

# Inspection of a good school: The Chandler CofE Aided Junior School

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

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Inspection dates:

10 and 11 January 2023

## Outcome

The Chandler CofE Aided Junior School continues to be a good school.

## What is it like to attend this school?

Pupils are proud to welcome visitors to their happy and caring school. From the playground to the classroom, the atmosphere is friendly, warm and positive. At playtime, girls and boys play football together happily and enjoy keeping active. Some pupils seek a quieter lunchtime. They appreciate the lunchtime cookery and construction toy clubs, where staff provide nurturing support.

Expectations for behaviour are consistently high, and pupils rise to meet them. Relationships are respectful. Pupils speak to staff and each other with impeccable politeness.

Pupils are not worried about bullying. However, they know what to do if they are worried, and trust staff to help them. One pupil said, 'We are always safe, the adults really care about us.' Every class has an anti-bullying ambassador, who helps their peers to resolve any problems.

Music, drama and sport are valued highly. Staff inspire pupils by sharing their musical talents. Pupils are enthused to learn instruments such as the cello, guitar, clarinet and drums. Some pupils have formed bands with their friends. Pupils enjoy preparing and performing class assemblies. Parents speak highly about termly productions to showcase pupils' talents. Pupils love representing their school in events, such as the athletics competition and the badminton festival.

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

Leaders have designed a curriculum underpinned by pupils thinking philosophically. This approach encourages pupils to ask questions, justify opinions and challenge each other. The curriculum is planned and sequenced with high ambition. Teachers have strong subject knowledge. They teach key vocabulary and present 'essential questions' to ensure that knowledge is clearly defined. Pupils learn facts and extend their understanding

through philosophical debate. In history, they engage in discussions such as 'Is it ever right to fight?'

Reading is a high priority. Leaders introduced a phonics scheme to quickly identify gaps when pupils join the school in Year 3. Staff are well trained and use regular assessments to analyse which sounds pupils need help with. Books are stimulating, and well chosen to give pupils the practice they need. One-to-one catch-up is strong. As a result, pupils learn to read with joy and fluency. They love books and enjoy visiting their library, which is at the heart of the school.

Pupils achieve highly in reading, writing and mathematics. Rapid recall activities help pupils to revise and apply their skills and knowledge with confidence. Staff run effective 'sneaky peak' sessions, providing extra teaching to pupils to address misconceptions. This pre-teaching helps pupils, including those with special educational needs and/or disabilities (SEND), to be confident and fluent with number skills.

In most classes, staff provide strong support for pupils with SEND. Staff use assessments to identify where pupils may need help with dyslexia, speech and language or sensory needs. The proportion of pupils with SEND, particularly including those with education, health and care plans, is well above average. Staff are supporting pupils effectively, but resources are stretched. A significant minority of parents are unclear about the support their children receive. This must be communicated better.

In foundation subjects, the curriculum approach is not fully embedded everywhere. Subjects are well led, with ambitious curriculum intentions, but activities are not always precisely planned.

Behaviour is excellent. Lessons are not disrupted. Some pupils need help, such as sensory breaks, to keep their focus, but this support is helping them to thrive. Behaviour has improved for pupils with SEND.

Pastoral care is effective. Support staff provide valuable support for families who experience difficult times. Mental health is a school priority. Year 3 pupils feel highly supported by their Year 6 buddies. Pupils truly find their voice; they engage with the views of others and are passionate about celebrating diversity.

Teachers feel strongly supported. Staff are proud and happy. One parent, typical of others, said that leaders are 'brilliant, friendly, professional and always go the extra mile'. However, leaders should improve communication. Some parents feel that there are insufficient wider activities, but others say that extra-curricular options are strong.

Governors demonstrate expertise and diligence to steer the school and fulfil statutory duties. Their passion for every child to feel special and unique underpins their highly effective support for this thriving school.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding systems are strong. The single central record is well maintained and monitored. All checks are undertaken and clearly recorded for staff, governors and volunteers. Staff training is up to date. Everyone knows the procedures for identifying and reporting risks. Staff have full confidence in leaders to follow up concerns.

Leaders keep detailed records, demonstrating diligence and clear communication. The school link worker is relentless when seeking help to support families. Leaders always ensure that alternative providers meet safeguarding expectations.

Leaders have planned a curriculum to further strengthen safeguarding for pupils. Pupils communicate a clear understanding of online safety and healthy relationships.

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

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

- In some subjects, the school's pedagogical approach is not fully embedded. As a result, lesson activities for pupils do not always meet the ambition of the curriculum intentions. Leaders must continue their work to fully embed their curriculum vision, to ensure high-quality teaching and learning in all classes and subjects.
- Some parents feel that communication is not effective. At times, parents are unclear about the wider opportunities on offer or do not understand the support that staff are providing for pupils. Leaders should ensure that communication is always clear, to keep parents fully informed about what is happening in school.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

## 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.

## 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>	125200
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10241700
<b>Type of school</b>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	315
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Reverend Ann Fraser
<b>Headteacher</b>	Hugh Rawson
<b>Website</b>	<a href="http://www.thehandlercofejuniorschool.org.uk">www.thehandlercofejuniorschool.org.uk</a>
<b>Dates of previous inspection</b>	13 and 14 June 2017, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Guildford. The school was rated good in its most recent section 48 inspection, in January 2018.
- The school currently uses three alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils and looked at pupils' work.
- The inspector listened to a range of pupils read.
- The inspector observed catch-up interventions to learn how staff provide extra support to pupils.

- The inspector met with the headteacher, the deputy headteacher, subject leaders, teachers, support staff and the special educational needs and disabilities coordinator.
- The inspector met ten members of the governing body, including the chair and vice-chair of governors.
- To inspect safeguarding, the inspector studied documents and records, including the school's single central record and child protection referrals. The inspector spoke with the designated safeguarding leads, governors, staff and pupils.
- The inspector considered responses to the staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the responses to the Ofsted Parent View questionnaire, free-text responses and written correspondence from parents.
- The inspector considered responses to the pupil survey and met with a range of pupils to learn their views about the school.
- The inspector spoke by telephone with a representative from the Diocese of Guildford and the local authority.

### **Inspection team**

Scott Reece, lead inspector

His Majesty's Inspector

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