

Inspection of Chandag Junior School

Chandag Junior School, Chandag Road, Keynsham, Bristol, Somerset BS31 1PQ

Inspection dates: 23 and 24 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

In the past few years, leaders have raised expectations of what pupils are capable of, especially in English and mathematics. The school's consistent approach is helping more pupils to become confident readers, writers and mathematicians. Nevertheless, the quality of pupils' experiences in the wider curriculum is not yet good. Leaders and teachers have not implemented the curriculum plans well enough to meet all pupils' needs. Pupils do not know or remember enough about the subjects they learn.

Pupils are polite and friendly at this inclusive school. They understand the school's values of 'respect, resilience and responsibility'. Pupils try hard to live by these in all they do. For example, in assembly, they learn about the importance of respecting different cultures and beliefs.

Staff expect pupils to behave sensibly in lessons, and most do. Pupils play happily with each other at playtimes. They enjoy many activities to keep them physically active, such as 'swing ball' and using the climbing frame. Pupils feel safe in school and attend regularly. They know the difference between bullying and falling out with friends. Pupils say that bullying does not happen often, but when it does, staff deal with it quickly. Leaders' records confirm this view.

What does the school do well and what does it need to do better?

Leaders, including trust leaders, have created an ambitious 'Futura Curriculum'. They have identified the essential knowledge and skills pupils need to succeed in each subject. Learning is typically sequenced well to help build up pupils' knowledge over time. However, the implementation of the curriculum varies between subjects. Sometimes activities that teachers plan do not help pupils build their knowledge or skills effectively enough. This limits the progress pupils make through the curriculum. As a result, some pupils, especially those with special educational needs and/or disabilities (SEND), are not able to remember enough about what they have studied.

Leaders prioritise reading across the school. Teachers read daily to their classes. Pupils develop the skill of inference and acquire new vocabulary. Many pupils read for pleasure at school and home. They enthusiastically told inspectors about how you 'can read an adventure story and feel like you are in it'. Teachers inspire pupils to read from a range of challenging books. For example, teachers have introduced 'mystery reads' to expose pupils to unfamiliar authors and content. Pupils are encouraged to develop positive reading habits as they progress through school.

Leaders have recently revised the school's approach to teaching early reading. Staff use assessment information well. They have identified pupils in Years 3 and 4 who still need to improve their phonics knowledge. These pupils receive daily support to help them catch up. The books they read match the sounds they are learning.

However, a few staff need further training in phonics to ensure that pupils who have fallen behind receive the support they need to catch up quickly.

Leaders have put in place a well-developed mathematics curriculum. They provide regular staff training. Pupils, including those with SEND, receive the right support to help them learn. For example, staff break concepts down into manageable steps so that pupils experience success. Teachers recap and revisit prior learning using 'keepy uppy' sessions. These help to build pupils' fluency and confidence in basic number facts.

Leaders include pupils with SEND in all aspects of school life. Behaviour is generally positive because staff build strong relationships with pupils. Staff tailor support for pupils with social and emotional needs effectively. However, academic targets for some pupils are too broad. They do not precisely identify what pupils need to support their learning well enough. This slows the progress they make.

Pupils benefit from a carefully thought out personal, social, health and economic education curriculum. They are confident discussing issues such as equality and racism. Pupils say that 'skin colour does not matter as everyone is equal.' Through 'cultural calendar' assemblies, pupils learn to speak up for what is right. They also enjoy opportunities to sing and celebrate achievements from school and home.

Trustees and governors share leaders' ambitions. They are committed to the school. Staff feel supported by leaders and enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff understand their role in keeping pupils safe. They train staff to be vigilant. Staff know how to recognise and report any concerns to leaders. Trust leaders and governors monitor the effectiveness of safeguarding, including recruitment procedures. They ask challenging questions to assure themselves that pupils are safe. Leaders act swiftly to provide support for families who need it.

Pupils know about ways to stay safe in various situations. When learning online, they know to 'think before you click' and not share personal information.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of the curriculum in different subjects is too variable. Where it is less effective, teachers do not consider the needs of individual pupils well enough, including some pupils with SEND. Leaders need to guide staff more closely in adapting subject planning to ensure that work is appropriate for the

pupils who need the most support, so that they know and remember more of the curriculum.

- Some pupils with SEND do not achieve as well as they should. Pupils' academic targets are not precise enough in helping them to improve their basic skills. Leaders should ensure that targets identify what pupils need to achieve and check the effectiveness of any additional support.
- Some staff lack the knowledge and skills to teach phonics effectively. This results in pupils at the early stage of reading not keeping up as well as they should. Leaders need to ensure that staff receive regular training and support in the teaching of phonics to help pupils catch up quickly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144038
Local authority	Bath and North East Somerset Council
Inspection number	10200916
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	Board of trustees
Chair of trust	Malcolm Broad MBE
Headteacher	Jo Savory
Website	www.chandagjuniorschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Chandag Junior School converted to become an academy on 1 July 2017. The school is part of the Futura Learning Partnership. This is a group of eight primary schools, four secondary schools and one special school within the local area.
- There have been changes to staffing and governance since the previous inspection. The chair of governors has been in post since January 2019. The current headteacher was appointed in September 2019. An executive headteacher oversees the work of the school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- The inspectors met with the headteacher, trust senior leaders, staff and a representative of the academy governing committee.
- The inspectors carried out deep dives in these subjects: early reading, English, mathematics, history and art. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The inspectors also looked at curriculum plans and spoke to leaders about other subjects, including science and religious education.
- An inspector listened to pupils in Years 3, 4 and 5 read to an adult.
- An inspector reviewed the school's safeguarding documentation, including safeguarding checks carried out on staff working at the school. The inspector considered how well the designated safeguarding leader acts on concerns about pupils' welfare and safety. The inspectors talked to pupils, staff and governors about safe working practices.
- The inspectors considered 129 responses to the online survey, Ofsted Parent View, including 60 free-text responses, and 20 responses to the staff survey.

Inspection team

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