are not consistently matched well enough to pupils' differing needs and when this happens some pupils do not learn quickly enough. In a whole-class mathematics activity, when ordering two-digit numbers on whiteboards, the less able pupils struggled to read the numbers and more able pupils found the task too easy.

Good relationships between staff and pupils have resulted in an improvement in pupils' behaviour and readiness to learn. Pupils are good at cooperating when working in small groups or pairs. For example, in a science lesson in Year 5, pupils helped each other when testing the hypothesis that light travels in a straight line.

Attainment is average by the end of Year 6. Girls and boys, including those who have special educational needs and/or disabilities, make satisfactory progress during their time at the school. The school has recently improved systems for tracking pupils' progress and consequently can demonstrate that the rate of progress is improving. Underachievement has been tackled successfully, although progress remains uneven between lessons and subjects. Pupils develop sound literacy and numeracy skills and are prepared satisfactorily for the next stage of their education and later life. Attendance is average because a few families choose to give their children occasional days off school without good reasons.

Pupils' spiritual, moral, social and cultural awareness is good because they make thoughtful responses in lessons and reflect on the views of others. They appreciate and follow the school behaviour code and are skilled at solving moral dilemmas. Pupils enjoy taking part in the increasing range of cultural experiences and respect and value those with differing beliefs and backgrounds. Their awareness of cultures other than their own is growing and the school has suitable plans to extend their knowledge about cultural diversity in Britain. Pupils contribute to the community well by raising funds for charity. The school council is proud that it helped improve the playground. Pupils deserve the safe school and healthy school awards. They enjoy the vegetable and salad bars at lunchtime. They keep physically and emotionally strong by taking part in sport and following guidance given on how to manage their emotions constructively.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers share their good subject knowledge with the pupils and make clear what is to be studied in each lesson. They work together closely to plan work for each year group. Assessment procedures have been strengthened and are starting to be used more effectively. For example, in some of the better lessons, teachers use questioning well to check what pupils have learnt. However, they do not always use their knowledge of pupils' prior learning to adapt the curriculum closely enough to meet differing needs. When pupils find the work too easy, or they are stuck, they lose interest and make less progress than they should.

Information and communication technology is used well as a teaching tool and aid to learning. For example, in Year 4, the computer was used to support a lesson on lighthouses to record ideas, share video clips and time tasks. Marking is frequent and supportive but does not always provide enough guidance on how pupils can improve their work. There are occasions when teaching assistants are not used fully or given clear enough expectations about what to expect from the pupils.

A wide range of additional activities contribute well to the pupils' enjoyment of school. Cross-curricular links are developing well and leaders ensure that skills are taught in a logical sequence in each subject. Provision for pupils with special educational needs and/or disabilities has recently been reviewed so that pupils who are not making enough progress can be given additional help. Members of staff care deeply about the pupils. Strong pastoral care and support ensure that lessons are calm. Good transition arrangements help pupils to become confident about moving class or school.

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These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders are working together well to improve the school and self-evaluation is good. There is a shared and realistic understanding of priorities for development and leaders use information collected from monitoring provision and pupils' progress to drive the school forward swiftly. Sensibly, leaders have chosen to concentrate on the most important areas for development first, so that there is a concerted effort to make positive change. Improving rates of progress within the school and higher outcomes in pupils' personal development demonstrate their good capacity to go on improving. The school has a sound commitment to equal opportunities and is tracking the progress of individuals and groups more closely so that dips in progress can be rectified more swiftly than in the past.

Governance is satisfactory. Governors are supportive and understand the school's strengths and areas for development. They are developing their role in helping to plan the school's next steps.

Leaders have good relationships with parents, carers and external agencies, enabling them to support pupils who are finding life difficult and to ensure that there are no forms of discrimination. At the time of the inspection, the school's safeguarding arrangements were found to be good. The school promotes community cohesion satisfactorily and has introduced themed days to extend pupils' knowledge of cultural diversity. It is too soon to show sustained impact of these activities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The majority of children join the school working below the levels expected for their age group. They make good progress and attainment is average by the time children enter Year 1. Children are particularly good at taking the initiative in their learning and work together sensibly and happily. For example, in one class children delighted in booking flights in the role-play airport. Members of staff work closely with the children to plan a good balance of topics and activities that match the children's needs and interests well. Very occasionally, when tasks are not sufficiently motivating, children are less engaged in the task and do not learn as quickly as they could. Members of staff are successful in enabling children to become confident and well behaved. Rigorous assessments are carried out and strong links are forged with the home through the 'I can' sheets and 'My unique story' books.

Leaders use information on the children's progress to identify gaps in learning and to improve the curriculum. For example, they have recently been extending writing opportunities when children work outside by adding clipboards and forms to the popular role-play garage. Leaders monitor the progress of individuals well but are aware that this information is not analysed fully to show comparative progress of groups of children in all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Most parents and carers are pleased with the changes in the school in recent years and are especially pleased with the way their children enjoy school and are kept safe. A small minority of parents who replied to the Ofsted questionnaire expressed concerns over the progress their children make, and the inspection team and senior leaders agree

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that progress is not consistently good, but is improving. A few parents are unhappy with the way bullying is dealt with and with homework. The inspection team found that the school deals with incidents of bullying well. The school is in the process of reviewing its homework policy.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chilton 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 111 completed questionnaires by the end of the on-site inspection. In total, there are 407 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	40	61	55	3	3	1	1
The school keeps my child safe	53	48	55	50	2	2	0	0
The school informs me about my child's progress	36	32	61	55	11	10	3	3
My child is making enough progress at this school	33	30	55	50	19	17	4	4
The teaching is good at this school	40	36	55	50	10	9	1	1
The school helps me to support my child's learning	38	34	53	48	17	15	2	2
The school helps my child to have a healthy lifestyle	39	35	66	59	5	5	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)	33	30	56	50	12	11	1	1
The school meets my child's particular needs	31	28	60	54	16	14	2	2
The school deals effectively with unacceptable behaviour	22	20	70	63	12	11	3	3
The school takes account of my suggestions and concerns	26	23	64	58	15	14	0	0
The school is led and managed effectively	44	40	61	55	4	4	1	1
Overall, I am happy with my child's experience at this school	42	38	58	52	8	7	2	2

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



15 January 2010

Dear Children

Inspection of Chilton Primary School, Ramsgate CT11 0LQ

Thank you for being so helpful during our visit. We are pleased that you enjoy coming to school. We found that your school provides you with a satisfactory education.

These are the best things about your school.

- You learn quickly in the Reception year.
- You enjoy school and are good at keeping safe and healthy.
- It is good that you behave well and are polite and helpful.
- We agree with you that your teachers are kind and caring and plan interesting activities.
- Your headteacher and other leaders are doing a good job and know what needs to be done to make the school better.

These are the things we have asked your school to do next.

- Make sure that teachers give you work that is neither too hard nor too easy and show you how you can improve your work.
- Help you to be more confident about using what you have learnt in mathematics to help solve problems.
- Provide clear targets and plans for those of you who need extra help so that you can learn more quickly.

Thank you once again for talking with us about your school and showing us your work. You could help your teachers by making sure you always take notice of advice on how you can do better work.

Yours sincerely

Alison Cartlidge

Lead inspector

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