

Chilton Community Primary School

Violet Hill Road, Stowmarket, Suffolk IP14 1NN

Inspection dates

12–13 December 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher has high expectations and a clear understanding of what constitutes effective teaching and learning. He leads the school with quiet determination and since his appointment has been instrumental in bringing about rapid school improvement.
- The headteacher is ably supported by his deputy headteacher and middle leaders. Leaders make a significant contribution to the good and improving picture of teaching and pupil outcomes.
- Governors are proud of the school and committed to working with leaders to ensure continual improvement. They provide a good level of challenge and support.
- The support provided by the local authority has proved beneficial. Through this support, the school has forged constructive links with other schools, which has helped to increase expectations and raise standards.
- The broad curriculum is effective. Pupils enjoy the subjects they are taught and are motivated to learn well. Pupils understand and respect that different people live different lives. They are well prepared for life in modern Britain.
- The quality of teaching, particularly in phonics, is effective. A high proportion of pupils are currently producing work of a high standard in reading, writing and mathematics.
- Children in the early years get off to a good start. Outcomes for current children are improving rapidly as historical underachievement is being eradicated and leaders have higher expectations.
- Pupils are well cared for in a safe and positive learning environment. The nurture provision that the school provides to support more-vulnerable pupils is strong.
- Parents are positive about the school and hold it in high regard. Many parents recognise the improvements that have already been made.
- Leaders have put into place a wide range of well-chosen initiatives that are beginning to have a positive impact on pupils' outcomes. These are being monitored closely to ensure that the achievement of pupils continues to improve further.
- Expectations of the work that pupils can achieve have increased. Generally, teachers assess pupils' progress accurately to set work at the right level. However, at times the most able pupils do not receive sufficiently challenging work in all subjects.
- Pupils' books are occasionally untidy. This is because not all teachers are consistent in their expectations of the presentation of pupils' work.

Full report

What does the school need to do to improve further?

- Continue to accelerate pupils' progress and further raise standards in reading, writing and mathematics across key stages 1 and 2 by:
 - rigorously monitoring and evaluating the impact of newly introduced teaching approaches
 - increasing the amount of challenge for the most able pupils in all subjects and across the school
 - ensuring that pupils are aware of teachers' high expectations and consistently take pride and care in the presentation of their work.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher provides strong leadership, ably supported by his leadership team and the governors. He has made a significant and positive difference since joining the school. Although the school's journey since the previous inspection has not been without its setbacks, current pupils receive a good and improving education.
- The headteacher has taken action to build and enhance leadership skills across the school. Leadership roles have been reviewed and some responsibilities have been changed. Some of these changes have brought about swift improvements. For example, all teachers and teaching assistants have the opportunity to join senior leaders as they undertake visits to lessons to check the quality of teaching. They share their findings with the staff team and identify next steps for improvement. As a result, staff have a greater understanding of how to improve the provision for pupils.
- The senior leadership team has established a culture of high expectations. Staff and pupils rise well to this challenge, which is reflected throughout the work of the school. Leaders' clear direction has secured a greater degree of consistency of practice. Staff morale is high. Staff responses to Ofsted's online survey show unanimously that they feel well supported and proud to be working at the school.
- The school provides a broad and relevant curriculum that is regularly enlivened by special events. Topics often include a school visit, for example to the local woods, the leisure centre, the science museum or the zoo. Such visits extend pupils' experiences and enable them to make meaningful links in their learning.
- Through the half-termly 'Time to shine' afternoons, leaders ensure that pupils have access to a wide range of activities and the opportunity to follow their interests and use their strengths, for example in photography, cooking and first aid. Visitors to the school teach pupils important life skills. For instance, a visiting paramedic taught pupils how to correctly make a phone call to the emergency services. Pupils in Year 5 and Year 6 have the opportunity to meet people with different job roles during a 'career day'. These visitors talk to pupils about the knowledge and skills needed for their particular careers. These experiences prepare pupils well for adult life.
- The provision for pupils' spiritual, moral, social and cultural development is strong. Equality and diversity are promoted well through religious education lessons, assembly themes and displays around the school. Pupils are encouraged to reflect on their feelings and to learn about and respect people from different faith groups and cultures. Pupils gain a good introduction to the importance of fundamental British values, such as the rule of law and democratic processes, through holding their own school council elections and carrying out numerous roles of responsibility in the school. This work, and the opportunities pupils receive, ensures that leaders prepare pupils well for life in modern Britain.
- Strong leadership of the provision for pupils who have special educational needs (SEN) and/or disabilities by the knowledgeable special educational needs coordinator (SENCo) ensures that funding is well spent. Regular reviews of teaching and pupils' progress, including those pupils who attend the nurture group, ensure that specific programmes

of support are well suited to pupils' needs. Consequently, pupils who have SEN and/or disabilities achieve well.

- The primary physical education and sport premium is spent effectively. Specialist teachers have been brought in to train staff to deliver high-quality physical education lessons. Additionally, pupils have benefited from access to a wide variety of school sports clubs, competitive events and activities. As a result, more pupils are participating in a wider range of sports.
- Leaders successfully use pupil premium funding to support disadvantaged pupils. Barriers to learning are quickly identified and additional learning programmes put in place. Strategies to improve pupils' well-being and engagement in their learning are successfully employed. As a result, disadvantaged pupils have positive attitudes to learning. The differences between the attainment of disadvantaged pupils and other pupils within the school and nationally are diminishing as they move up through the school.
- Most parents spoken with during the inspection, and those who responded to Ofsted's online questionnaire, Parent View, value and support the school. Parents recognise the recent improvements in the school's provision and appreciate the good communication they receive. One parent spoke for many by saying: 'My child adores this school and has progressed hugely since starting. The fact that my child is eager to get to school, tired at the end of the day and upset at the weekends when it's not school, speaks volumes.'
- The local authority provides a balanced measure of effective support and challenge to secure continued improvement. Leaders and staff appreciate the local authority arranging visits to other schools for leaders and staff to see and share good practice.

Governance of the school

- Governors provide good support and effective challenge to leaders. They use their individual skills and experiences well to support the school to continue to improve. Governors ensure that their statutory responsibilities, especially in safeguarding pupils' welfare, are fully met and effective.
- The governing body recently reorganised its committee structure. As a result, governance is more strategic and sharply focused on the key priorities of the school. Their regular visits, checks and meetings with leaders are strongly linked with gauging how well school leaders are securing improvement against the school's action plans.
- Governors challenge leaders strongly in their pursuit of rapid and continued progress. They analyse national and school pupil-achievement information and hold leaders to account for the quality of teaching and the impact this has on academic standards.
- Governors regularly monitor the spending of additional funding for vulnerable pupils. They are aware what interventions and support are in place for pupils and regularly challenge the leadership team about the progress that pupils are making.

Safeguarding

- The arrangements for safeguarding are effective.

- There are well-developed procedures in place that are rigorously followed and understood by all staff to ensure that pupils are kept safe. Staff benefit from regular and detailed training that fully complies with the latest safeguarding guidance. Systems are in place to support the early identification of any concerns and ensure a rapid response to them. Staff work diligently with families, as well as other agencies in social care and in the community, to ensure that pupils are safe and well cared for.
- Leaders have ensured that there is appropriate support for vulnerable pupils and their families. The staff who support these pupils are particularly effective. This is because they know the pupils and their families well. They offer good support for pupils' well-being and encourage regular and prompt attendance at school.
- Parents recognise and appreciate that the school places a high priority on maintaining pupils' safety and care.

Quality of teaching, learning and assessment

Good

- The high expectations of the leadership team have resulted in improvements to the quality of teaching, learning and assessment across the school. These raised expectations are seen in the work in pupils' books, visits to lessons, discussions with pupils and the school's own regular checks on the quality of teaching.
- Professional development and training, alongside regular monitoring and evaluation of teaching, have ensured that all staff are now skilled in teaching reading, writing and mathematics. Training in assessing how well pupils are achieving in these subjects has enabled teachers to track pupils' progress effectively and ensure that pupils move on in their learning.
- Teachers establish good relationships with pupils and ensure that classrooms are well ordered and calm. Staff lead by example and demonstrate high standards in the skills they are teaching to pupils. This, alongside skilful questioning, enables teachers to identify misconceptions quickly and highlight opportunities for pupils to improve their learning.
- Teaching assistants make a positive contribution to learning because they receive effective training which they apply well to support pupils. Consequently, pupils are well supported to make strong progress in a range of subjects, including reading, writing and mathematics.
- Pupils who have SEN and/or disabilities, including those in the nurture group, receive a high standard of tailored support from skilled staff. Pupils' work is carefully planned and they receive appropriate support alongside specialist resources to improve their learning. As a result, these pupils are fully able to access all aspects of the curriculum and consequently achieve well in a range of subjects across the school.
- Leaders have focused on improving the teaching of phonics. Staff have high expectations of what pupils can achieve, and comprehensive plans are in place to deliver interesting and appropriate phonics lessons. Teachers closely track pupils' progress and provide targeted support when necessary. This results in pupils of all abilities making strong progress in their knowledge and understanding of letters and sounds. Pupils accurately apply this knowledge when they write independently.
- Reading is taught well across the school. Pupils are generally enthusiastic and

confident readers. Pupils were able to speak at length about their reading books and demonstrate clear understanding of what they had read.

- Pupils' achievements in writing are improving over time. Evidence in pupils' books shows that the teaching of writing effectively incorporates spelling, grammar and punctuation skills. Teachers ensure that pupils have plenty of opportunities to produce extended pieces of writing across the curriculum to improve their writing skills.
- The quality of mathematics teaching is good. Pupils are making greater progress as teachers rigorously check on pupils' understanding and set them appropriate next steps for learning. Pupils are encouraged to develop and use their reasoning skills by solving increasingly complex mathematical problems.
- Teachers and teaching assistants give feedback to pupils in line with the school's assessment policy. Pupils use this guidance effectively to improve their own learning. Pupils told inspectors: 'Our teachers are really kind and helpful. They write comments in our books which remind us what to do to get better.'
- A wide range of strategies have been successfully introduced to improve teaching in reading, writing and mathematics, but these are not yet embedded in all classes. Leaders are aware that they need to monitor closely the quality of teaching and learning across the school to check that all teachers are fully adopting the school's chosen approaches, standards remain consistently high and the achievement of pupils continues to improve.
- Teachers' good understanding of what pupils know and can do ensures that they plan work that is generally matched well to pupils' different needs and abilities. In the majority of lessons, the most able pupils are set work that is more challenging. However, at times it is not sufficiently demanding and teachers do not extend pupils' thinking or move them on to the next task quickly. Consequently, the progress of the most able pupils across some subjects is not as rapid as it could be.
- The work in pupils' books shows that most pupils make good gains in their learning in a range of subjects, such as science, history and geography. However, leaders are fully aware that not every teacher makes sure that pupils adhere to the school's high standards of presentation. Consequently, on occasions, pupils do not take sufficient care when completing their tasks, and some work in pupils' books is rushed and untidy.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school and have positive attitudes towards their learning. Pupils are taught to be kind to each other and show respect to different lifestyles and opinions. Pupils commented, 'We welcome new people at our school and we look after each other.'
- Through a well-planned programme of personal, social and health education, pupils develop a good understanding of how to stay safe in a variety of situations, including when using the internet. Pupils told inspectors that they feel safe in school and have confidence that staff will help them if they have a worry or concern. Pupils also told inspectors that there is very little bullying in the school. If bullying does

happen, then pupils are confident the adults will sort it out quickly.

- Pupils also learn how to be healthy through eating a balanced diet, taking regular exercise and getting plenty of sleep.
- Pupils display growing levels of maturity as they move through the school. By Year 5, many are able to take on leadership roles such as junior road safety officers who teach younger children how to keep safe near roads, librarians who help organise the school library and play leaders to help and care for younger pupils at breaktimes.
- Provision for pupils who need support to work successfully in the classroom is provided effectively in the nurture group. In addition to planning personalised activities that fully meet the varying needs of pupils from their starting points, adults also ensure that pupils' emotional well-being is carefully considered. As a result, pupils not only make good progress but also have a more positive experience in the classroom.

Behaviour

- The behaviour of pupils is good.
- Good behaviour is evident throughout the school due to the consistent implementation of the school's effective behaviour policy.
- Leaders analyse the number and nature of behavioural issues and are active in putting appropriate support in place to improve behaviour. The frequency of incidents of poor behaviour has reduced over time.
- The school promotes the importance of good attendance so that no learning time is lost. Leaders have implemented a range of successful initiatives to encourage pupils to attend regularly. The school works well with parents where pupils' attendance is causing concern. As a result, pupils' attendance overall has improved and is currently in line with the national average. Additionally, the number of pupils who do not attend school regularly is reducing.

Outcomes for pupils

Good

- Pupils achieve well. Leaders are now ensuring that pupils leave Year 6 fully prepared and ready for the next stage of their education, having made strong progress from their different starting points.
- Children join the early years with skills that are broadly typical for their age, although some children have limited skills, particularly in communication and language. However, because of the effective use of assessment, leaders ensure that children's specific and individual needs are identified early in their time in school. Consequently, children make good progress in the Reception Year. The proportion of children achieving a good level of development at the end of the Reception Year is rapidly improving and in 2017 was in line with the national average.
- The proportion of pupils achieving the expected standard in the national phonics check at the end of Year 1 has been below the national average for the last three years. However, following the whole-school focus on improving outcomes in phonics, the school's current assessment information demonstrates that pupils are making much better progress in developing and using their understanding of phonics throughout the

school. In Years 1 and 2, pupils are on track to achieve at least in line with the national average. This is because phonics is taught more systematically and pupils are taught to use their phonics skills accurately when they read books.

- In 2017, by the end of key stage 1, the proportion of pupils who met the expected standard in reading, writing and mathematics was below the national average. However, because of recent improvements in the quality of teaching, pupils currently in Year 2 are making better progress in these subjects. The school's current assessment information shows that a high proportion of pupils are on track to attain at least in line with the national average in reading, writing and mathematics by the end of the academic year.
- In 2017, at the end of key stage 2, attainment was above the national average in writing, but below in reading and mathematics. However, pupils made much better progress in all three subjects compared to previous years. This reflects leaders' swift action to ensure that standards in reading and mathematics are better this year, and current pupils across the school are now making at least good progress from their starting points in reading, writing and mathematics. Consequently, the school's current assessment information shows that pupils in Year 6 are on track to attain at least in line with the national average in all three subjects by the end of the academic year. This means that pupils are well equipped with the necessary academic skills to be fully ready for the next stages of their education.
- This year, disadvantaged pupils, including the most able disadvantaged, are making better progress than previously due to more effective teaching and the good use of the pupil premium funding. The school's current assessment information indicates that differences in attainment are diminishing between disadvantaged pupils in the school and other pupils nationally.
- Pupils who have SEN and/or disabilities make good progress. Their needs are quickly identified by staff and they are effectively supported in their learning. A number of parents told inspectors that they were pleased with the way that the school helped their children to succeed.
- Generally, the most able pupils achieve well because of effective teaching and appropriate challenge. However, because this is not yet consistent in some subjects and across the school, some of the most able pupils do not achieve as well as they could.

Early years provision

Good

- Children currently in the Nursery and Reception classes are making more rapid progress than in previous years because teaching and leadership have improved. The proportion of children achieving a good level of development is now in line with the national average. Consequently, children are being well prepared for Year 1.
- The early years provision is well led and managed by the enthusiastic and knowledgeable early years leader. Staff in the Nursery and Reception classes work together well. They have a good understanding of the early years curriculum. They plan activities that engage children and motivate them to learn. Children's knowledge and skills are assessed regularly and activities are then provided that capture children's interests and build on what they already know.

- Children enjoy the activities teachers plan for them and behave very well. Classroom routines are well established and children learn and play happily alongside, and with, each other. They take turns and share equipment well.
- Teachers ensure that children have opportunities to engage in both activities led by adults and tasks that they can choose for themselves. Indoors and outside, the learning areas are welcoming and stimulating. The well-organised resources are accessible so that children can investigate and explore their own ideas.
- Teachers and teaching assistants use observations to assess precisely how well children are learning and developing. They quickly recognise when children need additional support and put this in place. This ensures that children make good progress from their starting points.
- Adults ensure that children are safe and that safeguarding arrangements are secure. The children know how to stay safe in the environment and take reasonable steps to manage their own well-being and health. For example, inspectors observed that when a child went outside with her friends, she commented, 'We mustn't run outside today because I can see ice on the ground.'
- Parents feel included in their children's learning through the regular updates they receive and special events such as open afternoons, when they have the opportunity to visit the school and observe their children's learning. Teachers welcome the comments from parents about children's key achievements outside of school, and consequently the partnership between home and school is strong and children's development and progress are shared priorities.
- Parents are pleased with the early years provision, and told inspectors that their children settle quickly and are achieving well.

School details

Unique reference number	124622
Local authority	Suffolk
Inspection number	10041534

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	The governing body
Chair	Steven Nunn
Headteacher	Ben Hemmings
Telephone number	01449 612928
Website	www.chilton.suffolk.sch.uk
Email address	office@chilton.suffolk.sch.uk
Date of previous inspection	28–29 November 2012

Information about this school

- Chilton Community Primary School is smaller than the average-sized primary school.
- Since the previous inspection, the school has expanded the age range and now admits Year 5 and Year 6 pupils.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The proportion of pupils from minority ethnic backgrounds is below the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils who receive SEN support is above the national average; the proportion of pupils who have a statement of SEN or an education, health and care plan is below the national average.
- The school did not meet the government's floor standards in 2016, which set the minimum expectations for pupils' attainment and progress by the end of key stage 2.

- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed learning in every class, visited the breakfast club and attended two assemblies. The majority of the observations were carried out jointly with the headteacher or the deputy headteacher.
- A wide range of pupils' workbooks were looked at by inspectors throughout the inspection.
- Inspectors held meetings with the headteacher, the deputy headteacher, subject leaders, the SENCo, the early years leader, the newly qualified teacher, the school business manager, the attendance officer, the chair and vice-chair of the governing body, another governor and the local authority standards and effectiveness officer.
- Inspectors spoke to pupils informally in class and around the school at break and lunchtimes to seek their views about the school.
- Inspectors met with two groups of pupils more formally to discuss many aspects of school life.
- Inspectors heard some pupils in Year 1 and Year 3 read. Inspectors talked to pupils about their reading habits and looked at their reading records.
- Inspectors scrutinised the school's website and a range of school documents, including assessment information, minutes from the governing body meetings, the school's own evaluation, improvement plans, and records about behaviour, safeguarding children and attendance.
- Inspectors considered the 15 responses and 13 texts made by parents to the Ofsted online Parent View questionnaire and the school's own surveys of the views of parents. Inspectors also spoke to some parents before and after school and during the inspection. Additionally, inspectors took account of the 15 views expressed by members of staff and the 34 responses from pupils to Ofsted's online surveys.

Inspection team

Fiona Webb, lead inspector

Her Majesty's Inspector

James Richards

Ofsted Inspector

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