

# Chandag Infants' School

## Inspection report

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<b>Unique Reference Number</b>	109079
<b>Local Authority</b>	Bath and North East Somerset
<b>Inspection number</b>	337210
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	Christine Huard

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Haskins
<b>Headteacher</b>	Jane Toy
<b>Date of previous school inspection</b>	6 March 2007
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## Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons or parts of lessons, and nine members of staff. Meetings were held with staff, the chair of governors and a group of Year 2 pupils. Inspectors looked at the school improvement plan and monitoring and assessment information as well as planning and governors' minutes. The school's procedures for ensuring pupils' safety were closely scrutinised. In addition, 66 questionnaires returned by parents and carers were analysed as well as 16 that were returned by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the success of strategies adopted to improve writing, particularly that of boys
- the extent of any difference in the performance of girls and boys
- how effectively assessment and tracking systems are used to identify groups and individuals requiring support and challenge
- how successfully the school has implemented its plans to promote community cohesion.

## Information about the school

Chandag is an average-sized infant school. Pupils attend from a wide area and a range of backgrounds. Nearly all pupils are of White British origin. The proportion of pupils who have special educational needs and/or disabilities or a statement of special educational needs is broadly average. The main area of difficulty for these pupils is that of learning. Children in the Early Years Foundation Stage are taught in two discrete Reception classes. The school has received several awards including Healthy Schools and International School awards. The headteacher is retiring at the end of this term and a new headteacher has been appointed to take over in September.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Chandag Infants is a good school. It has some outstanding features, notably the exciting and vibrant curriculum and the outstanding care and support provided for the pupils. Parents appreciate that it is, as one wrote, 'a safe environment in which children can grow and flourish'. The guidance pupils receive positively influences some key aspects of their personal development. The key to the school's success lies in the outstanding leadership provided by the headteacher. Her drive, enthusiasm and commitment to the all-round development of the pupils in her care inspire others around her with the result that all pupils do well. Pupils' attainment is above average and they develop good personal and social skills as well. One parent echoed the views of many: 'Children get a terrific start to their academic lives. The richness of the curriculum, the responsibilities they are given and the independence they have gained are thanks to the dedication of the staff and the superior quality of leadership shown by the headteacher.'

The school monitors the progress of pupils very conscientiously. It has introduced a new system this year for tracking pupils' progress. This is beginning to be used to identify more precisely the needs of pupils who require additional support or more challenge, but not all teachers are yet fully confident in its use so it is not yet as effective as it might be.

The school is working very successfully to improve pupils' writing. Staff have received training to improve their expertise and a range of strategies has been introduced. These encourage pupils to think creatively, provide opportunities for them to practise their basic skills and experiment with exciting vocabulary. Pupils are now writing with greater confidence and more prolifically.

The curriculum is inspiring and creative. In particular, the International Studies that pupils pursue are exceptional. These have resulted in real and interesting links being made with schools in Turkey, Romania and Sweden and talks from a variety of visitors, including one during the inspection from a doctor who had been visiting Uganda. These events considerably widen pupils' experiences and are giving them a very good knowledge and understanding of the different faiths and cultures abroad. Pupils' knowledge and understanding of different cultures in the United Kingdom are more limited. The school is aware of this and has carefully examined its strategies for promoting community cohesion. Plans are well advanced for putting in place links with an infant school in Wolverhampton with a high minority ethnic community but these have not yet been implemented.

There is a very strong sense of teamwork in the school. This is promoted very well by the headteacher and all staff are committed to making the best possible provision. This,

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together with careful and accurate analysis of the school's performance and sharply-focused development planning, are key factors in the school's success and its good capacity for further improvement. This is further demonstrated in the consistently good achievement of pupils over a number of years and their consistently above average attainment.

**What does the school need to do to improve further?**

- Ensure that staff become confident in using the new assessment systems so that information is used more effectively in precisely identifying the needs of pupils who may need more support or challenge in their learning.
- Improve the promotion of community cohesion by fully implementing the planned link with an inner city school.

**Outcomes for individuals and groups of pupils****2**

Pupils tackle their tasks and challenges well in class and enjoy their learning. They generally behave well and are keen to learn. They make good progress in their lessons. This is because tasks are interesting and encourage them to think and reflect on wider issues. Pupils in Year 2 were discussing what they had learned about Uganda after an interesting presentation. They maturely discussed the implications of living in a house built of bricks made from mud and twigs. They appreciated that water had to be carefully conserved and that there were few luxuries such as swimming pools. On a lighter note, pupils eagerly described the differences between a leopard and a cheetah to the inspector. They show a good understanding of their part in caring for the planet and their own environment. They reflect thoughtfully on their work and activities and take care of each other.

□ Although children's starting points vary from year to year, they are generally in line with those expected for their age. Attainment is well above average by the time they leave. They make consistently good progress in acquiring language, literacy and mathematical skills. The attention given to developing pupils' progress in writing has been highly effective. There is no noticeable variation in the progress made by, or in the attainment of, boys and girls. Pupils with special educational needs and/or disabilities benefit significantly from individual and small group support which contributes well to their good progress. Pupils are developing very good inter-personal skills. They have an excellent knowledge of what constitutes a healthy lifestyle and, for their ages, have a very good understanding of how to keep safe. They make an excellent contribution to the community through a range of fundraising events, and played an active role in the appointment of the new headteacher. Their good academic progress and personal qualities prepare them well for later learning.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The lively and stimulating curriculum appeals to the pupils and teachers make excellent links between subjects. The school seizes every opportunity to extend pupils' knowledge and they enjoy a range of interesting activities, from working with a mosaic artist to enhance the school grounds, to visiting a local farm. The links made with a range of countries mean that pupils gain a good understanding of different cultures abroad. Pupils make good progress in lessons because teachers carefully assess pupils' learning from day to day and review previous learning at the start of each lesson. Planning is meticulous and ensures that the needs of pupils are met by carefully matching activities and tasks to their individual needs.

Staff and pupils make good use of interactive whiteboards to enhance learning and maximise enjoyment. Teachers have high expectations of both behaviour and academic achievement. Firm boundaries and consistent systems for dealing with inappropriate behaviour help all staff to maintain an atmosphere in lessons which promotes exploration and enjoyment and which is conducive to good learning. Sometimes teachers talk for slightly too long, which then restricts the time pupils have to complete their own tasks. Teachers are well supported by a team of skilled teaching assistants who make an important contribution to pupils' learning.

The school cares for and supports all its pupils highly effectively. Induction arrangements are comprehensive and ensure that children settle into the school quickly and happily. Transition between key stages and on to junior school is excellent and very well handled to ensure that it is accomplished smoothly. The care for more vulnerable pupils is exceptional. The involvement of outside agencies to ensure that the school

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provides just the right kind of support is sensitively handled. Teaching assistants are very well trained to help pupils who have complex needs or are in danger of underperforming. They support these pupils in lessons highly effectively and ensure that they make similar progress to their peers.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### How effective are leadership and management?

The headteacher has a very clear vision for the school. She works closely with the whole staff and has created a climate where all feel responsible and committed to their part in school improvement. The quality of self-evaluation is good. It is well focused on improving standards and accelerating pupils' progress based on the results of rigorous monitoring. Governance is excellent. Governors have an extremely good knowledge of the school and its strengths and weaknesses. They play an active role in its strategic development and monitor its work extremely thoroughly and conscientiously. They work hard to ensure parents are fully involved in their children's education. Regular newsletters and an attractive website provide parents and carers with good information. At the time of the inspection, governors have ensured that all safeguarding procedures are robust and meet requirements. Equality of opportunity for all pupils is promoted well and the school ensures that all pupils are valued and free from discrimination. The school has a very good understanding of, and participation in, the local community. A comprehensive audit has been carried out to evaluate the effectiveness of the school's community cohesion policy. The school has links with other establishments nationally and internationally but has not yet fully completed its plans to link with an inner city school in order to ensure that pupils understand the full range of cultural, religious and social diversity in the United Kingdom today.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

### Early Years Foundation Stage

From the time they join Reception, children are presented with a wide range of activities and teaching which reflect all areas of the Early Years Foundation Stage curriculum. Children enjoy learning because interesting themes make the curriculum relevant and appealing and teaching is lively and exciting. Tasks are planned which promote literacy, language, communication and numeracy skills well through a range of activities. These are often linked to the topic in progress and hold children's attention and motivate them well. As part of the 'Under the sea' theme, children were enthusiastically writing their own 'mermaids' wishes'. There are many opportunities for children to pursue their early literacy and numeracy skills and writing and number areas are used successfully in both classrooms. Children eagerly use computer games to effectively reinforce their learning. Occasionally, a child does not spend sufficient time at an activity to make it a useful learning experience and staff do not always pick up on this and find ways of extending a child's interest. The outdoor environment is used well. It presents children with a wide range of learning opportunities reflecting the good quality of the indoor learning area. Children learn to share and take turns. They develop independence and the ability to make choices. The care and attention given to children's welfare are excellent. Children's individual needs are known and acted upon and children feel very safe and secure. Leadership and management are good. Ongoing monitoring of the progress children are making ensures that activities are well matched to their needs on a day-to-day basis. Learning diaries are comprehensive and children's activities are recorded conscientiously. The pictorial collage which children make and bring to school when they start provides an excellent reference point from which to provoke discussion about children's interests and outside activities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

Parents and carers are very happy with the school. All those who returned questionnaires consider the school to be run effectively and are happy with their child's experience at the school. A very small minority of parents expressed concerns. These were mainly about the management of unacceptable behaviour, whether their children were making enough progress at the school and whether enough information was made available about the progress their children were making. Children's behaviour observed during the inspection was good and the school has strategies in place to deal with this should it not be. The playground is a happy and harmonious place. Pupils make good progress with their work and the school tries hard to ensure parents have sufficient information through regular open evenings and reports.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chandag Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	74	17	26	0	0	0	0
The school keeps my child safe	38	58	27	41	1	2	0	0
The school informs me about my child's progress	25	38	36	55	4	6	0	0
My child is making enough progress at this school	33	50	27	41	4	6	1	2
The teaching is good at this school	36	55	26	39	0	0	0	0
The school helps me to support my child's learning	30	45	33	50	2	3	0	0
The school helps my child to have a healthy lifestyle	33	48	32	48	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	48	32	48	1	2	0	0
The school meets my child's particular needs	33	50	28	42	2	3	0	0
The school deals effectively with unacceptable behaviour	21	32	34	52	4	6	0	0
The school takes account of my suggestions and concerns	26	39	34	52	3	5	0	0
The school is led and managed effectively	38	58	27	41	0	0	0	0
Overall, I am happy with my child's experience at this school	43	65	22	33	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 July 2010

Dear Children

Inspection of Chandag Infant School, Keynsham BS31 1PQ

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and told us you are pleased with how well you are doing. You are right to be pleased, because it is a good school!

What we found out about your school.

- You really enjoy school and make good progress in reading, writing and mathematics.
- You behave well in class which helps you to do well in your learning, and out in the playground which makes it a happy place to be.
- Your headteacher and governors are very good at running the school and understand well how they could make it even better.
- You understand extremely well how to stay safe and live healthy lives.
- Your teachers work hard to plan interesting lessons and mark your work carefully.
- You have a super range of activities to follow and some excellent links with schools in other countries.
- All staff take very good care of you and keep you safe.
- All the children in the Reception classes get a good start to their school life.

We have now asked your school to:

- make sure all the teachers use the information from the assessments they make about your work to identify those of you who need a bit more support or challenge in your tasks
- complete the planned link with a school in a city so that you learn even more about the different cultures in the United Kingdom.

Good luck for the future. You can help your teachers by always trying as hard as you can in your lessons.

Yours sincerely

Christine Huard

Lead Inspector

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