



# Chandag Infants' School

## Inspection Report

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**Unique Reference Number** 109079  
**Local Authority** Bath and North East Somerset  
**Inspection number** 288273  
**Inspection dates** 6–7 March 2007  
**Reporting inspector** Patricia Potheary

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

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<b>Type of school</b>	Infant	<b>School address</b>	Chandag Road
<b>School category</b>	Community		Keynsham
<b>Age range of pupils</b>	4–7		Bristol BS31 1PQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0117 9864129
<b>Number on roll (school)</b>	180	<b>Fax number</b>	0117 9864129
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Michelle Sims
		<b>Headteacher</b>	Jane Toy
<b>Date of previous school inspection</b>	28 June 2001		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Chandag is an average sized infant school, with pupils from a wide mix of social backgrounds. Almost all pupils are from White British origins with a very few from other ethnic groups. A small minority have a variety of learning difficulties including moderate learning difficulties and behavioural difficulties. The school shares the campus with the local play group and a junior and secondary school.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Chandag is a good, effective and vibrant school where pupils thrive and achieve well. Pupils' personal development and well-being is outstanding because an outstanding curriculum, and excellent care guidance and support, helps them develop essential skills. These keep pupils safe and healthy and prepare them very well for the next stage of their education. All this results from good leadership and management. The pupils really love coming to school and think that 'lessons are the best part', a view strongly endorsed by parents. Progress for pupils, including those in the Foundation Stage and for those with learning difficulties is good. This is due to good teaching and learning throughout the school. Pupils join the school with average standards and, by the time they leave standards are above average. There are examples of outstanding teaching and achievement, significantly for girls in English and boys in mathematics. Nevertheless there is some underachievement due to the occasional lack of challenge and lapses in using appropriate teaching strategies. This showed in Year 2 in 2006, for example in the attainment in writing of a minority of boys and in the results for a few more-able girls in mathematics.

The direction and governance to maintain such good overall levels of performance and excellent personal development year on year is outstanding. Self-evaluation is good, and leads to continuous improvement. School leaders monitor pupils' progress regularly at an individual level and provide highly effective support where necessary. However they do not look at the differences between groups of pupils and subjects until the end of Year Two. This means that areas which need improvement, such as boys writing, can only be picked up and improved after that particular year group has left.

There is an exceptionally rich array of opportunities to bring learning alive for pupils, including those in the Foundation Stage, and to support their excellent enjoyment of school. The very well organised playtime is just one example; every single pupil is productively occupied with games and exercise such climbing and skipping, all conducted in a highly sociable and happy atmosphere. Pupils are also helped to contribute very well to the school and wider community. Among many examples, they help run the assemblies, decide where to spend their copious fundraising and they helped to design their play facilities. It is sometimes hard to remember that these are infants because of their mature and responsible approach to their learning and to each other.

### What the school should do to improve further

- Improve progress in writing for boys and in mathematics for more able girls.
- Monitor the differences in achievement between groups of pupils and subjects on a more regular basis, so that provision and aspirations can be adapted to help everyone do well, at an earlier stage.

## **Achievement and standards**

### **Grade: 2**

When pupils enter the school standards are broadly average. Achievement and progress for pupils are clearly good and overall standards are consistently and significantly above national averages in reading, writing and mathematics by the time pupils leave the school. They are not yet outstanding because not quite enough of the more able pupils reach the highest levels by the end of Year Two, especially girls in mathematics. This is partly because, in a few lessons, the more able pupils do not receive the level of challenge so evident in most of their work. Girls though make outstanding progress in English with half of them reaching the highest levels in reading. Boys' writing skills are only just satisfactory, a relative weakness which the school has begun to address by improving teaching strategies. The same boys make outstanding progress in mathematics, four in every ten of them reaching the highest levels. High quality achievement is evident in science and ICT and there is good progress in most of the other subjects, especially physical education. In the Foundation Stage pupils' reach at least expected levels in all the areas of learning and the very good quality of teaching and rich curriculum ensures that their progress is at least good.

## **Personal development and well-being**

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding due to excellent provision. As a result, some exceptional social skills, including in the Foundation Stage, allow pupils to co-operate and work very well together during lessons and at play. Pupils show considerable cultural appreciation, evident when an author joined them during the inspection. Pupils behave very safely and, through their good behaviour, they show how they clearly want to do their best. This positive attitude is illustrated by good attendance. Their outstanding personal development means that pupils are active, enthusiastic and increasingly independent learners, very well prepared for success in their future schooling. One parent typically reported 'my child certainly enjoys school.' Pupils report very little bullying and tend to be able to sort difficulties out very well themselves. They show an outstanding awareness of how to keep healthy, joining in with sports and games as much as possible and eating plenty of fruit and vegetables.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The good teaching is typically well planned with lively activities which keep pupils motivated and enjoying their learning. Every lesson is organised to meet the needs of three or four different ability groups based upon pupils' targets and this is why progress is usually good or better for most pupils. Quite a few lessons in all age groups are

outstanding, especially in the Foundation Stage, mathematics and ICT. Despite this, in a few lessons some of the more able pupils, especially girls in mathematics, are not challenged by the work and could learn more. Pupils know their targets and how to improve and these are shared with parents. Careful assessment means that lessons are planned effectively to build systematically on what has been learned before. Teachers have very good subject knowledge to keep standards high in a broad range of subjects. One weakness had been in the strategies used to teach writing to boys, but this has been addressed recently and is much improved.

## **Curriculum and other activities**

### **Grade: 1**

The outstanding curriculum is very well organised to meet the needs and interests of the pupils. There is an excellent emphasis on personal development, health, safety and basic skills, which are threaded through all the subjects. As a result, pupils are very well prepared for their future success and well-being. The creative use of ICT, in all subjects, means that pupils are self-confident in its use. Across the curriculum subjects are developed to a high standard so that pupils benefit from a broad range of very good quality experiences that support their achievements. The curriculum, including the Foundation Stage, is exceptionally rich. Good links with other schools and providers result in many visits, visitors, projects and activities, which include music, drama and sport. These help to bring learning to life and provide the enjoyment and strong motivation for pupils to want to do well.

## **Care, guidance and support**

### **Grade: 1**

Outstanding care, guidance and support is evident in the high priority given to safeguarding pupils and to ensure their welfare. Pupils feel very safe. There is a wealth of support for their outstanding personal development, for example the system to encourage responsible behaviour results in pupils having an impressive awareness of how to deal with conflict. Pupils' individual subject targets are monitored very regularly to check that they are making expected progress and are sufficiently challenged. This has had a significant impact on guiding pupils to make consistently good progress each year, with outstanding progress for certain groups. The school recognises that there has been a lack of aspiration in these targets for a few and has recently raised expectations as a result. Expert support is provided so that those who need it, including pupils with learning difficulties, also make good progress. The learning diary in the Foundation Stage is very effective in helping pupils do well and one parent praised it as "astonishing" for its detail and care. There are also excellent procedures to ensure that pupils' achievements are successfully built upon when they enter and leave the school.

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## Leadership and management

### Grade: 2

The process of self-evaluation for securing improvement and the capacity to improve is good, as is leadership and management overall. This results in strong performance, with clear recent improvements in pupils' achievements in ICT and writing, as well as progress for the most able. Senior leaders have a very detailed knowledge of each individual pupils' progress. What prevents pupils' achievements being outstanding is the fact that the monitoring of different groups and subjects is only carried out at the end of Year Two for each cohort. This means that measures to address weaknesses in achievement can only take place when the relevant year group has left, a situation that the school is seeking to address. Pupils are able to make such good overall progress because leaders and managers have high expectations of what can be achieved for them personally and academically, and an unswerving commitment to improving things further. Outstanding clarity of direction and effective leadership successfully ensures that all staff work as a team towards the same vision. One visitor said 'there is a rock-like consistency turning in high attainment year on year for pupils who were broadly average when they came into the school.' Governance is also outstanding because the governors are exacting in overseeing and expecting the best possible quality of education for the pupils.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so welcoming to us when we visited your school. We enjoyed meeting you very much, joining you for lunch and seeing some of your lessons.

We found your school to be successful, well run and very caring. It is a good school, just like you told us. It helps all of you to make good progress in your lessons, and to make excellent progress in your social and personal skills. Your head teacher and senior staff do a good job in seeing that you all do well and that the school keeps improving. We would like them to check how well different groups of you do in different subjects more often so that you can be helped to achieve even more. You are responsible, hard working and well behaved. Your teachers and teaching assistants are very skilled at helping you to do your best and teach you well. The way you work and play together is excellent and you clearly enjoy coming to school. We think that this, alongside your good skills in reading, writing, mathematics and ICT, will stand you in very good stead for your next school and future lives.

We were pleased to see that you take such a lot of exercise and try to eat a healthy diet. Your teachers see to it that you have an excellent range of subjects, activities and links to other schools to help you learn well and prepare for your next school. The school is very good at keeping you safe and at helping you to become mature well-rounded people. It also cares for and guides you well to do your best. We have asked your school to help boys to do even better writing and to make mathematics more challenging for some of the girls.

We are impressed with the way you contribute to the school, especially the lovely playground you helped to design. We wish you all the very best in the future.