

Chandos Primary School

Vaughton Street South, Highgate, Birmingham, B12 0YN

Inspection dates 17–18 June 2015

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

Summary of key findings for parents and pupils

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

- Teaching, including that in the early years, while improving, remains too variable. It is not yet consistently good across the school.
- Progress throughout the school is improving but remains inconsistent. Children get off to a brisk start in Nursery and many pupils make rapid progress in Year 6. However, the progress made in the rest of the school, in some classes and subjects, is too slow.
- Pupils' progress in writing is too slow. This is in part because pupils do not receive precise enough feedback about how to improve their spelling and grammar.
- While leaders, managers and governors have been effective in bringing about a number of improvements since the last inspection, they have an overgenerous view of some aspects of the school. Governors do not have all the information they need to judge the school's effectiveness accurately.
- The behaviour of some pupils in classrooms and around the school is not good. Pupils do not always respond quickly enough to adults' instructions and talk while the teacher is talking. In some classes pupils slouch in their seats, swing on their chairs or call out inappropriately. This goes unchecked by some adults.
- Pupils' attitudes to learning are variable. Pupils in some classes do not demonstrate a keenness to learn. This is, in part, because teaching does not always interest pupils, stimulate their curiosity or provide enough challenge to get them really thinking hard.
- Not all teachers inject a sense of urgency into learning. As a result, pupils do not make as much progress as they could in the time available.
- Pupils' understanding of different religions is superficial. This is because pupils are provided with too few opportunities to learn in any depth about what different faith groups believe.

The school has the following strengths

- Effective support is provided for the small number of pupils who demonstrate particularly challenging behaviour.
- The school is effective in its work to keep pupils safe, including from the risks associated with extremism and radicalisation. Pupils say they feel safe in school.
- Pupils make good progress in reading.
- Teaching assistants are deployed well and are skilled at helping pupils to learn new things.
- The recent focus on developing pupils' understanding of British values has been particularly successful. Pupils speak knowledgeably about the legal system, democracy and the similarities and differences between people who are British.

Information about this inspection

- Inspectors observed 23 lessons or part lessons across the school, several of which were jointly with the headteacher and deputy headteacher.
- The views of staff were gathered through discussions and the 48 returns to the Ofsted staff questionnaire.
- Inspectors held meetings with staff, pupils and members of the governing body. The lead inspector also had a meeting with three representatives from Calthorpe Academy, which has recently been appointed by the local authority to monitor the work of Chandos Primary School.
- A wide range of documents was scrutinised, including records relating to behaviour and attendance, safeguarding procedures and the school's analysis of how well it is doing. Inspectors examined the school's systems for checking progress.
- The inspectors talked to pupils about their work and listened to individual pupils read from Years 1 and 2.
- Inspectors took account of the 13 responses to the Ofsted online parent questionnaire, Parent View. Parents' and carers' views were also gathered from informal discussion. Inspectors also considered three letters from parents or carers.

Inspection team

Rachel Howie, Lead inspector

Her Majesty's Inspector

Stephen Matthews

Additional Inspector

Shahnaz Maqsood

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Two thirds of pupils are eligible for pupil premium funding (additional government funding for pupils known to be eligible for free school meals or who are cared for by the local authority.) This is higher than the national average.
- Almost all pupils are from minority ethnic backgrounds. Three quarters of pupils speak English as an additional language.
- At around one in six, there is an above average proportion of pupils who are disabled or have special educational needs.
- Early years provision takes the form of a part-time Nursery and two full-time Reception classes.
- A higher proportion of pupils than average arrive and leave the school at times other than in Reception and Year 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Continue to improve the quality of teaching and accelerate pupils' progress, particularly in writing, by:
 - making sure that, within lessons, learning moves along at the right pace to keep pupils motivated and supports them to make good progress
 - ensuring that all teachers have high expectations about what pupils can achieve so that activities require pupils to think and work hard, and there is a sense of urgency and interest about learning new things
 - providing pupils with effective feedback that enables them to make improvements in their spelling and grammar
 - ensuring the teaching of phonics is of a consistently high standard and that pupils apply what they learn to their writing.
- Ensure that pupils have sufficient opportunities to develop their knowledge and understanding of what different faith groups, and those of no faith, believe.
- Improve the quality of leadership and management by:
 - checking more carefully that the judgements made about the quality of teaching match the work seen in pupils' books
 - supporting all leaders in understanding how to analyse information about pupils' progress accurately in order to measure the impact of their work reliably
 - including precise targets in action plans to enable leaders and governors to be able to identify which improvement strategies are being effective
 - recording and analysing incidents of poor behaviour in order to identify any patterns so that appropriate action can be taken
 - effectively sharing the good practice in teaching, providing feedback and behaviour management currently in the school
 - ensuring that governors are given accurate information about the work of the school and teachers' performance to inform their decisions and strategic planning.
- Improve pupils' behaviour and attitudes to learning by:
 - providing pupils with tasks and activities that are appropriately challenging and which capture their

interest and enthusiasm

- ensuring that all adults have high and consistent expectations of pupils' behaviour in classrooms and around the school site
- ensuring all teachers recognise poor learning behaviour and deal with it swiftly and appropriately
- ensuring all pupils understand what constitutes a good attitude to learning and why this is important.

Inspection judgements

The leadership and management

requires improvement

- Leadership and management require improvement because pupils in all classes do not yet achieve equally well and make good progress. Senior and middle leadership has strengthened since the time of the last inspection with the appointment of phase leaders. Some improvements in the culture are evident; however, consistently good teaching and behaviour across the school have not been secured.
- The headteacher and deputy headteacher work effectively together and have the support of the wider leadership team. Their desire and commitment to improve the school is evident and they have a clear focus on improving the quality of teaching to enable pupils to make faster progress. While they have developed some potentially effective systems to check frequently on the quality of teaching, these are not implemented with sufficient rigour.
- Records show that teachers are provided with opportunities to learn from colleagues in other schools and have received some helpful training and advice on how to improve their practice. Some success has been achieved and teaching is improving. However, senior leaders have an over-generous view of some of the teaching in the school and, as a result, are not taking effective action to bring about rapid improvements.
- Appropriate systems are in place for managing teachers' performance. This year's targets for staff link appropriately to the national Teachers' Standards. The impact of performance management is not yet fully evident in ensuring consistently good teaching and learning. Governors are not consulted or informed about the impact of performance management reviews on teachers' salaries.
- Work to improve behaviour has been effective for the pupils who demonstrate particularly challenging behaviour and exclusion is used appropriately as a last resort. However, leaders have been less successful in ensuring general behaviour around school and in lessons is consistently good. Records are not kept of incidences of poor behaviour unless the behaviour is severe. This means that leaders do not know which of their strategies for improving behaviour are effective, nor can they identify any patterns or trends in order to focus their work on particular classes or groups of pupils.
- Some leaders are not yet able to use information from pupils' workbooks and data about progress to identify accurately which pupils are making good progress. The information presented to inspectors about early years contained errors and misconceptions about what demonstrates good progress. This means that leaders do not have a precise view on the quality of the provision.
- An appropriate range of subjects is taught and pupils benefit from a range of trips to places of interest and from visitors to the school. For example, pupils spoke to inspectors enthusiastically about a camping trip and a visit to RAF Cosford. An appropriate programme is supporting children in developing their social skills and in expressing their feeling and opinions. Pupils also benefit from whole-class musical instrument tuition, for example learning to play the flute. However, senior leaders are unable to identify how well pupils are progressing in subjects like art, music and computing because pupils' work is not systematically collected and retained throughout the year. In addition, pupils' knowledge and understanding of different faiths, or of those who have no faith, is weak.
- Pupil premium funding is used effectively to provide small-group and individual support. Resources have also been purchased to support learning. This is helping disadvantaged pupils to catch up with their classmates.
- The work of the school in developing pupils' understanding of British values and preparing them for life in modern Britain is effective and is a strength of the school. Pupils speak knowledgeably about how the legal system works and what constitutes a democracy. Full advantage was taken of the recent general election in helping pupils to understand how leaders are elected.
- Pupils understand how to keep themselves safe, for instance when using the internet and social media.

They are taught the values of kindness, respect and tolerance. Pupils understand how to value the opinions of others, although some are less good at applying these in practice. However, leaders have not yet been successful in ensuring that all pupils reach their potential by the time they leave the school.

- Leaders have been successful in ensuring that discrimination of any kind is not tolerated. However, they have not yet ensured that relationships between all pupils and staff are as positive as they should be. Leaders work hard to make sure that all pupils are treated equally, even though the quality of the provision they receive sometimes varies.
- The primary school physical education and sport funding is used well to provide specialist physical education teachers and an increased range of after-school clubs. Additional resources to increase physical activity on the playground have been purchased and older pupils have been trained as 'Energisers' to encourage pupils who dislike physical activity to be more involved. In addition, more opportunities for pupils to be involved in competitive sport have been created. Records show that more children now have access to sporting clubs and competitions than in the past.
- Safeguarding and child protection procedures are well developed and thorough. Statutory requirements are met. Leaders are active in their work with other agencies to ensure that pupils are kept safe from harm. All staff understand the procedures to follow if they are worried about a pupil. All staff have received training on the dangers associated with radicalisation and extremism; they are alert to any signs of this within the school
- The local authority has provided very little support for this school since the last inspection. There have been no monitoring visits to check if the school is improving quickly enough. Senior leaders from Calthorpe Academy have very recently been appointed to monitor the school on behalf of the local authority.
- **The governance of the school:**
 - Governors visit the school to find out for themselves what improvements are being made. However, the focus of these visits is not precisely matched to the priorities of the school. This means that governors do not always find out specifically how the school is improving.
 - Governors understand that teachers' progression through the pay scale is not automatic but they do not receive information about this from the senior leaders.
 - It is not always easy for governors to assess the progress of the school because action plans do not always include targets that can be measured or steps that can be evaluated at regular intervals to check the pace of improvement.
 - The governors have a broad range of skills and are committed to improving the school. They receive regular reports about the school from a variety of senior and middle leaders, including information about the quality of teaching and pupils' progress. While the minutes from meetings show that governors ask appropriate and challenging questions, the impact of this is reduced when the original information is inaccurate.
 - Governors with specific responsibilities, for example safeguarding, receive appropriate training.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. This is because some pupils display a lack of respect for the adults and a lack of self-control. For example, observations during the inspection and discussions with the pupils showed that some pupils call out inappropriately during lessons and assemblies, talk when the adult is talking and do not always behave sensibly in the dining hall. When adults challenge this behaviour, some pupils are slow to respond. A large proportion of the staff who responded to the inspection questionnaire and a small number of parents expressed concerns over the way behaviour is managed.
- In contrast, many pupils know how to behave well and are polite and friendly. During the inspection, a number of pupils held doors open for inspectors, offered to help carry books and were keen to guide inspectors to classrooms. Where adults have high expectations and routinely make clear what is expected,

pupils respond and behave well. This is not consistent throughout the school.

- Pupils' attitudes to learning vary according to teachers' expectations. Where expectations are high, pupils are attentive, responsive and keen to offer ideas and learn new things. There is a 'buzz' of purposeful activity in the classroom. Where teachers do not make their expectations so clear, pupils are disinterested and lounge at their desks, swing on chairs and chat to friends. Some pupils do not understand clearly what good learning behaviour looks like or why it is important.
- Effective support is in place for a number of pupils who display challenging behaviour. The school works well with parents and a range of external agencies to help these pupils make better choices about their behaviour. The school perseveres with these pupils when improvements in behaviour are slow. School records show that exclusion is used as a last resort and is proportionate and appropriate.
- Attendance has improved since the time of the last inspection and is now just below the national average. The number of pupils who are persistently absent has reduced. This is because the school is working well with parents to ensure they understand the importance of pupils attending regularly.

Safety

- The school's work to keep pupils safe and secure is good.
- The school site is safe and visitors are checked thoroughly. The parents who spoke to inspectors agree that the school keeps their children safe.
- Pupils understand what constitutes bullying including cyber, verbal and racist bullying. They expressed no concerns about bullying at school because they feel that there are adults who will deal with any issues of this nature if they arise. School records confirm that bullying is a rare occurrence.
- Pupils are taught how to keep themselves safe in a range of situations, such as when using the internet and in case of fire. Children in the early years know the rules in the classroom that keep them safe and how to use the outdoor play equipment safely.
- Pupils of all ages say that they feel safe and have a school adult that they trust to deal with any worries or concerns that they have. The school's work to support and care for its most vulnerable pupils, including those who are looked after, is good.

The quality of teaching

requires improvement

- Teaching is improving but is not yet consistently good throughout the school. As a result, not enough pupils make good progress. It is a lack of consistency that prevents teaching from being good overall.
- In some classes, teaching is dull and does not capture the interest or imagination of the pupils sufficiently. Teachers do not have high enough expectations of how much pupils can achieve or how well they can behave. Teachers do not deal swiftly with misbehaviour and the pace of learning lacks urgency. In addition, tasks and activities are sometimes not sufficiently difficult for pupils, including those who are most able. Teachers do not always realise quickly enough that pupils can be moved onto to harder work and do not inject a sense of urgency into the learning. As a result, pupils do not maintain their concentration and do not make the progress that they should.
- In other classes, by contrast, expectations about the quality of work and behaviour required are made clear and pupils understand what should be achieved. Teachers use resources effectively to support pupils. For example, in a Year 1 mathematics lesson pupils were provided with a range of practical equipment which helped them to construct their learning and, as a result, they made good progress. In addition, classrooms are bright and stimulating; displays provide pupils with prompts to help them work independently and celebrate their previous learning in a range of subjects. As a result, pupils in these classes make good progress and are proud of their work.
- Teaching for disabled pupils and those who have special educational needs has improved. However, like

other pupils in the school, teaching for these pupils is not consistent and requires improvement. This is because learning activities do not always suit the needs of the pupils well enough to ensure good progress.

- The teaching of phonics (the sounds that letters represent) is too variable. In Year 1, where effective practice is evident, adults model sounds precisely and ensure that pupils have frequent opportunities to apply the sounds they have learned by writing words and sentences. As a result, pupils make good progress. However, this is not the case in some Year 2 and Reception phonics groups.
- The teaching of grammar and spelling is regular and pupils are given increasing opportunities to practise their skills in a range of subjects other than English. However, when some teachers give feedback orally or in writing, they do not focus sufficiently on pupils' spelling or grammatical errors. As a result, pupils continue to make the same errors and do not make as much progress as they could.
- Teaching assistants are skilled and are deployed effectively, both within lessons and in small groups that are withdrawn from the classroom. They provide effective support for pupils because they understand what pupils should achieve. They receive appropriate training.
- In the Nursery, teaching is at least good. Adults provide stimulating and exciting activities for pupils, with a strong and successful focus on developing children's vocabulary. For example, one child described a circle as having 'one side that is continuous.' Teaching is less consistent in the Reception Year.

The achievement of pupils

requires improvement

- Achievement has improved since the time of the last inspection but it is not yet good. Rates of progress for pupils currently in the school are improving but are not yet good in all classes and subjects. This is because the quality of teaching is variable.
- In 2014, the proportion of pupils reaching the expected level at the end of Year 6 in mathematics and reading was in line with the national average. However, it was well below average in writing. Indications for the end of 2015 are that this picture will be maintained, with some improvements seen in writing and more pupils than in the past achieving the higher Level 5.
- Progress for pupils currently in the school varies between subjects and classes. Leaders are unable to measure progress in some subjects because evidence is not collected in a systematic way, for example in music and art.
- Children enter the school with skills and abilities below those typical for their age group, particularly in communication and language skills. They make rapid progress in Nursery and uneven progress in Reception. The proportion of pupils reaching the expected standard by the end of the early years is below the national average. In Key Stage 1 progress is improving, although it is not yet sufficient for pupils to catch up with their peers in other schools by the end of Year 2.
- A high proportion of pupils arrive and leave the school outside normal times, many speaking little or no English. Several arrive well into Years 5 and 6 and have only a short time in the school. School records and pupils' workbooks indicate that these pupils make rapid progress. These pupils often have not had enough time to be able to reach the expected levels of attainment by the time they leave the school.
- The proportion of pupils meeting the required standard in the Year 1 phonics check is improving and is likely to be in line with the national average in 2015. This is because the teaching of phonics in Year 1 is effective.
- In the 2014 tests and assessments at the end of Year 6, when compared with other pupils in the school, disadvantaged pupils were one term behind in reading, two-and-a-half terms in writing and in line with their peers in mathematics. When compared with other pupils nationally, they were two terms behind in reading and writing and two-and-a-half terms behind in mathematics. School data show that school

leaders have been successful in completely closing the in-school gap in all three subjects for Year 6 pupils this year.

- The progress of disabled pupils and those who have special educational needs varies between classes and subjects. This is because the quality of the work that is provided is inconsistent and does not always meet their individual needs.
- The most-able pupils are not always provided with work that stretches their thinking enough and as a result some do not make the progress of which they are capable.
- Pupils enjoy reading and are positive about their reading experiences at school. However, they do not make rapid enough progress in reading in Key Stage 1 because the teaching of phonics is too variable.

The early years provision

requires improvement

- As with other areas of school, the teaching in early years requires improvement because there are too many variations between the classes. Teaching is consistently stronger in Nursery than that evident in Reception. Good and some outstanding practice characterises the Nursery teaching.
- The leader with responsibility for the early years has a good understanding of the strengths and weaknesses in the phase. However, actions are not taken quickly enough after areas for improvement have been identified. For example, the leader is aware that phonics teaching in the Reception class requires improvement but there are no planned actions in place.
- The data presented to the inspection team about the progress of children in the early years contained some errors and anomalies. As a result, leaders have an over-generous view of how well children are progressing. Evidence from children's learning journals show that progress in Nursery is good, sometimes outstanding, with less consistent progress seen in Reception classes. Some learning journals in the Reception classes do not contain enough information to be able to make an accurate judgement about children's progress in some areas of learning.
- Children are integrated into school quickly and effectively and pupils with additional needs are identified early. Learning environments are welcoming and vibrant and provide children with a range of opportunities, both inside and outside to learn and play. Resources are accessible and varied and enable children to use their imagination and be creative.
- Teaching assistants support children effectively because they have benefited from a range of training.
- Children's speaking and listening skills have been identified as weak when they join the school. As a result, staff place a strong emphasis on this aspect. Teachers and teaching assistants are skilled in engaging children in conversation, encouraging them to use a range of vocabulary.
- Parents who spoke to inspectors stated that their children are safe, well looked after and had settled quickly into the routines of Nursery and Reception classes. Teachers and teaching assistants make sure that children are safe and cared for well. Children's behaviour is generally good. They share and look after equipment and take turns when working with other children.

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	465134

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	448
Appropriate authority	The governing body
Chair	Christopher Owen
Headteacher	James Allan
Date of previous school inspection	21 November 2013
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