

Inspection of a good school: Chandlers Field Primary School

High Street, West Molesey, Surrey KT8 2LX

Inspection dates:

7 and 8 March 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

The values of aspiration, perseverance, compassion, respect, courage and togetherness are woven through daily life in this very inclusive school. Staff have high expectations of pupils' behaviour and achievement. Using the motto 'Yes we can!', pupils develop confidence and independence. Most pupils, including those with special educational needs and/or disabilities (SEND), do well. However, some pupils could achieve more highly than they do currently.

Leaders provide a variety of experiences which broaden the curriculum. Pupils enjoy seeing their own artwork displayed in a gallery and experiencing stone age activities first hand on the school field. Pupils are pleased to take on positions of responsibility, such as peer mentors and school councillors. They feel that their opinions matter to adults, with pupils taking democratic decisions on ways to improve their school environment. A wide range of extra-curricular clubs are offered, including Spanish, coding, art and dodgeball. However, too few pupils currently attend these.

Pupils are kind, polite and respectful. They thrive on the positive culture created by staff. Pupils feel safe in school. Bullying or unkind behaviour are not tolerated. Pupils know that staff will help them if they have worries. Parents and carers also support the work of the school, saying their child is happy here.

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

While leaders and governors are ambitious for all pupils, particularly those with SEND or those who are from a disadvantaged background, there are weaknesses in some procedures within the school. For example, leaders have not made sure that staff report behavioural challenges faced by some pupils with SEND in sufficient detail. This means that leaders cannot easily monitor pupils' behavioural patterns. However, leaders were

able to rectify some of these weaknesses during the inspection. While governors are committed and knowledgeable about the school, they do not always have enough information to fulfil their statutory duties with confidence.

Staff are proud to work in the school and show strong commitment to the pupils. Most staff feel supported by leaders and appreciate how their well-being is prioritised. A few members of staff, however, would like leaders to engage with them more effectively.

Leaders have designed a broad and balanced curriculum. However, in a few subjects, pupils do not recall key ideas so readily. This is because leaders have not accurately identified the vocabulary and knowledge that pupils need to remember precisely enough. In these subjects, leaders are aware that pupils could do even better and have plans in place to address this. In nursery and early years, the essential knowledge that children should learn is clearly set out. Leaders have carefully sequenced learning, making sure that children build on what they already know. In Reception, children develop their mathematical understanding and communication skills well. Across the school, skilled staff use a consistent teaching approach, ensuring that activities are well matched to pupils' needs. Teachers check pupils' understanding and address any gaps in knowledge before moving on to more complex ideas. This means that pupils with SEND gain a similar level of success as their peers. In most subjects, pupils develop a strong understanding and apply their learning well.

Leaders prioritise reading. They are determined that all pupils become keen, confident readers. Right from the start of nursery, children enjoy books and rhymes. They retell favourite stories with confidence because teachers focus tightly on developing pupils' vocabulary. Pupils start learning simple sounds at the end of nursery, which helps to give them a good grounding in phonics. Staff deliver the phonics programme using a consistent and effective approach. Pupils identified as struggling with reading are given regular and systematic support to catch up. This means that pupils with SEND or those who speak English as an additional language quickly become more confident readers.

The school is a positive environment for learning. In nursery and early years, routines are well established so that pupils quickly develop high levels of personal care and independence. Almost all pupils behave well in lessons and in the playground. Teachers make sure that classrooms are quiet and calm. This means that pupils can have uninterrupted time to think. Very occasionally, some pupils find it difficult to regulate their behaviour. Skilled staff help them to re-focus effectively.

Leaders recognise the importance of supporting pupils' emotional and physical well-being. Pupils value the many opportunities to be active throughout the day, including the benefits of the forest school area. Through personal, social and health education, pupils are taught to appreciate the varied faiths, languages and ethnicities in the school and in the wider community. Pupils are well prepared for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff place high importance on pupils' safety and welfare. The personal, social and health curriculum teaches pupils how to recognise potential risks and keep themselves safe, including online. Recruitment checks on new staff are thorough and timely. The experienced safeguarding team follows up any concerns about pupils quickly. Leaders liaise with outside agencies effectively to get appropriate support for children and their families. Staff receive regular safeguarding training and updates. As such, they are clear about the processes for raising concerns. However, leaders do not have a comprehensive overview of safeguarding training completed by staff because records are not well organised.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the knowledge and vocabulary that pupils need to learn precisely enough. This means that pupils do not always remember complex ideas and concepts. Leaders should ensure that they strengthen their identification and organisation of knowledge and concepts across all subjects.
- Leaders and governors do not have comprehensive oversight of staff training in relation to the safeguarding and welfare of pupils. Systems to maintain this information are not well organised. This results in a lack of clarity over the training completed by each member of staff. Leaders should ensure that information on training is maintained comprehensively and clearly.
- Leaders do not ensure that staff report information regarding pupils' behaviour in sufficient depth. As a result, leaders and governors are not able to monitor trends in behaviour effectively, particularly when physical intervention has been used. Leaders should ensure that systems are in place for staff to report information in sufficient detail.

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 October 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

Unique reference number	125125
Local authority	Surrey
Inspection number	10256454
Type of school	Primary with nursery
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	391
Appropriate authority	The governing body
Chair of governing body	Sarfraz Ali
Headteacher	Lynn Williams
Website	www.chandlers-field.surrey.sch.uk
Date of previous inspection	17 and 18 October 2017, under section 5 of the Education Act 2005

Information about this school

- The headteacher and chair of governors were both in post during the previous inspection.
- Since the previous inspection, the school has opened a specialist unit (high COIN) for pupils who have high level communication and interaction needs. The provision has 25 places. Currently, 20 pupils attend the provision.
- The school runs a nursery.
- The school provides a before-school and after-school club, run on site.
- The school does not currently use any alternative provision.

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 this into account in their evaluation of the school.
- The inspector met with the headteacher, other school leaders, teaching and support staff, and groups of pupils.

- The inspector met with five members of the governing board and spoke to two representatives from Surrey local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work. The inspector heard pupils read aloud to a known adult.
- The inspector checked a range of policies and documents, including the school's single central record. She also reviewed the school's website and other records regarding the welfare of pupils. The inspector spoke to pupils and staff about safeguarding.
- The inspector considered the responses to Ofsted's confidential staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the 34 responses to Ofsted's Parent View survey and the additional free-text responses.

Inspection team

Maria Roberts, lead inspector

His Majesty's Inspector

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