

Inspection of Chandler's Ford Infant School

Kings Road, Chandler's Ford, Eastleigh, Hampshire SO53 2EY

Inspection dates:	14 and 15 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils feel safe and happy at this highly inclusive school. They care for each other and are kind and thoughtful. Pupils value their responsibilities, for example as 'eco monitors' who help others to learn about issues such as taking care of the environment. Pupils learn about potential risks to their well-being, for example from online harms. They know to keep their personal information private and how to respond if someone is unkind to them online.

Pupils behave well during lessons and outside during breaktimes. They are polite towards each other and staff. Pupils uphold the school's values and learn about character development through lessons such as learning how to be good friends to one another. Pupils learn to be respectful of different faiths and beliefs. They visit the local church and celebrate events throughout the year. Pupils are proud of their school.

Pupils appreciate the variety of extra-curricular opportunities on offer, such as gymnastics, musical theatre and ballet. They learn musical instruments such as the ukelele with a real sense of joy and wonder. Staff have high expectations for what all pupils can achieve. By the end of key stage 1, most pupils' learning in reading, writing and mathematics is secure.

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

The school is ambitious for all pupils. Lessons are sequenced logically and match the ambition of the national curriculum. Staff have strong subject knowledge. From the beginning of the Reception Year, staff use questioning effectively to strengthen pupils' understanding.

Children in the early years make a strong start. The school prioritises children's personal, social and emotional development. Children are focused and engaged in their activities. For example, in a doctor's surgery role-play area, children act out checking each other's pulse and writing prescriptions. This develops their communication skills and understanding of the world. Children learn how to take turns, share and listen to each other kindly.

The curriculum runs from the beginning of early years to the end of key stage 1. In most subjects, it sets out explicitly the precise knowledge and key vocabulary that pupils will learn. In these subjects, the curriculum and sequence of learning are very clear. Staff adapt learning to support different pupils' needs. They check pupils' understanding well. However, in some subjects, the school has not identified the key knowledge that pupils need to learn as clearly. At times, pupils move through lesson sequences without the secure knowledge to do so. As a result, some pupils do not learn as successfully, and this has an impact on how well prepared they are for their next stage of learning.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly. Where necessary, the school works closely with external agencies, such as educational psychologists and other specialists. Staff have strong relationships with pupils and their

families. Staff help pupils with SEND to grow in confidence. They adapt provision in carefully considered ways. Pupils with SEND are supported effectively.

Phonics and early reading are taught effectively. Staff check what pupils have learned systematically. If pupils have gaps in their phonics knowledge, they receive the help they need to catch up with their peers quickly. For those pupils at the earliest stages of learning to read, books are matched closely to the sounds that they know. Pupils read regularly. They enjoy ambitious texts through regular story time sessions. Staff choose and share texts thoughtfully.

The school is committed to supporting pupils' wider development as successfully as possible. After-school clubs, trips and visitors to the school are well considered. Children understand that they are part of a wider community, for example delivering leaflets to residents to support with raising issues linked to road safety. Extra-curricular sports and games help pupils to build social skills and confidence well. The school is a positive and orderly environment. Staff consistently have high expectations for pupils' behaviour. Individual behaviour plans are used for the more vulnerable pupils. These help pupils to be fully included in the life of the school. Pupils attend school regularly. The school analyses attendance information systematically. Where needed, the school acts quickly to support pupils and families.

Governors understand their roles and responsibilities. Leaders know the school's strengths and work closely with staff to support and challenge them thoroughly. All staff feel valued and are proud to be part of such a positive and aligned team. Staff, pupils, parents and carers are happy. One parent summarised the thoughts of others, saying, 'Staff work non-stop to ensure the best for all children...we are so incredibly grateful.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not identified the precise cumulative knowledge that it wants pupils to learn. As a result, some pupils do not strengthen key concepts by building on their prior knowledge as effectively as they could. The school should ensure that key knowledge is in place and staff use this effectively to help pupils learn consistently well across the full curriculum.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115872
Local authority	Hampshire
Inspection number	10359394
Type of school	Primary
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	149
Appropriate authority	The governing body
Chair of governing body	Diane Pugh
Headteacher	Mary Strong
Website	www.chandlersford-inf.hants.sch.uk
Dates of previous inspection	22 and 23 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, other leaders within the school and wider staff. The lead inspector also met with members of the governing body, including the chair of governors. Inspectors also met with a representative of the local authority.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, music and geography. For each deep dive, where possible, the 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.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of parents shared through the Ofsted online survey, Ofsted Parent View. They gathered the views of pupils and staff through the online pupil and staff surveys, as well as through interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings, local authority visit reports and behaviour incident logs.

Inspection team

Carl McCarthy, lead inspector

His Majesty's Inspector

Tash Hurtado

His Majesty's Inspector

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