

Chilton Community Primary School

Inspection report

Unique Reference Number	124622
Local Authority	Suffolk
Inspection number	340614
Inspection dates	18–19 November 2009
Reporting inspector	Selwyn Ward

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

Type of school	First
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Antony Baxter
Headteacher	Elizabeth Bennett
Date of previous school inspection	9 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Two were at the school for two days and one was there for half a day. Inspectors visited 12 lessons, and held meetings with governors, staff, groups of pupils and some parents. They looked at samples of pupils' work, analysis of the tracking of pupils' progress, school policies and procedures, the school improvement plan, the school profile and the questionnaires received from pupils, staff and 48 parents and carers.

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

- how boys and girls of all abilities are helped to make progress in literacy and writing throughout the school and in mathematics in Key Stage 2
- how school leaders and governors are driving improvements in the school.

Information about the school

In this average sized school, almost all of the pupils are of White British heritage. Only a very small number are learning English as an additional language. An above average proportion has special educational needs and/or disabilities. Of these, the largest group need extra help with speech, language and communication. Apart from those in the Nursery, pupils are taught, throughout the school, in mixed-age classes. Chilton has Healthy Schools and Activemark awards.

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

Parents at this school especially praise its 'welcoming feel'. As one parent explained, 'The headteacher and teaching team work very hard to make the school an inviting and encouraging place for children to be.' Pupils' attainment is average and they are helped to make satisfactory progress from the time they join the Nursery to the end of Year 4, when they move on to middle school. For those pupils who need extra help with their learning, progress is good because of the good arrangements for all pupils' welfare and because these pupils benefit from extra support in lessons from teachers and teaching assistants. The support for pupils is supplemented well through the school's strong partnerships with outside agencies.

Throughout the school pupils do less well in writing than they do in reading. They also make slower progress in mathematics in Key Stage 2 than in the younger classes. In part, this is because teachers are too dependent on worksheets and templates which guide pupils' writing and recording. These limit opportunities for pupils to practise and develop their writing and problem-solving skills. Pupils make the most rapid progress when teachers match work to their different abilities. This was seen in several lessons during the inspection, but pupils' work shows that this is not always the case. Where pupils are all given similar work to do, it is the more able whose progress slows because they are not stretched enough. Although teachers mostly manage their classes well and the very large majority of pupils behave well, a few, mainly boys, can sometimes be disruptive. Activities do not always motivate the boys as well as the girls, and some boys, in particular, have difficulty maintaining their attention and concentration. Nevertheless, boys and girls enjoy their time at school and they are keen to join in and to take on responsibilities. They have a good understanding of the need for a healthy diet and regular exercise and most take part in the good range of clubs and other activities on offer.

The school has plans to involve pupils more in assessing their learning and progress. There are many examples at Chilton of very effective marking that sets out for pupils the next steps in their learning, but these are not consistent across the school. Pupils do not have individual targets to guide their writing or what they need to focus on in numeracy or other subjects. Sometimes, pupils' written work is let down by untidy presentation or a lack of care over spelling and punctuation, and these are not routinely picked up in marking.

The headteacher, school leaders and governors have an accurate picture of the school's strengths and of those areas where it can be improved. They acknowledge that there has been an over-reliance on informal systems for recording, for example, of how

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leaders follow-up with staff their perceptive observations of lessons. Nevertheless, the steady rise in standards in Key Stage 1 since the last inspection, and the staff's shared commitment to, in the words of the school motto, 'Finding the best in everyone', show Chilton's satisfactory capacity for continued improvement.

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.

What does the school need to do to improve further?

- Raise standards in writing throughout the school and in mathematics in Key Stage 2 by the end of the summer term 2010 by:
 - reducing the dependence on worksheets and templates for recording answers
 - ensuring that more able pupils are consistently set work that challenges and extends them
 - giving pupils more opportunities to develop and apply their literacy and numeracy skills through writing and problem-solving across all subjects
 - developing activities and strategies for better motivating boys and encouraging them further to behave well, listen and work with concentration.
- By the end of the spring term 2010, enable pupils to take more responsibility for their learning by:
 - ensuring that all marking gives pupils clear guidance on what they need to do to improve their work
 - giving pupils clearly focused individual targets in English and mathematics for them to refer to when they are working
 - routinely expecting pupils to check, and correct when wrong, their spellings and punctuation
 - involving pupils more in evaluating their own and each other's work
 - encouraging pupils to take greater care in the presentation of their work.

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

There has been a steadily upward trend in results in the Year 2 assessments, although progress in Years 3 and 4 has been more variable. Pupils made at least satisfactory progress in all lessons seen during the inspection, and there was a similar picture of sound progress evident from pupils' work over the course of the term. Within that, however, there is some variation in achievement. Many of the pupils with special educational needs and/or disabilities make especially good progress. Those new to English make good progress with the language. Progress is slower for some more able pupils when they are given work that is not matched to their ability. In 2009, boys did less well than girls in Key Stage 1, and a similar gender gap is still evident in lessons. This is because the boys are not all as well motivated as the girls; they do not listen as

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well as the girls and their attention is prone to wander. The behaviour of a small number of boys also slows their learning. It detracts from the otherwise good behaviour seen in lessons and around the school. Pupils of all abilities are keen to take on responsibilities and to take part in the many musical and other activities within the local community. They are proud of their school, but not all take as much pride as they should in the presentation of their work.

These are the grades for pupils' outcomes

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	2
The extent to which pupils feel safe	3
Pupils' behaviour	3
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	3

How effective is the provision?

The good relationships between staff and pupils encourage the children to grow in confidence. Inspectors saw examples of work in lessons being carefully matched to the wide range of capabilities of pupils in each class, but that is not always the case. Where all the pupils are given similar work to do, or where similar worksheets or templates are used for recording answers, there is insufficient challenge for the more able pupils. The heavy diet of worksheets also limits opportunities for pupils to apply and extend their writing and other skills. It is also a key weakness in what would otherwise be a stimulating curriculum, enriched through themed days and a good range of

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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well-attended extra-curricular activities.

There are examples of marking, including in mathematics, that set out for pupils the next steps in their learning. However, much marking simply tells pupils that they have met their learning objective rather than setting out what they need to do to improve. Teachers use marking to encourage the pupils, but sometimes praise is too easily given for work which shows little effort. Teachers do not always correct even key spellings and pupils do not have targets to which they can refer to help them to improve their writing and other work. The school has been trialling ideas for involving pupils more in evaluating each other's work. Where these arrangements are in place, the pupils are beginning to think more critically about their work.

Well-developed arrangements to support vulnerable pupils and those who need extra help with their learning have resulted in improved outcomes for these pupils. It is an aspect of the school's provision that is especially praised by parents. Rigorous procedures to chase up absences and to discourage holidays in term time have brought attendance figures up so that these are now in line with those of schools nationally. Although pupils are sometimes upset by the misbehaviour of a few, they express confidence that issues are handled well by the school.

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?

The headteacher, school leaders and governors have an accurate picture of the school. They know what it does well and have correctly identified the areas for improvement. The school has been very dependent, however, on informal systems. These have limited the effectiveness of the way leaders and governors follow-up on any shortcomings they identify. Governors are frequently in school and make a note for the full governing body of what they see, but these notes tend to be more descriptive than evaluative.

The school makes a strong contribution to the local community, with pupils regularly involved in visits to a local care home for the elderly and taking part in events such as the town carnival. Pupils play an active role in charity fundraising, and it is the pupils themselves who, through their school council, choose the charities to support. The school is in the process of introducing links with schools abroad, and inspectors saw how excited pupils were at the prospect of exchanging messages with their counterparts in a school in France. Other than through religious education, pupils have few opportunities to learn, however, about the many different cultures that make up modern Britain. The

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school has done much to boost the learning of pupils with special educational needs and/or disabilities, but the behaviour and attitudes of some boys has opened up a gender gap that is having an adverse impact on their achievement. It is this that detracts from the otherwise good promotion of equality, which has had such a positive impact on the provision for and progress of pupils with special educational needs and/or disabilities.

Arrangements for ensuring pupils' safeguarding meet legal requirements. Key policies are based on local authority guidance, to the extent that they are not all as school-specific as they could be, and they are not updated with the frequency that governors have planned for.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Children start the Nursery with skills which are below the expected level. This is particularly apparent in their communication, language and literacy skills and social development. Children settle quickly into the Early Years Foundation Stage, but there are some whose behaviour, at times, slows learning. Children work well together in groups and share resources cooperatively. They work independently on different tasks, but often get on better with staff than with each other. Children make satisfactory progress, but their attainment at the end of the Reception Year remains below average overall, although they do especially well in physical and creative development.

Throughout the Early Years Foundation Stage, staff work closely with parents. The staff know the children and their family backgrounds well and pay good attention to

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individual needs, safety and care. This ensures that they are helped to quickly settle when they start school. Intervention strategies are well organised to support those with special educational needs and/or disabilities. The school has drawn well on support from the local authority in helping to raise standards in reading and writing, particularly for boys. Recent changes, including a renewed focus on learning sounds and letters, have already resulted in notably improved standards in reading, but they are too recent to have shown a significant impact on writing.

Good use is made by teachers of the attractive learning environment, both inside and outside, to help pupils to learn through play. Teachers keep a careful track of each child's progress, although different systems for this have been used in Nursery and Reception. Leaders have recognised this and are in the process of revising the Nursery and Reception tracking to develop a unified system to ensure better sharing of information.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents express positive views about almost all aspects of school. Several parents raised concerns about the behaviour of some of the children. Inspectors found that behaviour in lessons is at least satisfactory. Although the behaviour and inattention of a small number of boys does sometimes slow learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chilton Community 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	69	15	31	0	0	0	0
The school keeps my child safe	33	69	13	27	1	2	0	0
The school informs me about my child's progress	22	46	25	52	1	2	0	0
My child is making enough progress at this school	20	42	27	56	1	2	0	0
The teaching is good at this school	28	58	20	42	0	0	0	0
The school helps me to support my child's learning	22	46	25	52	1	2	0	0
The school helps my child to have a healthy lifestyle	24	50	23	48	1	2	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)	18	38	23	48	2	4	0	0
The school meets my child's particular needs	26	54	21	44	1	2	0	0
The school deals effectively with unacceptable behaviour	19	40	22	46	7	15	0	0
The school takes account of my suggestions and concerns	20	42	25	52	3	6	0	0
The school is led and managed effectively	29	60	17	35	2	4	0	0
Overall, I am happy with my child's experience at this school	34	71	13	27	1	2	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"> ■ 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.



20 November 2009

Dear Pupils

Inspection of Chilton Community Primary School, Stowmarket IP14 1NN

Thank you for making us welcome when we came to visit your school. Your school is providing you with a satisfactory education. Chilton is a school where staff take good care of you and where you are helped to reach the standards expected for your age groups. Those of you who need extra help with your learning do especially well because of the good support that staff give you. For some of you though, the work is sometimes too easy, especially when you are all given similar worksheets or templates to complete. This is something we have asked the school to change, because we would like to see you all making faster progress in writing and, in Years 3 and 4, in mathematical problem-solving.

Although most of you behave well in lessons and around the school, we were disappointed that some of the boys can be silly at times and that they do not always listen as well as they should. That is affecting how well some of you learn - so come on boys! Some of you need to be rather more sensible, otherwise the girls will leave you behind!

We have asked teachers to give you targets to help you improve your work and to make sure that all of their marking shows you how to make it better. Some of you can help improve your work too by taking greater care to keep it neat and being sure to check your spellings and punctuation. We could see that teachers sometimes ask you to check your own and each other's work. We have asked them to give you more opportunities for this as it will help you think more about how you can improve your writing and other work.

Thank you again for looking after us and our best wishes for the future.

Yours sincerely

Selwyn Ward

Lead inspector

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