

# Inspection of Chandlers Ridge Academy

Chandlers Ridge, Nunthorpe, Middlesbrough, North Yorkshire TS7 0JL

---

Inspection dates: 5 and 6 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils enjoy coming to school. They say that they feel safe and cared for by their teachers. Behaviour in lessons is calm and purposeful. Pupils help and encourage each other. Some pupils do not behave as well as they should when they are outside. Pupils know what bullying is and say it is infrequent. When bullying is reported, teachers talk with pupils to resolve it. Leaders' records show it is not repeated.

Staff have high expectations of pupils. Pupils are enthusiastic about learning and are keen to know more. Pupils love to learn. They enjoy solving problems in mathematics. Pupils confidently explain their thinking and are proud of their learning.

During a key stage 1 dance lesson, pupils' concentration was intense. They followed every instruction to the letter and mirrored every move their instructor made. Children laughed with delight and excitement as they learned new skills. In the early years classroom, leaders have created a stimulating environment for children to explore. Children are inquisitive and have positive attitudes to their learning.

Leaders enrich the curriculum through clubs at lunchtime and after school. Pupils enjoy an increasing range of educational visits. They loved their recent trips to the Middlesbrough Institute of Modern Art and the train museum in Shildon.

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

Leaders are determined that every child will become a confident, fluent reader. Pupils learn phonics from the start of Reception. Leader's chosen phonics programme is well sequenced. Teachers make sure that pupils are confident in the sounds they have been taught before they move on. Teachers have a very good knowledge of phonics. The books pupils' read are carefully matched to the sounds that they have learned. Most pupils are well on the way to becoming confident, fluent readers by the end of Year 1.

Teachers make daily checks to identify pupils who are struggling with their reading. Extra support is provided quickly. However, a small number of pupils struggle to read their books fluently using the sounds they know, because they do not get the opportunity to practise as much as they need to.

Children listen with enjoyment and attention during their daily story time lessons. They know exactly when to join in. This develops their vocabulary, speaking and listening skills.

In most subjects, leaders have set out what they want pupils to learn and by when. However, in subjects such as history this work needs further refinement. Leaders

have not set out with enough precision the key knowledge and skills pupils will be taught each year.

In mathematics, clear explanations and carefully chosen activities help pupils to deepen their knowledge. Teachers make regular checks on pupils' understanding. They use this information to reteach and clarify any misunderstandings. Pupils can confidently explain their reasoning as they solve problems. They use mathematical vocabulary with accuracy. Teachers regularly revisit previous learning by using 'flashback' and 'smart' tasks at the start of lessons. This helps pupils to remember important mathematical knowledge.

Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). The school's special educational needs coordinator (SENCo) works with teachers, parents and external agencies to write clear plans that support pupils in their learning. As a result, they enjoy learning with their peers and access the same ambitious curriculum.

Children in the early years have positive attitudes to their learning. Routines are well established and children are settled. They move confidently between different areas of learning. Adults provide creative and imaginative activities which capture children's attention and help them to learn. Adults use every opportunity to encourage conversations with the children and introduce them to new vocabulary. Inspectors saw children using their recently learned dinosaur vocabulary with accuracy.

The curriculum promotes pupils' spiritual, moral, social and cultural development well. Pupils can recall many memorable and inspiring experiences that have supported their learning. They were thrilled to meet authors online during World Book Day. Pupils are taught how to keep themselves safe and healthy and about the importance of tolerance and respect for others. Pupils learn about what makes families different and what makes a good friend.

Pupils have positive attitudes to their learning. They behave well in lessons and in the dining hall. However, pupils report that behaviour varies when on the playground. A small number of older pupils told inspectors that some pupils make poor language choices. These incidents are not always reported to leaders. Leaders recognise there is work to do to teach pupils to make appropriate choices in their use of language and to ensure pupils are confident in reporting all concerns.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders complete appropriate recruitment checks on the suitability of adults who work at the school. This ensures all adults who work with pupils are safe to do so.

Leaders are knowledgeable about their safeguarding responsibilities and have effective relationships with external agencies. They work well with them to support vulnerable pupils and their families.

The quality of safeguarding records is variable. Leaders do not always record in enough detail the actions they have taken to keep pupils safe, when actions were put in place or who will monitor them.

Pupils learn how to keep themselves safe, including how to stay safe online. They know what to do if they have a concern.

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

### **(Information for the school and appropriate authority)**

- The curriculum, in subjects such as history, does not set out in enough detail the knowledge and skills that will be taught to pupils as they move through school. As a result, teachers do not know precisely what they need to teach pupils by the end of each year. Leaders need to refine and complete this work so that pupils' new learning builds on what they already know.
- A small minority of pupils in the early stages of learning to read do not get enough support to practise their reading. Because of this, they are not developing the speed and confidence that they need in order to read fluently. Leaders need to provide further opportunities for these pupils to read books that are matched to their phonics knowledge.
- The behaviour of pupils is too variable. When incidents occur on the playground, pupils are concerned about the reaction of their peers if they report it. Consequently, pupils do not report incidents of inappropriate language to adults. Leaders must take action to tackle and challenge incidents of poor behaviour so that pupils feel confident to report their concerns. This will help to ensure that the high standards of pupils' conduct seen during lesson times is consistent across the school day.
- There are some inconsistencies in the quality of safeguarding records. While leaders do take action to keep pupils safe, details are not always documented. As a result, it is not always clear what actions were taken in response to the concerns raised. Leaders should ensure that safeguarding records are detailed, robust and show the actions that have been taken, by whom and when.

## **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

<b>Unique reference number</b>	145287
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	10212324
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	371
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Charlotte Irving
<b>Headteacher</b>	Louise Lidgard
<b>Website</b>	<a href="http://www.chandlersridge.org.uk">www.chandlersridge.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of Vision Academy Learning Trust.
- The school uses no 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. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher and senior leaders with responsibility for behaviour, attendance, personal development and safeguarding. Inspectors also met with the SENCo. Inspectors met with the chief executive officer, members of the local governing committee, including the chair, and members of the board of trustees, including the chair of trustees.
- Inspectors carried out deep dives in early reading, mathematics, history and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils

about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.

- Pupils' behaviour was observed during lesson visits and at breaktimes. Pupils shared their views on behaviour in discussions.
- Inspectors scrutinised documents and records relating to safeguarding, checked the school's single central record and met with the designated leader for safeguarding.
- Inspectors considered responses to Ofsted's staff survey, and responses to Ofsted's questionnaire for parents. No responses to the pupil survey were received.

### **Inspection team**

Janice Gorlach, lead inspector	Ofsted Inspector
Dom Brown	Ofsted Inspector
Andrea Batley	Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022