



Chandlers Field Primary School

Inspection Report

Unique Reference Number 125125
LEA Surrey LEA
Inspection number 281892
Inspection dates 16 May 2006 to 17 May 2006
Reporting inspector Christopher Gray AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	High Street
School category	Community		West Molesey
Age range of pupils	3 to 11		KT8 2LX
Gender of pupils	Mixed	Telephone number	020 8224 4731
Number on roll	467	Fax number	020 8224 4737
Appropriate authority	The governing body	Chair of governors	Mr E Palmer
Date of previous inspection	4 December 2000	Headteacher	Mrs L Howells

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than most. The percentage of pupils from minority ethnic backgrounds is above average, as is the proportion of pupils at the early stages of learning English. Most pupils come from backgrounds that are less favourable than usually found. The percentage of pupils with learning difficulties and disabilities is above average, as is the proportion with statements of educational need. Children's attainment on entry to school is well below what is normally found, especially in language skills. The school holds the Basic Skills Award and the British Council's International Schools' Award for developing innovative links with other schools. The school is part of a confederation of 21 Elmbridge schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features, which gives good value for money. Inspectors agree with the school's self-evaluation in every respect. Pupils' personal development is outstanding: they are learning to be sensitive, considerate and caring people and clearly enjoy their learning enormously. This is because the school places personal development at the heart of its work, giving excellent care, support and guidance to all pupils. Pupils learn and achieve well in the school as a result of their own excellent attitudes and because of the good teaching. Leadership and management are good, ensuring that the school's self-evaluation is used effectively to spot any weaknesses and make sure they are remedied. Information from regular assessments is used well at the end of each year to keep a track on pupils' progress, though it is not used as rigorously in the course of the year, to test for any underachievement.

Provision in the Foundation Stage is outstanding because of the excellent curriculum, matched well to individual needs. Teachers make outstanding use of their assessments of children's progress to give them the learning experiences they need. This enables them to make good progress and to reach the challenging targets set for them.

The school has excellent links with partnership institutions - for example, the work with the federation of schools has given great accuracy to teachers' assessments. The school has good capacity to improve, as is shown by the success of its target setting since the last inspection: pupils spoke positively about how much these help them to improve. A current focus for school development is to extend pupils' good skills information and communication technology (ICT) to other subjects.

What the school should do to improve further

- make more rigorous checks on pupils' progress during the course of the year and not just at the end
- give pupils more opportunities to use their ICT skills in a range of subjects.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school. From a low start in nursery, children make good progress to reach their targets, though most have not yet achieved the goals set for five-year olds by the time they enter Year 1. Pupils progress well from Years 1 to 6 to reach broadly average standards by the time they leave. Measures to show added value have been very positive in recent years. They were not as strong last year, but inspection evidence shows that the current Year 6 pupils have made good progress and are likely to achieve the challenging targets set for them. No groups underachieve because extra help is well directed at pupils who need it, such as those with learning difficulties and disabilities. This is especially effective with the development of speaking and listening skills, and benefits particularly those pupils whose first language is not English.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils demonstrate very mature attitudes by the time they leave Year 6. This is shown by the value they place on the influence they have in the school community, through the school council and the eco group. Their behaviour is excellent. They clearly enjoy learning and many parents commented to this effect. Attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is outstanding. One parent commented, 'The respect for ethnic minorities and different cultures is very well accepted'.

Pupils understand well the importance of leading a healthy life-style. They feel safe in school and learn what to do if worried. Pupils develop a keen sense of caring for others through the responsibilities they are given, especially the role of 'Buddy'. Pupils make good progress in the acquisition of skills that prepare them for future life, such as those in ICT and teamwork.

Quality of provision

Teaching and learning

Grade: 2

Pupils enjoy their learning because teachers plan carefully to appeal to their interests while developing their skills. An outstanding example was seen in a Year 6 ICT lesson, where pupils were learning to search the internet for sounds and animations to incorporate into presentations about their hobbies. Teaching is also good because it focuses on personal development as much as the academic. For example, in an outstanding lesson, pupils in Year 3 offered suggestions for dealing with feelings of guilt, such as 'apologise' or 'discuss it with a good friend'. Teachers mark pupils' work well and there are some examples of outstanding use of marking. Very close monitoring of the progress of pupils with learning difficulties or disabilities and those learning English as an additional language enables them to make good progress. Checking of other pupils' progress is consistent and rigorous at the year's end, but is more informal in the interim.

Curriculum and other activities

Grade: 2

The school provides a good curriculum. The innovative approach in the Foundation Stage emphasises developing learning through enquiry and investigative skills and is very effective. The school stresses the development of communication and language skills. It offers regular opportunities for pupils to apply and practise these skills, to enable them to have full access to learning. This prepares them well for their future. In all year groups, teachers plan well to meet the differing needs of pupils. Links between subjects, particularly opportunities to use literacy and numeracy skills and for creativity, are developing and enhance pupils' learning. Provision for ICT is good

and pupils regularly practise their skills, but do not make full use of these to support work in other subjects. A wide range of visitors and visits to places of interest enriches the curriculum and pupils' experience. The extra-curricular clubs add much to pupils' enjoyment and personal development; one parent commented, 'I am pleased with the way my son's out of school interests have been welcomed at the school'.

Care, guidance and support

Grade: 1

This aspect is outstanding. Child protection procedures are excellent and all statutory requirements are more than met. Health and safety procedures are good and include rigorous inspection of the site and risk assessment. Help for pupils with learning difficulties or disabilities is very good. Pupils for whom English is an additional language are very well supported. Both these areas are very well managed; the parent of one child whose first language is not English wrote to say how much progress he had made because of the hard work and help of the staff. Assessment is used well to identify appropriate targets for improvement and the levels at which pupils can work most effectively. Excellent use is made of the specialist skills of outside agencies. Needs are recognised early and strategies, such as emotional literacy and dual language support, are used successfully to give equal access to the curriculum.

Leadership and management

Grade: 2

The leadership and management of the school are good. The leadership of the headteacher is particularly good and she has the confidence and respect of staff, governors, parents and pupils. The highly motivated senior leadership team has a clear sense of vision and direction for improvement which is shared with the staff and governing body. This ensures that the school improvement plan sets appropriately challenging targets for the school's performance. The deputy headteacher works closely with the headteacher so that a strong sense of teamwork pervades the school. The school's capacity to improve and build on its successes is good, as is shown by the improvement in pupils' writing since the last inspection.

Leadership of the Foundation Stage is very good and the provision is outstanding, resulting in an innovative curriculum that successfully contributes to children's good achievement.

The governing body carries out its responsibilities effectively and is closely involved in planning and the monitoring of developments. Governors provide good support and challenge to the school's leadership.

The school has effective systems for monitoring pupils' progress and the quality of teachers' work, which have resulted in the good quality of teaching and learning. Pupils' performance is carefully analysed to guide curriculum planning. However, the mid-year checks on pupils' progress are not rigorous enough to ensure there are no pockets of underachievement.

The school works hard to involve and support parents fully. This is shown by the work to help parents, speaking first languages other than English, with everyday school contact and issues - voted the best such group in Surrey.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

We enjoyed our visit to your school and thank you for being so friendly and welcoming. We admired your lovely new building but also liked the way you and the adults work together to keep the old building tidy and attractive. There are lots of things we will remember, such as the new chicks in the Foundation Stage and the exciting story about the Scottish giant that we all enjoyed in assembly.

Two things stand out particularly about your school. The first is the amount of excellent care and help which adults give you, not only in your learning but in all of your time in school. The second is how well you react to this, shown by your excellent behaviour, your hard-working attitude to lessons and the way you treat other children and adults. Your parents tell us how much you enjoy school and the interesting lessons. You told us how much you value the school outings and clubs and being involved in the school council or the eco group. Your headteacher and her staff run the school well. Teaching is good and helps you to learn at your own pace. All in all, this means you are attending a good school and you and all the adults help to make it so.

We have asked the school to do a couple of things to make your learning even better. One is to give you more chance to use computers in all sorts of lessons. The other is for teachers to check more frequently that you are making as much progress as you can.

Yours sincerely

Christopher Gray

Lead inspector