

# Chandos Primary School

## Inspection report

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<b>Unique reference number</b>	103325
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	376876
<b>Inspection dates</b>	23–24 February 2012
<b>Lead inspector</b>	Raymond Lau

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	435
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Hosang-Ellis
<b>Headteacher</b>	James Allan
<b>Date of previous school inspection</b>	2 October 2008
<b>School address</b>	Vaughton Street South Highgate Birmingham B12 0YN
<b>Telephone number</b>	0121 464 3881
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	23–24 February 2012
<b>Inspection number</b>	376876



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## Introduction

Inspection team

Raymond Lau

Additional inspector

Linda Austin

Additional inspector

Christopher Crouch

Additional inspector

This inspection was carried out with two days' notice. The inspection team sampled 19 lessons, of which two were observed jointly with a member of the senior leadership team. Sixteen teachers were seen as part of the sampling. Meetings were held with parents and carers, groups of pupils, governors and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, scrutinised documentation including improvement plans, records of the analysis and the tracking of pupils' progress, and of sampling pupils' work. They listened to pupils read, and looked at the school's attendance figures and monitoring information. They analysed questionnaire responses from 14 staff, 100 pupils and 164 parents and carers.

## Information about the school

This is a larger than average sized primary school. The large majority of the pupils come from a wide variety of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is high. The proportion of disabled pupils and those who have special educational needs is high, as is the proportion with a statement of special educational needs. An increasing proportion of pupils either joins or leaves the school at different times in the school year.

The current headteacher was appointed in September 2011. The school meets the current floor standard and holds the Healthy Schools status. The school operates its own breakfast club.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a satisfactory and improving school. The actions taken by leaders and managers are bringing marked improvements. The school is not good because these actions have not had sufficient time to raise all aspects of pupils' achievement.
- Achievement is satisfactory. There has been sustained improvement in the rate of pupils' progress. As a result attainment is rising, notably in mathematics which has reached the national average, but attainment overall remains below average by the time pupils leave the school. Attainment in English is rising but standards in writing remain low.
- Teaching is satisfactory and improving. Teachers plan activities that interest pupils. Strong relationships exist with pupils and, where they are stimulated, pupils seize opportunities to engage in learning. However, on occasions, lessons do not sufficiently stretch the pupils. The quality and effectiveness of marking are inconsistent.
- Behaviour is good. Pupils are polite and friendly to each other and to visitors. They conduct themselves well, in and around the school. Pupils support each other well in being respectful and thoughtful. Pupils feel safe and this viewpoint is supported by their parents. The school works extremely well with parents and carers in supporting their children's learning and highly effective strategies have raised attendance.
- The new headteacher has a clear strategy for improvement. Together with senior leaders he is rapidly driving improvements in attendance, self-evaluation, planning, teaching and most importantly pupils' attainment. Consequently, the management of teaching and performance is good. The assessment system is now secure and robust, and utilised effectively by senior leaders but is not yet being used to full effect by middle leaders.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- By September 2013, raise achievement so that it is consistently good across the school, particularly in writing and reading through:
  - improving the teachers' assessment of pupils' work
  - providing pupils with consistently good guidance about how to improve and giving them opportunities to respond to teachers' advice
  - ensuring pupils are able to use their literacy skills in a broad range of subjects.
- Improve the quality of teaching by:
  - enabling teachers to use data more effectively in planning to meet the needs of all learners
  - raising teachers' expectations of their pupils so that they consistently provide challenging activities that increase pupils' engagement
  - ensuring all middle leaders use data more effectively to monitor rigorously the progress of pupils.

**Main report****Achievement of pupils**

Children enter the Nursery with skills that are approximately 12 months behind the development expected for children of this age. The children enjoy learning, behave well and concentrate on the activities they choose themselves and those set by the adults. For example, in a lesson on early reading and writing skills, children used a variety of practical activities to develop their confidence in sounding out and blending different letter sounds. The children make good progress through the Early Years Foundation Stage and an increasing proportion are now reaching a secure level of development by the end of the Reception Year.

By the end of the Year 2, pupils' attainment in reading is low but there is a clear trend of improving performance. This is also the case in writing and mathematics. Progress in the recent past has been satisfactory but current well-targeted teaching and effective additional support for pupils is leading to faster progress. This was the case in a Year 2 lesson, where pupils were able to choose, select and use 'wow' words to describe a character in order to write with confidence and purpose.

Pupils continue to make satisfactory progress throughout Key Stage 2. There are some variations in pupils' attainment and progress between groups of learners, particularly in Years 3 to 5. However, their attainment is getting closer to that of their peers because of some better teaching. Progress rapidly accelerates in Year 6 and current indications from the pupils' work are that this year group is achieving well. This is a result of consistently good teaching. Attainment is average in reading and mathematics and low in writing. However attainment in writing continues to rise and this is supported by evidence from the pupils' work, discussions and observations. Over time, girls' achievement is stronger than that of boys. Pupils known to be eligible for free school meals achieve similarly to this group of pupils nationally. Pupils from minority ethnic backgrounds achieve as well as their peers. Disabled pupils or those with special educational needs make satisfactory progress.

Pupils who are admitted later into the school make at least satisfactory progress.

Most parents and carers stated that good progress is made. While there is evidence that some pupils are beginning to make better progress, the inspection found that pupils' progress over time is satisfactory.

### **Quality of teaching**

Teaching is satisfactory over time. It is improving but is yet to have a consistent impact on accelerating pupils' progress, particularly in writing. Parents and carers feel that teaching is good. However, a small number mentioned that insufficient homework was being set. The school acknowledges this and is currently addressing the issue.

In a Year 6 lesson, pupils were to interview a new 'superhero' in preparation for writing a biography. The planning was effective, with sequenced activities that catered for the different needs within the class. This built on opportunities for learners to be actively involved in their learning. Pupils' oracy skills were strengthened through the role play and pupils clearly understood the qualities and behaviours of their characters. As a result, pupils made good progress. This is a key feature of the consistently effective teaching and a curriculum that enhances their spiritual, moral, social and cultural development.

However, this is not always the case. On occasions the planning of activities does not always match the full needs of all learners and sometimes lacks challenge. In some instances, pupils carry out the same work but with varying degrees of completion and success. Therefore, the expectation and demands on the pupils do not always sufficiently challenge them.

The use of assessment to support learning is variable. There are pockets of effective practice, but data are not yet used consistently well by teachers when planning lessons. Marking is regular and generally helpful to pupils. However, the quality of feedback is variable across the school, as guidance given to pupils on how to improve is not always consistent, especially in topic books, where there are missed opportunities to extend the pupils' literacy further and so raise standards. There are missed opportunities for pupils to reflect on or respond to teacher's advice and guidance. While there is some use of 'red' pen comments by pupils in responding to the teacher's feedback and comments, this not consistent throughout the school.

### **Behaviour and safety of pupils**

Pupils are polite and friendly to staff, visitors and each other. They conduct themselves well in lessons and are keen to learn. On rare occasions, they require gentle prompting to re-focus in lessons. Even when lessons are not as effective, pupils' behaviour is positive. Pupils make good contributions to the school. For example, towards the end of the breakfast club, two older pupils sat and read with confidence and vigour to younger children sitting patiently before the school day commenced. The breakfast club ensures the safety and welfare of pupils effectively. Inspectors observed the celebration assemblies, where a number of different

rewards were presented to individual pupils and classes. Older children, including the house captains, took responsibilities to support the running of the assembly.

Almost all parents and carers who completed the questionnaire feel behaviour is good around the school. Few expressed concerns regarding behaviour in lessons. These views were also supported by most pupils. The inspection findings support the view that behaviour is good over time. The behaviour management systems are effective and valued by pupils, parents and carers. The school council has revamped the school rules and, during discussions with inspectors, a range of pupils clearly articulated the rules, rewards and sanctions that were enforced. As a result of robust and very well targeted strategies, the school has currently raised attendance to be in-line with the national average and the number of pupils deemed to be persistently absent is declining.

Pupils have a good understanding of what constitutes safe and unsafe practices. They state that they feel safe at school and this is supported by all parents' and carers' responses to the questionnaire. Few parents and carers expressed concerns regarding bullying. However, most pupils completing the questionnaire felt that the school deals with all types of bullying well including cyber-bullying. Pupils demonstrate a good awareness of the different types of bullying. Pupils confidently articulated the range of actions that the school takes in dealing with bullying and understood the consequences of these actions.

## **Leadership and management**

Leaders, managers and governors are highly committed to developing the school. The new headteacher has strategically and swiftly identified the correct priorities for improvement through the highly robust self-evaluation and a well targeted development plan. There have already been marked improvements which demonstrate well the school's good capacity to improve further. Attendance has risen sharply. Leaders have been successful in sustaining improvement in attainment in mathematics and are continuing to drive up standards in English. Achievement in Year 6 has improved. In 2011, the progress of all pupils and different groups accelerated considerably demonstrating the school's commitment to equality of opportunity. A new assessment system is used at senior level to inform and plan work to accelerate the progress of individuals and small groups of pupils. This has resulted in improvements in pupils' achievement in Year 2 and 6. However, it is too early to measure the full impact on pupils' achievement across the school as not all middle leaders and teachers make full use of the information about pupils' progress as these systems are not yet embedded. The school is quick to deal with any forms of discrimination.

There is a concerted and effective approach to ensuring that pupils' achievement is improving from effective teaching. For example, in 2011, Year 6 boys' achievement in English was a significant issue. The steps taken by senior leaders have resulted in boys' making much better progress in both English and mathematics. This is one of the results of senior leaders focusing sharply on improving the quality of teaching through professional development and more effectively managing the performance of teachers.

The governing body is making a good contribution to the school's improving performance. Its members are skilled in analysing performance data so they can challenge the school and hold the headteacher to account. There are good partnerships with parents and carers. The highly enthusiastic family support worker liaises effectively with parents and carers to support their English language development. This enables parents and carers to become more involved in their child's learning. The arrangements for safeguarding meet requirements.

The curriculum meets the needs of pupils and is effective in promoting pupils' spiritual, moral, social and cultural development. For example, there are good opportunities to learn to play musical instruments. Art work and pupils' photography are proudly displayed. Topics contribute to pupils' learning, because they are enriched by an effective range of visits that enhance learning. While the mathematics curriculum is particularly effective, occasionally opportunities are missed for pupils to use and reinforce literacy skills across the curriculum.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 February 2012

Dear Pupils

### **Inspection of Chandos Primary School, Birmingham, B12 0YN**

Thank you for welcoming us to your school. We enjoyed seeing you in and around the school and talking to you in our discussions. You go to a satisfactory school that is improving quickly. Your new headteacher is working together with staff to make big differences to your learning. In the questionnaire that you completed, almost all of you said you liked attending school and enjoyed learning lots in lessons. We judged your behaviour to be good, which most of you agreed with. You are polite, courteous and friendly to each other. You have good attitudes to learning, particularly when activities need you to explore and find things out. You enjoy working in pairs and in groups.

We liked attending the celebration assemblies, listening to your orchestra and seeing them grow in confidence. You have a good range of musical opportunities and your good quality art work is proudly displayed around the school. There are a range of visits that enhance your learning and all these activities support your personal development.

We have asked your headteacher and teachers to:

- improve how well you achieve in all subjects and especially, in reading and writing
- plan and teach activities that meet your needs, abilities and challenge you further
- give you clear advice when they mark your work and give you more opportunities to reflect, respond and gain a clearer understanding of how to move to the next level.

You can play your part by attending school every day, take opportunities to work harder and support each other in your learning.

With best wishes,

Raymond Lau  
Lead inspector

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