

The Chandler CofE Aided Junior School

Middlemarch, Roke Lane, Witley, Godalming, Surrey GU8 5PB

Inspection dates

13–14 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides very effective and decisive leadership. Together with other senior leaders, he has worked diligently to improve the quality of teaching and learning across the school since the last inspection.
- Subject leaders are now influencing how their subjects are taught. This has led to curriculum improvement. They have made a substantial contribution to improvements in the teaching of English and mathematics, and monitor pupils' progress and support staff well. Consequently, staff morale is high and they work together effectively.
- The leadership team and governors are ambitious for pupils. They have rapidly addressed weaknesses in teaching and learning and, as a result, current pupils make good progress from their starting points.
- The school spends additional money wisely for disadvantaged pupils and those who have special educational needs and/or disabilities. These pupils make good progress across the curriculum.
- Teaching, learning and assessment are effective over time. Where teaching is the strongest, teachers and learning support assistants enable pupils to reflect, reason and build on their learning. Sometimes, however, they do not challenge pupils to think enough.
- Teachers demonstrate good subject knowledge across the different areas of the curriculum. This, coupled with careful planning, ensures that pupils make rapid gains in knowledge, skills and understanding.
- Pupils' personal development, behaviour and welfare are good. Pupils are polite and well behaved. They work hard in lessons and have positive attitudes to learning.
- The school's provision for pupils' spiritual, moral, social and cultural development is effective. Pupils show respect for different views by listening attentively to each other. They subsequently reflect well on their own perspectives.
- The varied and diverse curriculum offers pupils many exciting opportunities to learn. The range of subjects taught is balanced and suitably broad. The curriculum is enhanced by a number of clubs and, particularly, through a wide range of educational trips.
- Pupils, particularly the most able, do not always get the challenge they need to make consistently rapid progress and reach the highest standards of attainment.
- Teachers do not consistently use information about what pupils already know, understand, and can do, to plan future learning.

Full report

What does the school need to do to improve further?

- Improve teaching and pupils' outcomes by ensuring that teachers routinely:
 - use information about what pupils already know, understand and can do, to match learning activities precisely to their needs
 - provide pupils with more challenging tasks, particularly the most able
 - challenge pupils' thinking and learning.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, the inspirational and determined headteacher, along with the leadership team, has developed a culture focused firmly on learning. Outcomes for pupils are at the start and end of every action taken and every decision made. As a result, there is a strong ethos of high expectations for all. The headteacher has tackled the school's weaknesses directly and has united the staff in this endeavour. Pupils, parents, teachers, senior leaders and governors talk with great enthusiasm about how this school has improved in the last two years.
- Leaders and governors have maintained a secure focus on improving the school's performance despite significant staffing changes. Pupils now make good progress across the school because the quality of teaching has improved under the firm management of the headteacher.
- Leaders know the school well and have an accurate understanding of its performance. They share this information with all staff to ensure a team effort in moving the school forward. Staff are proud and happy to work at the school and feel well supported by leaders. One teacher new to teaching told an inspector, 'I could not have picked a better place to start.'
- The headteacher ensures that whole-school priorities to improve pupils' progress are reflected in teachers' performance targets. Leaders regularly review teaching standards across the school and any underperformance is challenged swiftly.
- Subject and middle leaders are more effective now than at the time of the previous inspection. They play a pivotal role in developing the curriculum and ensuring achievement is good. Subject leaders evaluate accurately how well their subjects are taught. As a result, they talk knowledgeably about the strengths and weaknesses in their areas of responsibility. The leadership of the provision for pupils who have special educational needs and/or disabilities is highly effective. Areas of weakness are addressed very swiftly, which has led to pupils with acute needs progressing well.
- Leaders develop pupils' spiritual, moral, social and cultural growth well. The strong focus on pupils' personal development is particularly effective in building their positive relationships with each other and with staff, as well as instilling qualities of kindness, resilience and thoughtfulness. The school ensures that pupils experience a broad range of artistic, historical and musical opportunities. These skills were celebrated during 'Chandler's Got Talent' when pupils displayed a range of creative abilities, such as playing the cello and dancing.
- The school provides a broad curriculum with an appropriate emphasis on English and mathematics as well as other subjects. Improvements have been made to ensure that the new national curriculum is closely followed. Other subjects are grouped together into well-designed topics which give pupils further opportunities to apply and practise their skills in mathematics and, particularly, in writing. The curriculum is further enhanced by a wide range of well-attended clubs and a large number of educational visits and visitors. For example, Year 4 and 5 pupils experience a trip which encourages teamwork and risk-taking in a safe environment. Trips are planned well to extend

pupils' experience beyond the classroom.

- Pupils respect, and are proud of, their own and other pupils' achievements. They understand about democratic processes and that others will hold beliefs different to their own. As a result, pupils are well prepared for life in modern Britain.
- The adviser from the Diocese of Guildford knows the school exceptionally well and provides leaders and governors with very effective, well-balanced and sustained support and challenge. This, combined with the local authority's valuable monitoring of improvement, has ensured that the school has rapidly improved, for example, by strengthening the quality of teaching and leadership.
- Leaders use additional physical education and sport premium funding well. As a result of specialist teaching and good use of additional resources, pupils are increasing their skill in, and enjoyment of, sports, and are developing positive attitudes to a healthy lifestyle.
- School leaders use pupil premium funding effectively to support disadvantaged pupils. Strong teaching provides effective, additional support for disadvantaged pupils. As a result, they are making at least good progress and diminishing the difference between their attainment and that of other pupils.

Governance of the school

- Governance has improved since the last inspection. The governing body is led well by the chair of governors. Governors have a broad range of skills and experience that are appropriate to the role. They commissioned an external review of governance and have acted appropriately on the recommendations.
- Governors are enthusiastic and passionate about the school. They visit frequently and have clear knowledge of the school's strengths and weaknesses, identifying correctly the issues to be tackled to improve it further.
- Governors have a good understanding of school performance. They are kept well informed by leaders and by governors' reports from visits. Governors who are assigned specific roles, including safeguarding, monitor their areas of responsibility well. They refer to findings from previous visits to determine specific aspects of school work to focus on, and follow up to check improvement has taken place.
- The governing body makes checks to ensure that the spending of the school's finances gives value for money. For example, it makes sure that additional funding to support disadvantaged pupils and to promote greater physical activity for pupils is used well.
- Governors' meetings are carefully recorded and documents provide robust evidence of the decisions governors have taken to improve teaching. Where appropriate, additional professional advice has been taken to inform governors' actions, especially when governors have needed to take difficult decisions.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school. Leaders are vigilant in their

efforts to keep pupils safe. Systems are rigorous and well maintained. The governing body checks this aspect of the school's work effectively. Leaders work well with other agencies to tackle any concerns they may have about any pupil's well-being.

- Leaders ensure that safeguarding training is up to date for staff and for members of the governing body. Staff have a good awareness of safeguarding issues and procedures to follow should they be concerned about a pupil's welfare. The three designated safeguarding leaders undertake necessary training and are diligent in ensuring that vulnerable pupils receive the support that they need.
- Checks on the suitability of staff are detailed and thorough. The site is secure and there is appropriate adult supervision when pupils are in class, on the move, outside at breaktimes, or having lunch. Pupils say that they are safe in school and that there is always an adult to turn to if they have a worry.

Quality of teaching, learning and assessment

Good

- Teaching has improved significantly since the last inspection. Leaders and staff have created a happy, purposeful environment which helps pupils to become confident learners. One parent said, 'There is still fun, but learning comes first and foremost.' Positive relationships with staff enable pupils to develop self-esteem and resilience. Consequently, attitudes to learning are strong across the school.
- Teaching is characterised by a strong sense of purpose. Staff have high aspirations for pupils and expect them to work hard and behave well. Pupils are very keen to learn, and respond well to teachers and learning support assistants.
- Staff know which pupils have particular needs and keep a close eye on how well different groups of vulnerable pupils are progressing in reading, writing and mathematics. Typically, staff make changes to their teaching if pupils' progress is not strong enough, for example by adapting learning opportunities for these pupils.
- Classroom support staff make a positive contribution to learning, particularly for those pupils who need extra help. Learning support assistants work in partnership with teachers, using appropriate teaching resources and asking questions skilfully to develop pupils' knowledge and understanding.
- Pupils who have special educational needs and/or disabilities are supported well. Their needs are assessed accurately and additional support, both during lessons and in smaller group work, is provided by highly skilled staff. This helps pupils to make good progress from their starting points. Pupils who have complex social, emotional and mental health difficulties also benefit from this effective support.
- Phonics is taught well. The sounds that letters make are reinforced during lessons and teachers promote regular reading successfully. For example, there are high-quality texts available and pupils have good opportunities to enjoy books in class.
- Writing opportunities are planned carefully in English and in other subjects. In Year 3, pupils were seen to be quickly developing an ability to use adventurous words in their writing, placing them specifically in sentences to powerfully describe a waterfall. Pupils apply their literacy skills by writing at the highest standards across the curriculum.
- Mathematics lessons provide pupils with the opportunity to use and apply their

mathematical skills in a wide range of contexts. Teachers plan activities to help pupils move from using practical equipment to engaging with questions in more abstract ways in their books. Pupils respond well to these approaches, which help them to understand mathematical ideas.

- Teachers use their good subject knowledge to provide pupils with clear explanations. They tackle pupils' misconceptions well and anticipate accurately the difficulties pupils might have when completing tasks. When this happens, pupils make good progress. However, there are times when learning slows because staff do not use their knowledge to ask questions in sufficient depth.
- Leaders and teachers have developed an effective system for assessing pupils' knowledge and understanding, and use the information it provides to inform teaching. This helps to ensure that most pupils have work set at challenging and appropriate levels. Leaders routinely use the information to target pupils and challenge teachers about any underachievement. However, at times this information is not used well enough to ensure that pupils, particularly those who are most able, are given sufficiently challenging work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Staff and governors are successful in ensuring that the school provides a safe and nurturing environment in which pupils can achieve well and enjoy their learning. As a result, pupils are friendly, cooperative, sociable and polite in lessons.
- Pupils show respect and care for each other. They value their classmates' opinions and work happily together in lessons. Their ability to discuss ideas in pairs and groups is very good. Pupils demonstrate tolerance and empathy for others.
- Teaching encourages pupils to think independently. Adults expect them to express and justify their opinions to their classmates. Pupils listen to others attentively and collaborate well in their learning. This ensures that pupils develop into confident and thoughtful learners.
- Pupils feel safe in the school and the majority of their parents agree. The school's provision for helping pupils stay safe when online is effective. Pupils understand the dangers they might face when learning and playing using technology.
- Pupils said that incidents of bullying almost never happen, but if issues do arise they are confident that they will be dealt with promptly by staff. Pupils are happy to talk to staff about their concerns. Pupils show a good understanding of the different types of bullying.
- Pupils are given opportunities to develop their leadership skills through a range of activities. For example, pupils willingly take on the responsibilities of becoming school councillors. This helps them to develop their social skills, and learn about British values.

Behaviour

- The behaviour of pupils is good. Pupils move calmly and sensibly around the school, entering and leaving lessons, the playground and assembly with a healthy regard for school rules. As a result, the school is an orderly environment.
- The strong relationships that are nurtured in school ensure that most pupils conduct themselves well in lessons. There are some occasions when pupils lose concentration and distract others, but these are quickly and effectively dealt with by staff. Pupils experiencing behavioural difficulties are managed well, with effective support.
- Senior leaders use a wide range of strategies to promote attendance, including careful tracking of absence. As a result, pupils' attendance has improved since the last inspection. This year, overall attendance is above the national average. The school's work to reduce persistent absence has been effective. Pupils are punctual at the start of the school day and are ready to learn.
- Pupils follow routines and rules at playtimes and lunchtimes, playing safely in the school grounds. Changes in expectations, as well as enhanced sanctions and rewards, have resulted in a reduction in the number of behavioural incidents.
- Pupils understand why staff give rewards and sanctions to pupils for their behaviour. They know that they can put things right if they have chosen wrong options earlier in the day. For example, the 'behaviour ladder' gives pupils a clear picture of what is expected of them. This helps pupils take greater ownership of their decision-making.

Outcomes for pupils

Good

- Since the previous inspection in June 2015, outcomes for pupils have improved considerably. The standards reached by pupils at the end of Year 6 in national tests last year were above average in reading, writing and mathematics. As a result, pupils are well prepared for their transition to secondary school.
- Current pupils are making rapid progress. This is because teachers make accurate judgements about how well pupils are performing and typically adapt their teaching to meet pupils' needs.
- Disadvantaged pupils are making good progress, when compared to their peers, in reading, writing and mathematics because the pupil premium is spent well. Pupils are challenged effectively with well-chosen activities, additional support sessions and extra programmes, which successfully reduce gaps in pupils' knowledge.
- Achievement in reading is good. When listening to pupils read across the school, inspectors found that recognising familiar words and working out unfamiliar words were strengths in pupils' reading, but particularly so in Years 3 and 4. The school's accurate assessment records indicate that pupils are currently making good or better progress from their individual starting points in reading.
- Pupils' work in books, in both mathematics and English, is of a good standard and shows clear evidence of good progress over time. Tasks are generally appropriate to the ability of pupils and a range of topics are covered in depth. It is evident through pupils' well-presented exercise books that they take much pride in their work.

- Pupils who have special educational needs and/or disabilities make good progress. Their academic progress is exceptionally well monitored by the leader for this aspect of the school's work. She draws expertly on information provided by staff and parents. If teaching is not resulting in sufficient progress, changes are made and subsequently monitored very closely.
- Outcomes for the most able pupils, including those who are disadvantaged, are good overall and continue to strengthen. However, inspectors' scrutiny of school information and of pupils' books showed that work set for these pupils varies in the level of challenge. Pupils are not given enough challenging opportunities to apply their learning and work at the highest standards, which limits progress. Leaders recognise that there is still work to be done to further accelerate the progress of some pupils.

School details

Unique reference number	125200
Local authority	Surrey
Inspection number	10032886

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

Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	307
Appropriate authority	The governing body
Chair	Ann Fraser
Headteacher	Hugh Rawson
Telephone number	01428 683 071
Website	www.thechandlercofejuniorschool.org.uk
Email address	info@thechandlercofejuniorschool.org.uk
Date of previous inspection	18–19 June 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a slightly larger-than-average junior school.
- The majority of pupils are White British.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national figure.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors visited a wide range of lessons. The headteacher and deputy headteacher accompanied inspectors on observations and learning walks as part of the inspection.
- Meetings were held with senior and middle leaders.
- The lead inspector spoke with eight members of the governing body, including the chair.
- The lead inspector met representatives from the Diocese of Guildford and the local authority.
- One inspector talked to a group of pupils on the first day of the inspection and the inspection team talked to pupils in lessons and at breaktimes.
- Inspectors talked to parents as they dropped their children off at school and at the end of the school day and took account of 138 responses to Ofsted's online survey, Parent View. Pupils' behaviour was observed during lessons, lunchtimes and playtimes.
- Inspectors listened to groups of pupils reading. Inspectors examined the quality of work in a wide range of books. They discussed pupils' work and their learning with them in lessons.
- Inspectors looked at the school's work and considered documents, including the school's self-evaluation, the school improvement plan, curriculum plans and information relating to pupil achievement and safeguarding.

Inspection team

Richard Blackmore, lead inspector	Ofsted Inspector
Robert Howell	Ofsted Inspector
Kevin Parfoot	Ofsted Inspector

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