

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



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Mrs Angela Hull
Chaloner Primary School
Wilton Lane
Guisborough
North Yorkshire
TS14 6JA

Dear Mrs Hull

Short inspection of Chaloner Primary School

Following my visit to the school on 22 September 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2011.

This school continues to be good.

You and your leadership team have maintained the good quality of education in the school since the last inspection. Your actions create a safe, secure atmosphere that supports effective learning. A strong ethos of care, trust and mutual respect is modelled by all staff. As a result, the school is a calm and orderly place in which pupils are courteous and settle quickly to work. Pupils concentrate well in lessons and enjoy learning. At playtimes pupils socialise well together.

Most parents who spoke informally to the inspector confirm that the school is a welcoming and caring place to send their children. The new half-termly 'family fun days', at which parents join children for a day of curriculum-based activities, are popular. Pupils are happy at school. They say bullying is rare, and any issues are resolved quickly by adults.

You and your team ensure that pupils, whatever their starting points, make strong progress and those who need to catch up do so quickly. This is due to the commitment by you and your staff to regularly reviewing how well pupils are doing and your prompt and effective actions to tackle any emerging gaps in learning.

At the previous inspection, inspectors noted the good quality of relationships in school and the focus on ensuring healthy lifestyles. The report also highlighted the

strong leadership of the headteacher and the developing role of other leaders. These strengths remain and the impact of the wider leadership team has strengthened.

Safeguarding is effective.

You and your senior team afford the highest priority to keeping pupils safe. Safeguarding practice is frequently reviewed to ensure processes are secure and best practice is maintained. Frequent training keeps staff well aware of what constitutes risk and regular supervision encourages staff to continually reflect on their practice and give highest priority to their safeguarding duties. Senior leaders ensure that all safeguarding arrangements are fit for purpose and records are detailed and of high quality.

Inspection findings

- Leaders and governors demonstrate a strong commitment to continuous improvement. Where issues arise, you tackle them promptly and effectively. For example, an unexpected dip in results for Year 6 pupils in 2014 was swiftly rectified through robust, well-targeted action around the use of assessment. Outcomes in 2015 improved.
- Pupils make good progress across the school and those who need to catch up are doing so quickly. By the end of Key Stage 2 the standards pupils reach in reading, writing and mathematics means they are well prepared to make the most of their secondary education.
- Consistently good teaching is raising attainment. Improving standards of writing are evident in pupils' work. In lessons, work is well matched to ability and pupils have a good understanding of the next steps needed to improve their work. The continually evolving approaches to checking on pupils' progress are targeting support ever more sharply.
- Pupils say they enjoy their work and find it challenging. They like having time in lessons to review and respond to teachers' comments on completed tasks in order to raise the quality of their work. Feedback from the monitoring of teaching quality informs individual training needs. For example, the impact of training around the use of questioning means that all teachers use this aspect of their practice to challenge, engage and stimulate learning.
- School leaders at all levels use robust monitoring to support and challenge staff and hold them accountable for the progress pupils make. The high expectations of teachers are balanced with training and professional support that is refined to meet the particular development needs of individual teachers.
- One result of leaders' effective monitoring of teaching and pupils' progress is the sharply focused additional support in Key Stage 1, especially for the most-able boys, which is ensuring emerging gaps in literacy skills are quickly plugged. Subject leaders in literacy have a good knowledge of their subject area, and know how well pupils are doing and what needs to be done next.

- Senior leaders quickly identify emerging issues and take effective action to nip these in the bud. For example, in spring 2014 a dip in attendance prompted the appointment of an attendance officer to tighten processes and support families in getting their children into school. As a consequence, the number of pupils frequently absent from school declined sharply.
- Governors know the school well and understand the priorities for continuing improvement. A restructure of governance arrangements has sharpened the impact of governors' work. They hold you and your senior leaders readily to account by asking tough questions and their actions directly influence decisions about school improvement priorities.

Next steps for the school

Leaders and governors should ensure that:

- attendance continues to improve so that it at least matches that seen nationally by building on actions already taken and learning from best practice elsewhere
- the achievement of the most-able boys in Key Stage 1 matches that seen nationally.

Yours sincerely

Jonathan Brown
Her Majesty's Inspector

Information about the inspection

During the inspection, I met with you, your senior leaders, and a group of governors, including the Chair of the Governing Body. I visited several classrooms with you to observe teaching and look at pupils' work. I spoke about the school with a range of parents, pupils in lessons and at playtimes and a selected group of pupils. I reviewed information from Parent View. I evaluated recent information about progress pupils make across the school and the how the accuracy of assessments is secured.

I reviewed documentation and records about how you keep pupils safe and about attendance and exclusion. I spoke with your attendance officer and school counsellor and staff responsible for family engagement.