



Chandlers Ridge Primary School

Inspection Report

Unique Reference Number 111619
Local Authority Middlesbrough
Inspection number 289003
Inspection date 2 November 2006
Reporting inspector Jackie Barnes

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

Type of school	Primary	School address	Nunthorpe
School category	Community		Middlesbrough
Age range of pupils	3–11		TS7 0JL
Gender of pupils	Mixed	Telephone number	01642 312741
Number on roll (school)	396	Fax number	01642 327779
Appropriate authority	The governing body	Chair	Mr Ian Bruce
		Headteacher	Mr William D. Smith
Date of previous school inspection	1 February 2002		

Age group	Inspection date	Inspection number
3–11	2 November 2006	289003

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school serves a residential area of mainly modern family houses south of Middlesbrough. Most pupils live locally with about a third travelling from further afield. Most families have at least one parent in paid work and entitlement to free school meals is low. Children's competence when they start school in the Nursery is above what is expected nationally for children this age. Almost all stay at the school for all their primary education. The school is oversubscribed. The building has been increased in size and there are plans in hand for further improvements. Most pupils are from White British backgrounds, with a small number from minority ethnic groups, none of whom are at the early stages of learning English. The proportion of pupils with learning difficulties and disabilities is low and none have a statement of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school is outstandingly effective. It is oversubscribed and has the confidence of parents. Pupils' achievement in their academic and personal development is outstanding. They are nurtured and challenged within an environment of high expectations, good humour and laughter. Pupils enjoy school and feel safe. Their mature and sensible behaviour is clearly evident, especially in their awareness of the needs of others.

Achievement is outstanding and pupils attain very high standards by the time they leave the school. Teaching and learning are outstanding. Pupils of all abilities gain from the careful planning and checking of their progress and the well targeted support that is provided. They make good progress in the Foundation Stage where there are examples of outstanding teaching.

The clear priorities set by the leadership team, including governors, have sustained the very high standards identified in the last inspection and continued to improve the education provided. Capacity for continued improvement is excellent. The school's self-evaluation is accurate and well supported by a range of regular checks on progress and assessment information. The views of pupils, staff and parents are taken into account. Governors also provide valuable comments, although their role in school self-evaluation and strategic planning is not defined clearly enough.

The building has been increased in size to accommodate growing numbers but space remains tight. The school has accurately identified that the outdoor provision, especially for the Foundation Stage, should be improved considerably.

What the school should do to improve further

- Improve the school's outdoor provision, especially in the Foundation Stage, to give the pupils additional space and facilities for both leisure and learning.
- Be more specific about the governing body's responsibilities and involvement in the school's self-evaluation and the setting of strategic priorities.

Achievement and standards

Grade: 1

Achievement is outstanding and pupils reach exceptionally high standards by the time they leave the school. When children start school in the Nursery, most have a good level of competence for their age. Individuals vary in what they know and can do because their pre-school experiences differ, but they settle quickly and make good progress. By the end of the Reception Year, almost all have achieved the goals expected nationally and most exceed these. The good progress continues through the next two years and by Year 2 national assessment results are significantly above average. About half the pupils in 2005 and 2006 attained the higher Level 3 in reading, writing and mathematics, which is well above the national average. Progress accelerates over the next four years and by Year 6 standards are exceptionally high. In 2005, the national

test results placed the school in the top 5% of schools nationally, with over three quarters of the pupils attaining the higher Level 5. The unvalidated results for 2006 are also very high. Overall, pupils achieve as well as they can. Those with learning difficulties and disabilities make very good progress, often attaining the standards expected for their age. The few pupils from minority ethnic backgrounds are usually among the school's highest achievers.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. The Nursery provides an excellent start to pupils' understanding of themselves and the needs of others. Those who are hesitant or shy are gently encouraged to be more confident and self-assured. The more confident beginners learn how to take part in group activities and share with others. All gain from the constant reassurance and the regular opportunities to make decisions about their actions. They learn respect for each other, and for others' possessions and the environment. Parents report that their children are happy and enjoy school and this is clearly evident in their day to day activities and the above average attendance figures. Throughout the school, these positive attitudes to learning and enjoyment of school are maintained as pupils mature. Humour and laughter are a regular part of the daily experiences. They are knowledgeable about how to stay healthy and safe. They have the confidence to express their views, take the initiative and persevere when work is challenging. They rightly trust the staff to take care of them and they feel secure in school. They make very good progress in their social, moral, spiritual and cultural development. Pupils are exceptionally well prepared for their next stage of education and future well-being because of their very good basic and academic skills, their positive attitudes to work, their self confidence and their ability to co-operate with other people.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. From the time children start in the Nursery, teachers' expectations of each of them are high and effectively supported by well planned lessons, which maintain interest and enjoyment. Staff know their pupils well and encouragement and support are readily available whatever a pupil's ability or stage of learning. Well briefed teaching assistants are used effectively to work with small groups of pupils that the school's assessment information has identified as needing additional help. These arrangements work well, due mainly to the skills of the teaching team, but also to the regular checking of pupils' progress. Signs of any slowing of progress by a pupil are quickly identified and there is a rapid response. This is evident in the regular half termly assessments and in the day-to-day marking of pupils' work, much of which is exemplary with clear guidance on how to improve. Pupils know what

is expected of them and their positive attitudes to learning show in their eagerness to do better. The trusting relationships they have with the staff contribute significantly to their confidence as learners. They also have good learning skills, especially in reading, research and questioning, which enable many of the older pupils to work with a good level of independence. Pupils with learning difficulties and disabilities are integrated well into the normal routines of lessons and mostly learn alongside their classmates. They gain from teaching and tasks that are well matched to their needs and account for their exceptionally good achievement by Year 6, where all achieve at least nationally expected standards.

Curriculum and other activities

Grade: 2

The school has a good curriculum. All the required subjects are in place, and added interest is provided by visits and visitors. After school activities are well attended. They include a range of sports activities and the pupils describe their involvement with great enthusiasm. The provision for literacy and numeracy is good. The school's systems for ensuring that all pupils make the best progress they can are very good and a key factor in the high standards achieved. Information and communication technology has improved since the last inspection and is used effectively with plans to enhance the present good provision of resources. Personal development has a high priority in the school and a well established place in the curriculum. The building has been increased in size as the number of pupils has increased. Facilities are available for most activities although space is still limited and dual use of some areas is necessary. The school is sensibly looking to develop the potential of its outdoor space for teaching and learning. The initial focus of these proposals is the Foundation Stage, where the school recognises that indoor space is basic and the arrangements for outdoor activities limited until the area is more secure.

Care, guidance and support

Grade: 1

The staff have a strong commitment to the care and welfare of the pupils, including their safety. Risk assessments are undertaken regularly and checks on staff and others in contact with pupils meet current requirements. Pupils say they feel safe in school and know who to contact if they have concerns. Good opportunities are available throughout the year groups for pupils to understand how to live safe and healthy lives. These opportunities have been very effective in developing pupils' knowledge and understanding of aspects such as the difference between the medicinal and harmful use of drugs, road safety, healthy eating and exercise. As a result, they take a responsibility for their own health and safety that is appropriate for their age. The academic guidance and support for pupils of all abilities is outstanding. Pupils know what they need to do to improve, and are well supported in lessons and withdrawal groups to help them do so. They enjoy the challenge and are delighted when successful.

Leadership and management

Grade: 1

Leadership and management are outstanding. The excellent leadership of the headteacher has ensured that the school's high standards of attainment have been sustained or improved. The findings of the last inspection report have been dealt with effectively. The subject leaders and others with responsibility are now knowledgeable and influential in their roles. The building has been extended and adapted, with further plans in hand when funding allows. The staffing is now stable and there is a common understanding of the school's strategic priorities for development. The senior management team work well together and are fully involved in monitoring and strategic decisions. In addition, the welcoming and supportive atmosphere, which encourages pupils' personal development and academic achievement, is underpinned by thorough planning, regular evaluation and good use of assessment information. The school's systems for self-evaluation are very effective and include a wide range of views. The governance of the school is good. Recent developments in the school's approach to self-evaluation have included the governors, although often as part of the general consultation without a specific role. The governing body is well aware of the need to keep in step with national issues and is currently reviewing its own practice as part of the self-evaluation process. The school has outstanding capacity for further improvement.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
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	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Chandlers Ridge Primary School

Nunthorpe

Middlesbrough

TS7 0JL

2 November 2006

Dear Children

Thank you for making me so welcome when I visited your outstanding school. You helped me to see how much you enjoyed your friends and your lessons. You were very well behaved and thoughtful about other people. I especially liked the way you had fun as well as worked hard. You are very knowledgeable about how to look after yourselves, and you told me about healthy eating and exercise. You also know how to keep yourselves safe. Your school has very high standards and I was able to see how pleased you are when you are successful. You know what you need to do to improve your work and you trust your teachers to help you. They look after you very well. Many of you are involved in activities after school and you enjoy these, especially sport, as well as the visits that you make to places of interest. Your headteacher and governors are very good at giving you all a chance to do as well as you can, and at improving the school. They keep good checks on how well you are all doing. I agree with them that the school's grounds could be better used to help teaching and learning, especially for the youngest children. I know you will have plenty of ideas about how this can be done and that you will make sure that everyone is able to enjoy their outdoor work and play.

Thank you again for your help.

Yours sincerely

J M Barnes AI

Lead inspector