

# Chandlers Field Primary School

## Inspection report

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|--------------------------------|-------------|
| <b>Unique Reference Number</b> | 125125      |
| <b>Local Authority</b>         | Surrey      |
| <b>Inspection number</b>       | 328292      |
| <b>Inspection date</b>         | 1 July 2009 |
| <b>Reporting inspector</b>     | Selwyn Ward |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| <b>Type of school</b>  | Primary                                |
| <b>School category</b>   | Community                              |
| <b>Age range of pupils</b>   | 3–11                                   |
| <b>Gender of pupils</b>  | Mixed                                  |
| <b>Number on roll</b>  |  |
| School (total)   | 458                                    |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0                                      |
| Childcare provision for children aged 0 to 3 years                                     | 0                                      |
| <b>Appropriate authority</b>   | The governing body                     |
| <b>Chair</b>   | Mr Edward Palmer                       |
| <b>Headteacher</b>   | Mrs Cindylou Turner-Taylor             |
| <b>Date of previous school inspection</b>  | 16 May 2006                            |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected               |
| <b>Date of previous childcare inspection</b>   | Not previously inspected               |
| <b>School address</b>  | High Street<br>West Molesey<br>KT8 2LX |
| <b>Telephone number</b>  | 020 8224 4731                          |
| <b>Fax number</b>  | 020 8224 4737                          |

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## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated, in particular:

- the progress made by pupils of all abilities and backgrounds from the start of the Early Years Foundation Stage to the end of Year 6
- how pupils' attitudes, behaviour and attendance affect their progress
- how leaders and governors measure how well the school is doing and where improvements are needed.

The inspectors met with pupils, some staff and governors. Parts of lessons were observed, parents' questionnaires and a sample of pupils' work were examined, and school information, including its self-evaluation, was scrutinised. Although the school's evaluation of its own effectiveness is overly high, the inspectors found little evidence otherwise to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

## Description of the school

Chandlers Field is a much larger school than average. It is part of a loose confederation with other local schools. Around two thirds of the pupils are of White British origin, with others coming from a diverse range of different ethnic backgrounds, including a number who have come to the country as refugees. An above-average proportion of pupils are learning English. The proportion of pupils with learning difficulties is also above average. Chandlers Field has a separately managed children's centre, which provides a range of services to families and the local community. The headteacher was appointed in April 2009.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Chandlers Field provides a satisfactory education for its pupils. Several aspects of the school are good, and leaders and staff have had particular success in creating a stimulating learning environment where pupils are increasingly eager to learn and do well. Parents recognise this, describing the school as 'a happy, safe environment' which is 'warm, friendly and always welcoming'. They confirm how much pupils' behaviour has improved, so that even those pupils who join the school with behavioural difficulties are helped to settle. Behaviour throughout the school is good, as is pupils' personal development. The pupils feel safe because they are well cared for, and they work together productively. They have a clear understanding of the need for regular exercise and a healthy diet, and they are proud of the opportunities they have to take on responsibilities, for example as school councillors and peer mediators. Despite the school's vigilance in chasing up absences, attendance remains below average, but pupils are, nonetheless, enthusiastic about school. Parents agree with their children, one of them remarking, 'Our children really enjoy coming to school, which is a very good sign.' They are right. It is a vital first step in learning, and it is very evident in pupils' positive attitudes in lessons, where, in the main, they listen well and are keen to volunteer answers to their teachers' questions.

There has been success in tackling the issues identified in the last inspection report, with much improved use of information and communication technology (ICT) and more regular checking of pupils' progress. However, the school has not done enough to capitalise on pupils' enthusiasm and the good start that children get off to in the Early Years Foundation Stage. Governors have had a grossly inflated view of the school's effectiveness and have not done as much as they could to challenge leaders and hold the school to account over standards that have remained below average. In part, this is because they have shared with some school leaders, staff and parents too low an expectation of what the children can achieve. The new headteacher has already recognised this. Through her monitoring of lessons, she has made clear to staff that much more can be expected, even of those pupils who join the school from disturbed backgrounds. Progress and achievement are satisfactory, which reflects the quality of teaching and learning.

Teachers manage their classes well. They engage and interest the great majority of pupils through good use of ICT, varied activities and a curriculum that is good because it is made exciting and fun. Pupils especially enjoy the opportunities they have to learn about other cultures, beliefs and ways of life across Britain and around the world, for example by looking at stories from all over the world. However, activities are not always matched closely enough to pupils' widely different capabilities. While work is tailored to the additional needs of pupils with learning difficulties and those who need extra help with speech and language, more able pupils are often given similar work as those of average ability. As a parent aptly explained of her son, 'He is being stretched in some lessons but he is not challenged enough in others.' Leaders' monitoring of lessons identifies this as being the case in mathematics especially. There are examples of very good marking that gives pupils practical guidance on how to improve their work, but this is not a consistent feature of marking throughout the school and in all subjects. Although it is the school's policy that teachers focus pupils on what they are expected to learn, in lessons pupils are not always aware of what the learning objectives are or how they will know whether they have achieved them. This limits opportunities for pupils to evaluate for themselves how well they are doing.

Pupils and their parents recognise that the school is changing for the better. The feedback to teachers from school leaders' monitoring this year has helped to improve teaching and learning, enlivening lessons and, in the words of one parent, 'injecting a new lease of life into the school'. There is much praise from parents for the impact the headteacher has already made in her short time at Chandlers Field. Parents confirm that 'Discipline and management of the school have certainly improved of late; they are much better than before'. Parents are especially pleased at the headteacher's openness and the way she has sought to involve them more in the school and in their children's education. The success of this was borne out by the very high number of parents who responded to the inspection questionnaire. Historically, the school's self-evaluation has been wide of the mark. However, under the guidance of the headteacher, leaders now have a much more realistic view of how the school is performing and where improvements are needed. This and the impact of recent changes show the school's good capacity for continued improvement. Together with its success in promoting community cohesion, which is very evident in the harmonious relationships throughout Chandlers Field, this shows that it is also a well-run school.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

From starting points that are below those expected for their age, especially in language and communication, children progress well in the Early Years Foundation Stage to achieve broadly average standards by the end of the Reception Year. Children with learning difficulties and those new to English are well supported and also make good progress. Children take responsibility for making choices for themselves. They persevere with activities and develop good relationships with each other and with adults. Reception children thoroughly enjoyed the process of shelling peas from the pod and eating them. The outstanding quality of the care and welfare ensures that children quickly learn to interact with each other in safe and caring ways. The safe and well-equipped environment, and the welcoming and consistent approach to children who find interaction with others difficult, enable the children to develop good habits and attitudes.

Through a lively and inspirational learning environment, children develop an enthusiastic interest in their surroundings. For example, the children are fascinated by the presence of ladybirds at different stages of their cycle, giant snails and domestic animals, all of which they care for. Children thoroughly enjoy the opportunities for purposeful exploration and play both indoors and out. Adult interaction with children is effective in developing their understanding. As a very satisfied parent wrote, 'They show remarkable patience in listening to our children.'

The good leadership of the setting looks out for ways of improving provision. Leaders have identified, for example, that reading skills are less well developed than other aspects of communication and language and so have extended opportunities for reading. There are robust systems in place for keeping track of children's progress. However, there is a lack of rigour in the analysis of any variation in progress between different groups of children so as to tailor provision further to their needs.

### **What the school should do to improve further**

- Accelerate pupils' progress by raising the expectations of staff and governors of what pupils of all abilities and backgrounds can achieve and by ensuring that all pupils, including the more able, are set work that challenges and extends them.

- Set clear learning objectives and success criteria in lessons, and give consistent guidance through marking, to help pupils evaluate how well they are doing and so that they know what they need to do to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well being?   | 2   |
| The capacity to make any necessary improvements   | 2   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 1 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 3 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and/or disabilities make progress                           | 3 |

<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.



## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners enjoy their education  | 2 |
| The attendance of learners  | 3 |
| The behaviour of learners   | 2 |
| 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 | 3 |

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 3 |
| 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?   | 2 |

## 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 | 2   |
| How effectively leaders and managers use challenging targets to raise standards  | 3   |
| The effectiveness of the school's self-evaluation  | 3   |
| How well equality of opportunity is promoted and discrimination eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   |
| 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  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

13 July 2009

Dear Pupils

Inspection of Chandlers Field Primary School, West Molesey, KT8 2LX

Thank you for making us so welcome when we came to visit your school. We really enjoyed our short time with you, and we were pleased to see how much you enjoy school and how enthusiastic you are in lessons. Chandlers Field is providing you with a satisfactory education and there is much about the school that is good. The activities you get to take part in are made interesting and fun and the school takes good care of you. Many of your parents told us how much things have improved recently at the school, and we agree with them that Chandlers Field is a well run school.

You make reasonable progress through the school but, now that you are so well behaved and keen to learn, we think you could be doing better, especially after the good start that you get in the Nursery and Reception classes. We would like to see some staff, governors and some of your parents raise their expectations of what you can do. We have asked staff to make sure that the work always stretches you, and especially those of you who sometimes find things too easy. We think that if they expect more of you, you will rise to the challenge. It is up to you to prove us right!

We have also asked staff always to be sure to tell you what you should be learning so that you can see for yourselves how well you are doing. Some of the teachers' marking gives you really helpful tips on how you can improve your work. We have asked the school to make sure that that is true of all the marking. Again, you can help to do even better by making sure you read teachers' comments and follow their advice.

Thank you again for making our day with you so enjoyable, and our very best wishes for the future.

Yours faithfully

Selwyn Ward

Lead Inspector