

Inspection of a school judged good for overall effectiveness before September 2024: Chilton Community Primary School

Violet Hill Road, Stowmarket, Suffolk IP14 1NN

Inspection dates:

28 and 29 January 2025

Outcome

Chilton Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Laura Carr. This school is part of The Children's Endeavour Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Daniel Jones, and overseen by a board of trustees, chaired by Ian Scott.

What is it like to attend this school?

Chilton Community Primary School is an inclusive, caring school. The school's values of 'respect, believe and achieve' are evident in all aspects of school life. Pupils talk with enthusiasm about their learning. They enjoy coming to school. The school prioritises pupils' welfare and education. Pupils and parents rightly trust staff to deal with any worries quickly. Some pupils stated, 'They are not just teachers.' Pupils feel safe.

Expectations are high for all pupils. Clear routines in the early years help children to develop positive behaviours towards their learning. The school is calm and orderly. Pupils show good conduct and respectful attitudes towards adults and other pupils. Pupils learn a great deal through the school's interesting curriculum. They focus and concentrate in lessons, contributing towards discussions. They are keen to answer questions.

Pupils develop leadership skills through being school councillors. They engage in school improvement projects, such as recycling and tree planting. This gives them a taste of democracy in action. The curriculum is enhanced through several visits and visitors. These include trips to local farms and places of interest. Older pupils take part in a music festival and a residential visit. These help to develop pupils' self-esteem and confidence.

What does the school do well and what does it need to do better?

Since the previous inspection, the school has collaborated with governors and the trust effectively to improve pupils' learning. For example, the curriculum is now more ambitious, better sequenced and implemented consistently well across different subjects. Expectations of behaviour and pupils' attendance are rising. Pupils and staff understand these high expectations and strive to achieve them.

The school's curriculum sets out clearly what pupils should learn and when. This means that teachers know precisely what to teach and when to teach it. The curriculum specifies the vocabulary that must be taught in each subject. Learning is adapted to the pupils' needs well in English and mathematics. However, in some subjects, teachers do not adapt activities well enough. Sometimes, pupils can find the work too easy. Teachers' expectations of pupils' writing, spelling, punctuation and grammar can be varied. This means some pupils do not learn how to write as accurately as they might.

Teachers check pupils' understanding during lessons. They address any misconceptions promptly. Teachers and other adults discuss pupils' learning frequently. This allows staff to accurately identify pupils who need help. These pupils then receive effective support to help them to catch up.

The school has high ambitions for pupils with special educational needs and/or disabilities (SEND). Staff receive precise information about pupils' needs and provide effective help. Consequently, teachers are meeting pupils' individual needs. The school ensures that pupils get the right support from external agencies. Pupils with SEND are progressing well from their various starting points.

Reading is a high priority. Well-trained staff teach phonics as soon as children start in the Reception Year. Reading books are matched carefully to the sounds pupils know. This helps pupils to practise their reading and develop confidence. Pupils who are at risk of falling behind are identified quickly. They receive effective, additional support. Older pupils enjoy reading a wide variety of books from different genres and cultures. As a result, many current pupils are more fluent, capable readers than is reflected in the school's published outcomes. However, the school recognises pupils' achievements do not yet reflect their expectations, but it is taking steps to ensure that all pupils can read fluently.

Children in the Reception Year develop their reading and numeracy skills as soon as they join the school. No time is wasted. Staff make learning enticing and meaningful. This helps children to explore, be creative and work collaboratively. Children are well prepared for Year 1.

Staff show high expectations and are consistent in their application of the school's behaviour policies. If issues do occur, staff support pupils effectively to improve their behaviour. Lessons are calm and purposeful because pupils understand what is expected of them.

The well-planned personal development programme gives pupils a strong understanding of healthy lifestyles and relationships. Pupils are taught how to keep safe in school and in the local community. Pupils value the array of extra-curricular activities offered by the school.

The school has established excellent relationships with staff, parents and pupils. Staff feel well supported and have access to high-quality training. Governors and trust leaders know the school's strengths and next steps in detail. They challenge the school, holding leaders fully to account for their actions. They make a significant contribution to the continuous improvements being made.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's revised approach to enhancing pupils' reading ability and fluency is at an early stage of implementation. This means that some pupils do not yet read as fluently as they could. The school should continue to strengthen its support to help pupils to read with greater confidence and fluency.
- In some lessons, teachers do not provide pupils with tasks that are appropriately adapted. Sometimes, work is too easy and does not allow pupils to develop their spelling, punctuation and grammar effectively. This means that some pupils do not achieve as well as they could. The school should ensure that teachers are skilled at adapting lessons so that all pupils can build and secure their skills effectively, including their spelling, punctuation and grammar.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the

date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Chilton Community Primary School, to be good for overall effectiveness in December 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147932
Local authority	Suffolk
Inspection number	10345527
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	151
Appropriate authority	Board of trustees
Chair of trust	Ian Scott
CEO of the trust	Daniel Jones
Headteacher	Laura Carr
Website	www.chilton.suffolk.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of The Children's Endeavour Trust.
- The headteacher has been in post since April 2022. The deputy headteacher has been in post since January 2024.
- The school uses one unregistered provider of alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the vice-chair of The Children's Endeavour Trust and members of the governing body.

- The inspector met with the CEO of the trust, the director of school improvement, the headteacher, senior leaders, subject leaders and staff.
- The inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons, around school and at social times. He considered pupils' views about behaviour in school. He also spoke with staff about pupils' behaviour, their workload and well-being.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of documents, including school policies, the school development plan, the self-evaluation form and minutes from meetings of the trust board and local governing committee.
- The inspector considered responses to Ofsted's pupil survey and Ofsted's staff survey. He also considered responses to Ofsted's online survey for parents, Ofsted Parent View, including free-text messages.

Inspection team

Rob James, lead inspector

Ofsted Inspector

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