

Chandos Primary School

Vaughton Street South, Highgate, Birmingham, B12 0YN

Inspection dates

20–21 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Over time, pupils make expected progress rather than good progress, although progress in Key Stage 2 is stronger.
- Teachers do not always provide appropriately challenging work at different levels for pupils with different abilities.
- Marking does not always show pupils what they should do to improve.
- The pace of lessons is sometimes too slow.
- What pupils are supposed to learn is not always conveyed to them sufficiently clearly and key words they need in lessons are not emphasised enough.
- In lessons, pupils are sometimes too passive in their learning.
- Leaders' evaluation of the school's effectiveness does not focus enough on pupils' attitudes and behaviour, or how well they are engaged in learning.

The school has the following strengths

- Senior leaders and members of the governing body know the strengths and weaknesses of teaching and of pupils' achievement and are taking action that is improving both.
- Comprehensive opportunities for training and support are leading to improved teaching.
- Pupils are courteous and welcoming and their social skills are particularly well developed. They say they feel safe in school.

Information about this inspection

- Inspectors observed 19 lessons, two of which were observed with senior staff.
- Meetings were held with groups of pupils, staff, governors, a representative of the local authority, and school improvement staff. Brief discussions were held with parents bringing their children to school.
- Inspectors had individual pupils read to them and heard pupils read aloud in lessons.
- Inspectors observed the school's work and looked at various documents, including those relating to safeguarding, pupils' progress, records of attendance and behaviour.
- There were too few responses to register on Parent View (an online questionnaire) but an inspector viewed the results of a recent school questionnaire to parents and records of a parents' morning where they had been encouraged to express their views.

Inspection team

Michael Farrell, Lead inspector	Additional inspector
Sue Calvert	Additional inspector
Anthony Green	Additional inspector

Full report

Information about this school

- Chandos is a larger than average-sized primary school.
- The great majority of pupils come from various minority ethnic backgrounds. Most pupils do not speak English as their first language.
- A higher than average proportion of pupils is identified at school action, school action plus and with a statement of special educational need.
- About two-thirds of pupils are eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals or who are cared for by the local authority). This is much higher than average.
- A higher proportion of pupils than is typical join or leave school during the school year, and this has been the case for several years.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs its own breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently at least good by ensuring that:
 - work is always challenging and pitched at the right level for pupils of different abilities
 - lesson pace is brisk where it should be
 - teachers check during the lesson that learning is going as intended and correct it or quicken it where it is not
 - the point of the lesson and key words are properly explained and emphasised
 - marking of pupils' work always shows how they can improve.
- Improve behaviour for learning by ensuring that pupils are highly engaged in lessons and contribute more.
- Accelerate the impact of leadership and management in securing school improvement by:
 - ensuring that improvements to the quality of teaching are made swiftly and are consistent across the school
 - increasing the engagement of pupils in lessons by more closely monitoring this and the impact of support to improve it.

Inspection judgements

The achievement of pupils

requires improvement

- Children start in the Nursery working at levels well below those typical for their age, with some speaking little English. In Nursery and in the Reception classes they learn steadily and make adequate progress. Social development is a strong area while progress is weaker in reading, writing and number. Attainment by the time pupils join Year 1 is still below national averages.
- Pupils' achievement requires improvement because attainment in Key Stages 1 and 2 remains below average. In Key Stage 1, mathematics is a stronger area than reading and writing, reflecting the large numbers of pupils who are still learning English as an additional language, and having been affected by long term staff sickness which has now been addressed.
- In recent checks on phonics (the sounds letters make), boys' results were below the national average because of weaknesses in teaching. However, training and support of teachers is improving teaching and, during the inspection, good phonics teaching and guided reading were seen to be accelerating progress.
- In the year 2011–12, pupils made good progress in Key Stage 2. In 2012–13 progress in mathematics was good but progress in writing was not as strong, having been affected by some inadequate teaching, which has now been resolved.
- The much higher than usual number of pupils coming into and moving out of the school makes it challenging for the school to gain a full picture of the progress of pupils. However, data from various sources, lesson observations and pupils' work indicate that pupils who join the school partway through their primary education make expected progress in English, mathematics and a range of other subjects.
- Pupils read widely and regularly in school. Beginning readers try hard working out the sounds and meanings of words. They enjoy reading, recognising they are making steady progress.
- Disabled pupils and those who have special educational needs make similar progress to their classmates because they receive suitable support using resources that help build their confidence, particularly when working in small groups. In class, however, work is not always pitched at the right level.
- The progress of more-able pupils requires improvement because of weaknesses in teaching. There are examples where these pupils are progressing well, however, as teaching improves. On some occasions, the work these pupils are asked to do is too easy.
- Pupils of different ethnic backgrounds achieve similarly because the school ensures any group slipping behind receives extra support.
- The majority of pupils in the school are entitled to the pupil premium. These pupils' attainment in reading is similar to that of their classmates. In writing and mathematics, eligible pupils were around a term behind their classmates in 2013. This attainment gap is smaller than seen in most schools and is because funding is used effectively to employ extra teaching assistants and to buy well-considered resources for literacy and numeracy.
- Those pupils who are particularly vulnerable make strong progress because the school works effectively with other agencies such as health and social services to provide comprehensive

support.

- As they increase in confidence passing through the school, pupils are suitably prepared for the move to secondary school.

The quality of teaching

requires improvement

- The school has successfully tackled examples of inadequate teaching through regular monitoring and through training and support. In 2011–12, teaching was stronger in Key Stage 2 than in Key Stage 1, but last year teaching required improvement in both key stages.
- At the beginning of lessons, teachers write the purpose of the lesson on the board but do not always allow enough time to discuss it and check that pupils understand it. This makes it harder for pupils to gauge what and how well they are learning. Teachers do not always sufficiently emphasise key words that pupils might use in the lesson.
- Pupils are punctual to lessons but the lesson pace is sometimes too slow, which means that they do not make the progress they should. Related to this, pupils are sometimes too passive in their learning and not motivated well enough to be animated in their eagerness to learn.
- The best marking is thorough and encouraging and shows pupils how they can improve, but this is not consistent across all classes. Pupils do not always respond to teachers' marking.
- Too often, work is not set at different levels for groups of different abilities. It is pitched at the middle level of ability. This means that more-able pupils are not challenged as much as they should be while less-able pupils sometimes struggle.
- Generally, teaching is supported by well-chosen resources. The school is taking steps to enhance the outside area in the Early Years Foundation Stage, which is not as well-resourced as elsewhere.
- Relationships between staff and pupils are generally warm and respectful.
- Teaching assistants make a strong contribution to the school by helping pupils who need extra help, especially when they are well deployed.
- Parents and pupils express positive views about teaching, and pupils readily give examples of lessons they like. This helps to confirm that while teaching is not yet good, it is improving.

The behaviour and safety of pupils

requires improvement

- The reason that behaviour requires improvement and is not yet good concerns pupils' attitudes when they are learning. While some pupils show eagerness to learn, too many are passive in their learning. Their conduct is good but they show insufficient excited keenness to absorb new knowledge and develop new skills. This is because teaching does not inspire, motivate and excite them enough.
- Pupils know that they have targets for their learning and some can say precisely what these are but not all. They recognise that the purpose of targets is to help their progress.

- Although parents and pupils express positive views about behaviour, a substantial proportion of staff consider that behaviour is not good.
- Around the school, at breakfast club, at morning break, at lunch and in lunchtime play, pupils conduct themselves well.
- Pupils are courteous, trusting, and welcoming to visitors, reflecting the welcoming atmosphere of the school. When asked by inspectors to explain what they were doing, they were happy to do so. Pupils have good manners, encouraged by the high expectations of staff.
- Pupils' attendance has greatly improved over the past three years as parents recognise its importance, strongly encouraged by the school. Pupils are punctual so that lessons start promptly.
- The school does not tolerate discrimination; as one pupil stated, 'We don't do racism.' Pupils have a strong sense of right and wrong. They say that there is some bullying and that sometimes pupils call each other names but that, when this occurs, staff take it seriously and deal with it appropriately. 'Bullying is sorted out,' stated one pupil.
- There have been no permanent exclusions in recent years and fixed-term exclusions are very rare.
- Pupils of different backgrounds work together amicably and, when opportunities for talking with partners or in small groups are offered, they are used sensibly.
- Parents express confidence about their child's safety and pupils say they feel safe. Pupils can explain in language suitable for their age about keeping safe near roads and water. They can explain how to avoid risks when using the internet.

The leadership and management

requires improvement

- Leaders' and managers' deep commitment to the school is leading to improvement, but not fast enough to make the school good. Self-evaluation is accurate in its judgement of achievement and teaching but too generous regarding behaviour and safety, and leadership and management.
- The patiently determined headteacher has a clear vision for the school. He is gradually building up the skills of leaders at different levels. The contribution of subject leaders to the monitoring of teaching and achievement has improved, although the monitoring of pupils' engagement in lessons has been less of a focus. School development planning correctly identifies key priorities for improvement, helping the school move forward.
- Leaders have eradicated previous inadequacies in teaching and have successfully managed a period of disruption owing to long-term staff absences; the present situation is much more settled. Leaders judge teaching appropriately by its impact on progress. Systems for managing staff performance ensure that salaries and promotions are related to performance and pupils' progress.
- The curriculum meets pupils' needs. It promotes self-esteem and social development through well-considered programmes and reflects the school's different cultures; for example, through celebrating different festivals.

- Through primary sports funding, the school is working with a local sports college to enhance staff skills and increase the range of sports and competitions.
- The school has the capacity to improve as indicated by existing improvements in teaching, brought about by well-focused training. This includes development in literacy and numeracy strategies provided from within the school and by outside providers. The local authority judges that the school is improving and so has not had a great input into the school but through visits has established that the school uses support from other sources and partnerships effectively.
- Partnerships with other schools and services are strong, benefiting pupils' well-being.
- The school's surveys indicate that parents value the school highly. Parents say they are 'very happy' with the school, and its reputation is improving.
- **The governance of the school:**
 - The governing body knows about pupils' achievement and the quality of teaching. They have a clear oversight of safeguarding and ensure that it meets current requirements. They understand the school's data and comparisons with national figures. Governors are well briefed about how funding for pupil premium and for sport is spent and its impact. Their training is relevant and up to date. Governors ensure that resources are used effectively. They are involved in the management of the headteacher's performance and ensure that staff salaries are linked to pupils' performance. The governing body is constructively self-critical, seeking better ways of working. Governors recognise that they have not always focused their visits to the school tightly enough on key areas and priorities but are beginning to improve this; for example, through visits focusing on specific subjects.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103325
Local authority	Birmingham
Inspection number	426930

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Christopher Owen
Headteacher	James Allan
Date of previous school inspection	23 February 2012
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