

Chilcote Primary School

Chilcote Close, Hall Green, Birmingham, B28 0PB

Inspection dates

27–28 March 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Chilcote inspires pupils to thrive in their academic achievement and personal development. Pupils are very well prepared for the next stage in their education.
- Standards in reading, writing and mathematics in Years 2 and 6 have been consistently high for ten years.
- All groups of pupils make rapid progress and achieve exceptionally well by the end of Year 6.
- Teachers and teaching assistants have excellent subject knowledge, are highly skilled and share their expertise well.
- Teachers constantly challenge pupils to do their best. They plan imaginative work which enthuses pupils and provides them with a rich diet of memorable experiences.
- Teachers develop pupils' personal qualities and teamwork skills to the full. This enables pupils to work very successfully with each other and with staff to extend their learning.
- Teachers check pupils' understanding of their work regularly and thoroughly, and use this information expertly to support pupils who need extra help.
- Pupils are highly motivated. They repay staff's trust in them by trying their best and through their outstanding behaviour in lessons and around the school.
- Excellent relationships prompt pupils to encourage each other to succeed. Pupils are mature, reflective learners. Key Stage 2 pupils know their targets very well and understand how to make best use of them to improve their work.
- Pupils contribute enthusiastically to school life through the many posts of responsibility they fulfil. The school fosters pupils' spiritual, moral, social and cultural development exceptionally well.
- Pupils feel entirely safe and well cared for in school. Their attendance is above average.
- The school benefits from outstanding, dynamic leadership at all levels. Senior leaders and governors provide subject leaders with excellent support to enable them to fine-tune their skills and inspire them to take the initiative in updating their subject areas.
- Staff are ambitious, reflective and self-critical. They strive to improve teaching continuously in Chilcote, and in other schools, by observing each other closely at work and sharing points for development. Teamwork is very strong and morale is high.
- The school's actions to improve the youngest pupils' competence in working with letters and sounds (phonics) are yet to show full impact on raising standards.

Information about this inspection

- Inspectors observed teaching in 23 lessons taught by 18 teachers or teaching assistants. Three of these lessons were observed together with members of the senior leadership team.
- Inspectors listened to some pupils in Years 2 and 6 reading.
- Meetings were held with school staff, a group of pupils, three governors and a representative from the local authority.
- Inspectors took account of the 51 responses to the Ofsted online questionnaire, Parent View. An inspector spoke informally to some parents at the beginning of the school day.
- Inspectors looked at a range of evidence, including: Reception children’s work and the books of older pupils; monitoring records; improvement plans; the school’s own data on pupils’ attainment and progress; consultants’ reports; and policies, procedures and records relating to safeguarding, behaviour and attendance.

Inspection team

Derek Aitken, Lead inspector	Additional Inspector
Janet Watts	Additional Inspector
Richard Johnson	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- Half of the pupils are from White British backgrounds; a quarter are from Pakistani backgrounds and most of the remaining pupils are from Indian backgrounds. An above-average proportion of pupils speak English as an additional language but it is mainly a small number of pupils in the younger years who are at an early stage of learning English.
- The proportion of pupils supported by the pupil premium, which is additional funding for certain groups such as those known to be eligible for free school meals, is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- The school has morning and afternoon Nursery classes, two Reception classes and two classes in all other year groups.
- The school runs a breakfast club and an after-school club, which are managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure that recent actions for improving the phonic knowledge of younger pupils are reviewed and adjusted as necessary to help raise the standards of those pupils who need extra help with their early reading skills.

Inspection judgements

The achievement of pupils is outstanding

- Pupils from all ethnic backgrounds achieve exceptionally well. Children join Nursery with skills and aptitudes that are broadly typical for this age group. They make good progress over the two years in the Early Years Foundation Stage. As a result, the attainment of most pupils when they start Year 1 is above average.
- Standards in Year 2 and Year 6 have been consistently high for several years. Year 6 pupils in 2013 were working, on average, four terms ahead of all pupils nationally. More than half of these Year 6 pupils achieved the higher Level 5 in reading, writing and mathematics.
- More-able pupils do very well, especially in mathematics. More than a third of Year 6 pupils in 2013 achieved the highest level, Level 6, in mathematics.
- In 2013, Year 6 pupils eligible for the pupil premium were working, on average, two terms behind their classmates in reading, writing and mathematics. However, their attainment was well above that of all pupils nationally. Across the school, pupils eligible for this extra funding make similar progress to their classmates.
- Disabled pupils and those who have special educational needs make rapid progress because they receive skilled support. Personalised work programmes for several of these pupils ensure that they achieve in line with their abilities.
- The carefully planned, imaginative curriculum, supported by outstanding teaching, provides pupils with a wealth of memorable experiences. It fosters pupils' personal and social development exceptionally well, ensures their full commitment to their learning and enables them to achieve well in various subjects, such as art, music and physical education. Primary sports funding has enhanced pupils' skills, especially in tennis.
- Less-able pupils in Year 2 view reading positively. They read carefully and accurately, and are able to correct any errors they make. Older pupils have an in-depth knowledge of the aspects of their skills, for example in reading, which need further work. They use key terminology confidently to explain what they have learnt in their books.
- The proportion of pupils in the Early Years Foundation Stage with additional needs, at an early stage of learning English as an additional language, or new joiners in Reception, have increased in the last few years. Some of these pupils do not catch up with their classmates until Year 2 in the development of their literacy skills. This is reflected in Year 1 pupils' results in the screening check for phonics, which were broadly average in 2013; so not as high as the attainment in the older year groups.

The quality of teaching is outstanding

- Staff share their highly developed expertise exceptionally well to enable pupils to acquire and to practise their skills at a fast rate.
- Early handwriting skills, including pencil control, and the development of vocabulary and sentences, are taught very securely in Nursery and Reception. Question 'prompts' enable teaching assistants to play a full part in helping children to listen carefully and to express

themselves fluently.

- Staff plan stimulating, challenging activities through which pupils develop a wide range of literacy skills; for example, skimming texts for meaning. Pupils gain a clear understanding of advanced features of language, such as the purpose and use of rhetorical questions.
- Teachers, especially in Year 6, make excellent use of assessment and pupils' targets. They mark pupils' work thoroughly and intervene at well-chosen moments in lessons to summarise and to clarify learning for pupils who need extra help.
- Teachers and well-trained teaching assistants develop pupils' teamwork skills exceptionally well through pupils discussing ideas in pairs and other forms of group-work activities. Excellent relationships and astute questioning enable all pupils, from Nursery onwards, to grow in self-confidence.
- Teachers develop pupils' skills creatively through the choice of topics which enable pupils to apply their thinking skills in practical situations; for example, in working out the areas of decking supplies needed for gardens of different size.
- Disabled pupils and those who have special educational needs learn exceptionally well; for example, in one-to-one lessons. Excellent relationships and staff's challenging, open-ended questioning promote a high level of application and concentration amongst those pupils who sometimes find it difficult to work in groups.
- Some of these strengths in teaching were demonstrated in an outstanding Year 6 mathematics lesson where more-able pupils worked through a series of challenging tasks involving irregular polygons and applied their new knowledge successfully to calculating different areas of the school's grounds. Individual pupils used tablet computers confidently to summarise learning for their classmates. Similarly, in an outstanding Nursery lesson, children made excellent progress in response to high-quality questioning from staff.
- Phonics strategies are taught well, supported by a steadily increasing range of well-considered actions. These initiatives have not yet demonstrated a significant impact on improving the early reading skills of some younger pupils.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Excellent lesson planning encourages pupils to become self-aware, resourceful learners. Pupils say that staff 'teach us the techniques to help us understand how we learn best and how to apply them to teach ourselves'.
- Children in Nursery and Reception are eager learners. They settle quickly to tasks and handle resources carefully. They listen very attentively, offer ideas readily and provide sensible reasons for their actions.
- Pupils' enjoyment of their learning, accurate recall of information and well developed communication skills incline them to be fully attentive in lessons and to work eagerly with each other in collaborative activities in lessons, clubs and outdoor activities. Pupils greatly appreciate the help and support they receive from staff and their classmates as they strive to do their best.
- Pupils are very proud of their school and its good name and, through their actions, work successfully to uphold its 'Aim High' values. They behave very sensibly around school, treating

each other and adults with the utmost respect. They willingly accept responsibilities to help the school and others; for example, as councillors, house captains, song and play leaders and eco-team members.

- The school's work to keep pupils safe and secure is outstanding. Staff analyse incident logs carefully to check whether there are any patterns which might be of concern. They record clearly the actions they have taken and the outcomes of any follow-up work.
- Pupils report that they always feel comfortable in school and on trips and that their concerns are dealt with well by staff and trained play-leaders. There are excellent levels of supervision at break-times and in the breakfast club.
- Pupils state that bullying is very infrequent and they are entirely confident that staff would sort out any occurrences of it. They fully accept the fairness of the school's policy for rewards and sanctions, class agreements and rota systems which underpin good behaviour. Exclusions are very rare. Robust procedures ensure that pupils' attendance is above average.
- Pupils develop an outstanding awareness of how to stay safe in different situations through workshops, visitors, including from the local fire service. They walk round the school site every year with their teachers to spot any potential dangers.
- The responses of nearly all parents who contributed their views during the inspection indicate a high level of satisfaction with the ways in which the school promotes pupils' well-being and achievement. Parents were unanimous in their view that pupils behave well and are kept safe in school.

The leadership and management are outstanding

- The school benefits from outstanding leadership at all levels. Senior leaders form a stable, highly effective team. They provide subject leaders with the training they need to develop their expertise and give them every encouragement to show initiative in monitoring, reviewing and developing their subject areas.
- A major strength of the school is the self-critical culture amongst the staff. Teachers and teaching assistants at all levels have ample opportunities to observe each other teaching, to note what is done particularly well and to identify points that could be done better. This openness has created a high level of subject knowledge, a strong sense of shared purpose and an enthusiastic determination to improve further the high standards that pupils have consistently achieved since the previous inspection.
- The well-planned curriculum is a key component of pupils' outstanding achievement. What is taught in each subject is reviewed regularly and thoroughly. Development points are identified and suitable actions are taken quickly. Staff, through their partnerships with schools internationally, nationally and locally, spread good practice and bring back new, rewarding ideas to develop provision.
- Teachers regularly identify in their lesson planning opportunities for pupils to reflect on spiritual, moral, social and cultural issues. Older pupils offer mature and thoughtful responses to the question of animal rights while younger pupils discuss respectfully how the 'Mothers' Day' tradition is celebrated in different cultures and languages. Strong links and projects with other countries deepen pupils' global understanding.

- Leaders create a happy, well-run school where pupils and staff are valued. They ensure full equality of opportunity, as reflected in the performance of all groups. They check the progress of every pupil regularly and make suitable adjustments to teaching to ensure that all pupils can achieve highly. Very challenging targets for the attainment and progress of pupils are set and these are regularly met or exceeded.
- Pupil premium funding has been used wisely; for example, to release class teachers to work with small groups to ensure that eligible pupils make progress similar to that of their classmates.
- The local authority has monitored the school's effectiveness by analysing its results and observing the high quality of the support it provides to other schools locally.
- Recent national sports funding for primary schools has been spent suitably to improve staff's expertise in the teaching of physical education and sport. Leaders have successfully extended and deepened the range of sporting activities open to pupils, for example in archery and tennis, and increased the number of pupils taking some form of physical exercise.
- Staff have increased the range of opportunities for parents to support their children's learning by running, for example, 'Keeping up with the children' workshops for phonics, reading and mathematics.
- **The governance of the school:**
 - Governors work very effectively through their committees to ensure that the school meets pupils' pastoral needs and tackles any relative weaknesses in pupils' skills. They understand the effectiveness of initiatives to continue to raise standards. Governors ensure that senior leaders take account of their views and they challenge them, as necessary, to justify any decisions they propose.
 - Through the headteacher's detailed reports, their regular visits, and discussions with subject leaders, governors have acquired an accurate understanding of how well pupils in different key stages are progressing and how well they are attaining compared to national averages.
 - Governors have a secure overview of the quality of teaching and ensure that teachers' salaries reflect this, the extra responsibilities they undertake and the progress their pupils make. They review closely the headteacher's effectiveness.
 - Governors know how and why pupil premium funding is spent and check with senior leaders its impact on the achievement and well-being of eligible pupils.
 - Governors ensure that national requirements are met fully, including those for pupils' safeguarding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103298
Local authority	Birmingham
Inspection number	440490

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	Martin Stephenson
Headteacher	Jon Gale
Date of previous school inspection	12 October 2006
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