

Chilton Primary School

Inspection report

Unique Reference Number	123057
Local Authority	Oxfordshire
Inspection number	327841
Inspection date	14 July 2009
Reporting inspector	Roger Whittaker

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	220
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr John Rae
Headteacher	Mrs Christine Dunsdon
Date of previous school inspection	4 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Downside Chilton Didcot OX11 0PQ
Telephone number	01235 834263
Fax number	01235 828486

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspection evaluated the overall effectiveness of the school and the effectiveness of the Early Years Foundation Stage, and investigated the following areas:

- the achievement and standards of current pupils
- the quality of teaching and learning
- leadership and management.

Evidence was gathered by observing lessons, scrutinising pupils' work, and examining assessment information, school documents and responses from parents to the inspection questionnaire. Discussions were held with the headteacher, teachers, pupils and the Chair of the Governing Body. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This is a rural primary school which serves a number of villages. Its roll has increased since the last inspection. Most pupils are of White British heritage. The proportion of pupils joining and leaving school at other than usual times is relatively high. A below average proportion of pupils has learning difficulties and/or disabilities. The majority of these have moderate learning difficulties. The proportion entitled to free school meals is below average. The school has an Early Years Foundation Stage consisting of one Nursery class and one Reception class. Children in the Nursery attend on a part-time basis. The school runs breakfast and after-school clubs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Pupils of all abilities are consistently helped to reach extremely high levels of academic achievement and are supported in becoming happy, confident, caring individuals. Parents contribute substantially to their children's learning and are full of praise for the school, with one describing it as 'a lovely school, very well run, great teachers and very happy'.

The personal development and well-being of pupils are outstanding. Pupils are encouraged to respect each other and to become independent learners. Behaviour throughout the school is exemplary and relationships are excellent. As a result, instances of bullying are minor and are extremely rare, and pupils feel very secure in school, trusting adults to resolve any problems quickly. Pupils love coming to school, with one saying 'I don't understand why there have to be school holidays, I love school so much.' Their enjoyment of school, coupled with the support of parents, is reflected in the very high levels of attendance. Pupils have an excellent understanding of how to lead healthy lives and are encouraged to exercise through physical education lessons and lunchtime physical activities. They take responsibility by sharing their views of how to improve the school community through a very effective school council. For example, they instigated the planning of the new cycle shed. They have high levels of basic skills and confidence, and are therefore extremely well prepared for the next stage in their education. Their spiritual, moral, social and cultural development is outstanding. Pupils have an excellent understanding of the global world through the school's 'international programme', which has strong partnerships with schools in Europe and Africa.

When they start school, most children are achieving in line with what is expected for their age. They make excellent progress, both in their academic and personal development. Progress continues throughout the school, so that at the end Year 6 pupils achieve well above national averages in reading, writing and mathematics. This excellent progress is supported by very effective strategies to improve speaking and listening skills throughout the school. Pupils who have a learning difficulty and/or disability are extremely well supported, and make the same outstanding progress as their peers. This aspect of the school is particularly valued by parents, several of whom commented on the dedication and knowledge of staff in ensuring that each child achieves as much as possible. The breakfast and after-school clubs run smoothly and effectively. They provide continuity for children and are beneficial to parents.

Teaching is outstanding and this, as well as the excellent curriculum, has led to the consistently high academic achievement. Highly trained teaching assistants also have a very positive impact on pupils' pastoral care, enjoyment of school, and academic achievement. Lessons are very well planned to take account of different abilities, and the pace is excellent. Teachers are very creative in their lesson planning, and consequently pupils enjoy lessons and are regularly actively involved in learning. Pupils are very keen to learn through a curriculum that is being continually adapted to their needs. The care, guidance and support that pupils receive are outstanding. The pastoral care is excellent, as all adults are extremely knowledgeable about the pupils and their families. Safeguarding procedures are robust and regularly reviewed. Pupils are increasingly aware of how well they are doing and how to improve, because they receive regular feedback from their teachers.

Leadership and management at all levels are outstanding. The excellent headteacher works with dedication and enthusiasm. She is extremely well supported by the highly regarded deputy

headteacher and the rest of her staff. There is a great sense of teamwork, and all staff continue to strive for even greater success for their pupils. As a result, the school has an outstanding capacity to improve further. Governors are knowledgeable and supportive, yet always ready to ask challenging questions of the school. The school has recently introduced a more strategic approach to its work with the local, national and international communities. This has enabled it to evaluate its contribution to community cohesion more effectively and to inform future provision. As a result, the school's contribution to community cohesion is now outstanding.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children in the Early Years Foundation Stage achieve well. They enter the Nursery with skills and abilities in line with those expected for their age, and they make good progress overall. However, children make a slow start to their learning in the Nursery class because many activities organised for them cause them to be passive, and adults in the classroom are not always deployed effectively to develop their social and learning skills. As children progress through the Nursery stage and into the Reception class, they make good progress in all areas of learning because teachers take steps to involve them creatively in activities. Consequently, by the time children leave the Early Years Foundation Stage, they reach levels above those generally found for their age in all areas of learning.

There is a good balance between activities in classes that adults lead and those that children choose for themselves. Consequently, many children learn to work and play independently and cooperatively while they enjoy their learning. Classrooms are attractive and stimulating, and children have good access to resources they might need. The outdoor spaces have been imaginatively developed to provide high-quality places of learning and fun. Staff have a good understanding of how well children are doing, and respond imaginatively to their interests, adapting plans to take account of their individual needs. During the inspection, children were excited and stimulated by making treasure chests in preparation for the end-of-term Early Years Foundation Stage and Key Stage 1 'Pirate day'. The leaders and managers of the Early Years Foundation Stage are effectively ensuring that children make good progress overall. However, the school recognises that during the induction period, children get off to a slow start, and that the transition at the end of the Early Years Foundation Stage into Year 1 is not yet as smoothly run as it should be.

What the school should do to improve further

- Improve provision in the Early Years Foundation Stage, especially at the induction stage.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

22 July 2009

Dear Pupils

Inspection of Chilton Primary School, Didcot, OX11 0PQ

Thank you for making us so welcome when we inspected your school recently. We were impressed with how well you behaved around the school, and in particular how hard you work in classes. We enjoyed visiting your classes and talking to you about your work and the other exciting things you do at school.

Chilton Primary School is an outstanding school, which helps you to make excellent progress from the time you join the Nursery to the time that you leave at the end of Year 6. The headteacher and staff take extremely good care of you and make sure that you are safe. They pay close attention to your personal needs. The Nursery and Reception classes help you to get off to a good start in your school life. You then make outstanding progress through Years 1 to 6 because you have lots of different learning experiences provided by the excellent teachers. You leave at the end of Year 6 extremely well prepared and ready for your next school.

So that your school can get even better, I have asked the headteacher to make sure that you get off to a quick start as part of the induction programme when you enter the Nursery class.

Yours faithfully

Roger Whittaker

Lead Inspector