

# Chandlers Field Primary School

## Inspection report

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<b>Unique Reference Number</b>	125125
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	381051
<b>Inspection dates</b>	12–13 September 2011
<b>Reporting inspector</b>	Brian Evans

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	458
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Edward Palmer
<b>Headteacher</b>	Cindylou Turner-Taylor
<b>Date of previous school inspection</b>	1 July 2009
<b>School address</b>	High Street West Molesley Surrey KT8 2LX
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	12–13 September 2011
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors saw 28 lessons and parts of lessons and observed 24 teachers. Meetings took place with the Chair and Vice-Chair of the Governing Body and a number of staff, parents and carers and groups of pupils. The inspection team observed the school's work and looked at documentation which included the school development plan, assessment information, safeguarding documentation, curriculum planning and samples of pupils' work. Inspectors analysed the results of 140 questionnaires completed by parents and carers, and took account of the views expressed in pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of new arrangements for assessment in English and mathematics.
- The extent to which teaching meets the learning needs of all pupils.
- The impact of new approaches to raising the quality of teaching and learning.
- The views of pupils on their personal and academic development.

## Information about the school

Chandlers Field Primary is much larger than the average primary school. Over two-thirds of the pupils are of White British heritage with others coming from a diverse range of different ethnic heritages. The proportion of pupils entitled to free school meals is well above average. An above average proportion of pupils are learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average. Chandlers Field has a children's centre on site which provides a range of services to families and the local community. The school provides a breakfast club and an after-school club.

The deputy headteachers led the school for the second half of the summer term as headteacher was away from school during much of this term. The school belongs to a federation of local schools and has the support of external English and mathematics consultants. Chandlers Field Primary is a founder member of the Voice Educational Trust working in partnership with a range of schools and organisations to share best practice.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Chandlers Field Primary is a satisfactory school. Pupils' attainment in English and mathematics is broadly average and has been improving securely and quickly over the past three years. Pupils' behaviour is good, which is a key factor in the satisfactory progress they make. Pupils feel extremely safe in school and have a good awareness of health-related issues. Parents and carers fully support the direction in which the school is moving. The good care, support and guidance for individual pupils and good partnerships with external agencies contribute to pupils' learning and support their satisfactory achievement throughout the school. Self-evaluation is accurate and work focuses on some issues for improvement identified by the school such as attainment, teaching and learning and the management of teaching and learning. Safeguarding procedures and their impact are excellent on an extended site. Attendance remains low but is improving. Equal opportunities for all pupils are satisfactory.

The provision in the Early Years Foundation Stage is good. As a result, children develop into confident and successful learners. The school development plan is rightly focused on developing pupils' basic skills throughout the school. This is a priority for the school. These factors, coupled with steadily rising standards, indicate that the school has a satisfactory capacity for sustained improvement.

Consistently satisfactory teaching, supported by individual withdrawal sessions and in-class support for some pupils, helps all pupils to make satisfactory progress. However, it remains inconsistent in quality. Teachers do not always make effective use of assessment information to adjust their lesson planning to meet pupils' differing levels of ability or provide sufficiently regular opportunities for pupils to learn independently. The school's assessment and tracking systems are used effectively to monitor individual performance closely. School data show that pupils who have special educational needs and/or disabilities and those who speak English as an additional language, are making improving progress.

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

By September 2012:

- Raise attainment and progress in English and mathematics through improving

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the quality of teaching and learning by:

- ensuring teachers make good use of assessment information so work is matched well to pupils' different learning needs, especially for some girls and more-able pupils.
- providing more opportunities for pupils to learn independently
- ensuring, through the more effective use of feedback in marking, that pupils know what they have to do to improve their work.

- Raise attendance rates by following up all absences consistently.

Up to 40% of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Children enter the school with a level of skills below those expected for their age. Levels of attainment as seen in lessons and in examples of pupils' written work confirm that pupils' achievement is satisfactory. Most pupils enjoy their work in school. Pupils who have special educational needs and/or disabilities make satisfactory progress. A parent commented that, 'School is very good for children who need a little bit of extra help.' In a good Year 6 history lesson on the Tudors, the task effectively built on pupils' prior learning. All pupils knew what their learning objectives were and understood what they should do during the lesson. Excellent use of information and communication technology (ICT) included an investigation on the Tudors. Many pupils were ambitious to achieve above-average levels of work. The tasks set generated very good pace, leading to good progress, with pupils learning much from each other. A few pupils are unsure how to respond to comments when they receive written feedback on the quality of their work.

Opportunities in school assemblies raise pupils' self-esteem and have helped build their confidence to speak at these and other events. While pupils' moral and social development are good, their spiritual and cultural development are satisfactory as teachers do not use opportunities across the curriculum to develop these features further. Pupils speak very highly of the support they receive and are polite and well-mannered in welcoming visitors to the school. A key element in their good behaviour is the way in which the headteacher and senior leaders are visible around the school. The pupils' rising achievement in basic skills, including in ICT, is ensuring they are satisfactorily prepared for the next stage of their education. Pupils' attendance is low. It has improved rapidly over the past three years as a result of the school's efforts although not all absences are followed up consistently.

The school council contributes in many ways to the life of the school, for example, they offer ideas for improving provision for outdoor play such as trim trails and equipment to use during lunchtime play. Year 1 pupils designed the Early Years

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Foundation Stage playground for the Reception and Nursery children. Pupils state that any bullying or name-calling is dealt with very quickly by the 'well-being' staff, and due to their good behaviour, pupils also say that they feel extremely safe in school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

As a result of the robust monitoring of teaching and learning by senior leaders, the quality of teaching has improved and is now satisfactory. The development of basic skills in literacy and numeracy in all year groups are suitably prioritised. Teachers' subject knowledge is good but teachers sometimes direct their teaching to the middle level of the ability range and do not consistently provide sufficient challenge in the work provided for more-able pupils or some girls. In the best lessons, work is carefully matched to pupils' different learning needs and is based on the good use of accurate assessment information on pupils' progress. Teaching assistants support pupils who are withdrawn from lessons or by support in the classroom. Senior leaders are aware of the need to provide more opportunities for pupils to learn independently.

The curriculum promotes satisfactory learning and progress in the basic skills. New topics of particular interest to boys are helping to improve their writing and girls-only groups in mathematics are proving effective. Leaders recognise that although a positive start has been made, they have further to go in providing opportunities for pupils to apply their literacy, numeracy and ICT skills creatively across the

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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curriculum. Participation levels are very high in extra-curricular activities, including at the well-attended breakfast club, break, lunch and after-school clubs. For example, in the lunch hour all pupils enjoyed the outdoor activities which included a very varied pattern of exercise skills and the use of a separate playground for football. Pupils enjoy numerous visits and visitors that make learning more meaningful. Pupils deemed to be potentially vulnerable are successful learners. Carefully- prepared, individual learning programmes and good partnerships with external agencies contribute to their satisfactory achievement.

Teachers and support staff provide good care, guidance and support and work regularly alongside parents and carers to improve their children's personal well-being. Pupils happily turn to a member of staff when they have a problem. Teachers and support staff confirm that any behavioural issues are 'nipped in the bud' before they become serious. Administrative staff on reception greet parents, carers and visitors with sensitivity and understanding and are a very important link between these groups and the teaching and support staff.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders work very closely with the headteacher and have complementary strengths. The impact of their leadership can be seen in the secure progress made by pupils especially in Year 6 and the creation of a school ethos that is friendly, welcoming and mutually supportive. Statutory duties are reviewed regularly and meet requirements, including the excellent procedures relating to safeguarding. Policies and their impact on child protection are reviewed and updated regularly to ensure that they reflect the best practice and are followed consistently by all staff. Partnerships with outside agencies are good and the 'well-being' group of staff benefit greatly from access to these. Links with other schools and the use of English and mathematics consultants provide the school with valuable additional support to drive improvement. Financial controls are secure and give satisfactory value for money. Concerted action to promote equal opportunities satisfactorily and tackle any discrimination leads to harmony across all ethnic groups and has improved the performance of all pupils and especially those who need additional support.

Senior staff are taking highly effective steps to drive up the quality of teaching. Very careful monitoring of teaching and learning has identified relatively weaker aspects which are quickly followed up. Professional support and staff training days are used

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regularly to raise awareness of teaching and curriculum issues. Relationships and morale throughout the school are satisfactory. The school has a satisfactory partnership with parents and carers. The governing body examines the impact of policies on the school's work carefully but it does not hold the school to account sufficiently for its performance. The promotion and impact of community cohesion is satisfactory. Pupils understand that communities and cultures in other parts of the world can be different through, for example, links with a school in Uganda. The awareness of the diversity of lifestyles within the United Kingdom is not as well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children understand classroom routines and teachers' expectations, showing positive attitudes and behaving well. They enjoy the large range of activities and resources available to them indoors and in the outside area. As a result, they develop into confident and successful learners who cooperate well and know how to share resources. In an excellent mathematics session, children worked through a variety of practical approaches on the 'five' theme. Number work is very well taught. Achievement is good and children enter Year 1 with knowledge and skills that are average in most areas, including in all aspects of their personal development.

Activities are well planned and purposeful. In a well-devised lesson children made good progress in understanding money and buying items because of well-focused teaching. The teacher's intense concentration on individual children, strong interest in their learning and deft use of praise ensured good levels of success. There is good cooperation and teamwork between teachers and teaching assistants when children are working in groups. The smiles on the faces of both adults and children express



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their enjoyment. Stimulating activities are organised both indoors and outside. These reflect well the different areas of children's learning, for example, the fish in a pond in one classroom gives children an insight into the natural world. Teachers and learning assistants provide very well for children's welfare and learning.

Leadership in the Early Years Foundation Stage is effective. Procedures to monitor and evaluate outcomes and provision are thorough. There is good liaison with the Nursery class and this ensures a smooth transition into school. Parents and carers are happy to acknowledge the good provision and quality of learning. One appreciative parent readily acknowledged this, in writing: 'I am really pleased with the school – my child is happy and enthusiastic to go to school and learn.'

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents and carers state that their children enjoy school and feel very safe. They were also very positive about the school and its impact on their children's well-being. The quality of pastoral care and opportunities for extra-curricular activities were highly praised. The inspectors confirmed these positive aspects. In their comments, a small minority of parents and carers expressed concern about behaviour and believed that the school did not meet their children's particular needs or that their children did not make enough progress. Inspectors observed pupils' behaviour during the inspection and judged it to be good. There are clear procedures for parents and carers to approach the school about their children's work and any particular needs and how they can support the school in meeting them.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chandlers Field Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 140 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	61	52	37	1	0	0	0
The school keeps my child safe	80	57	57	41	2	1	0	0
The school informs me about my child’s progress	40	29	79	56	11	8	2	1
My child is making enough progress at this school	44	31	72	51	12	9	3	2
The teaching is good at this school	57	41	69	49	1	1	1	1
The school helps me to support my child’s learning	48	34	68	49	15	11	1	1
The school helps my child to have a healthy lifestyle	43	31	82	59	8	6	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	34	71	51	7	5	1	1
The school meets my child’s particular needs	46	33	75	54	10	7	3	2
The school deals effectively with unacceptable behaviour	38	27	73	52	7	9	2	1
The school takes account of my suggestions and concerns	37	26	81	58	13	9	2	1
The school is led and managed effectively	34	24	84	60	13	9	2	1
Overall, I am happy with my child’s experience at this school	53	38	73	52	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.

**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.**



14 September 2011

Dear Pupils

### **Inspection of Chandlers Field Primary, Molesley KT8 2LX**

We are writing to let you know how much we enjoyed our visit to your school. You will be pleased to learn that we judge Chandlers Field Primary to be a satisfactory school. These are the main findings of the inspection.

- You told us through your questionnaire responses that you enjoy school and feel very safe. This is also apparent from the satisfactory progress you make in your learning.
- Your behaviour is good.
- You have a good understanding of what it means to live a healthy lifestyle and participate in a full range of physical education activities.
- The partnerships between the school, your parents and carers, external agencies and yourselves are good.
- Most teaching is satisfactory and often good.
- The provision in the Nursery and Reception classes is good.

Over the past three years, you have made satisfactory progress in mathematics and in English. We have asked the school to focus on raising attainment in English and mathematics and asked that teachers ensure that work is always matched to your different learning needs, that they provide you with more opportunities to learn independently and ensure you know what you have to do to improve your work. We have asked the school to further improve rates of attendance.

We know that you will continue to work hard. Although many of you already attend school regularly unless you are ill, we would like you all to achieve this so that you are all able to make the best possible progress.

Yours sincerely

Brian Evans  
Lead Inspector

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