

The Chandler CofE Aided Junior School

Inspection report

Unique Reference Number	125200
Local Authority	Surrey
Inspection number	340739
Inspection dates	29–30 September 2009
Reporting inspector	David Collard

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	337
Appropriate authority	The governing body
Chair	David Pollard
Headteacher	Tim Burgess
Date of previous school inspection	6 December 2006
School address	Middlemarch Roke Lane Godalming GU8 5PB
Telephone number	01428 683071
Fax number	01428 685412
Email address	info@thechandlercofejuniorschool.org.uk

Age group	7–11
Inspection dates	29–30 September 2009
Inspection number	340739

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors

The inspectors visited 17 lessons and held meetings with the staff, governors, pupils and the parents. They observed the school's work and looked at various documentation including policies and strategies as well as the school development plan. They analysed 171 parental questionnaires and questionnaires from the staff and pupils.

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

- whether, through continued good teaching, the achievement of pupils has at least been maintained at the good levels reported at the previous inspection
- if the school's evaluation of its provision can be substantiated by its impact on pupils' outcomes
- whether all layers of leadership are as good as the school's evaluation indicates.

Information about the school

The Chandler is an above-average-sized school serving its local area. There are extensive grounds including play areas, sports pitches and a wooded area. Most pupils are from a White British background and almost all speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have some form of educational learning difficulty, although a small proportion of pupils have statements of special educational needs for physical disabilities. The headteacher has been in post for 4 terms.

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

This good school has not only maintained its strong performance since the last inspection but, through the very decisive lead provided by the new headteacher, has shown pupils that learning can be challenging, exciting and fun. This is a very spiritual school with pupils who are reflective, caring and socially adept. As a result, pupils develop life skills which will enable them to make the most of their potential. The 'Fun Fridays' and 'Chandler College' activities are just two of the ways that pupils have many new experiences, such as ballroom dancing, life skill classes, or eco work. The pupils relish these opportunities and their obvious enjoyment can be seen in spin-offs, such as when the pupils themselves organise new clubs and activities to supplement those already happening. These, along with an effective plan for developing pupils' expertise in literacy, numeracy and technology, ensure that the curriculum is outstanding.

All pupils achieve well, ensuring personal and academic outcomes are good. This is clear in both the work that is produced by pupils and through the above average national test results in Year 6. Notably, the proportion of pupils achieving the higher Level 5 was significantly above that expected. Results exceeded the targets set by the school in mathematics, a subject that had had a high focus in recent development planning. Teaching is good, with examples of outstanding lessons. While pupils' behaviour is generally exemplary, it is when teaching is only satisfactory that there is some minor silliness as pupils become bored or distracted. Around the school though, pupils act very sensibly and respond extremely well to the trust and independence that is placed on them. Pupils want to do their best. They have targets but these are not developed well enough. Consequently, in their responses to questionnaires, a significant proportion said they were not sure what they needed to do to improve.

The care and welfare of pupils is an extremely high priority for the school and all is done to make sure that pupils feel safe and secure. The school has worked extremely hard to ensure parents understand what is trying to be achieved and most, but not all, understand and support the changes. Almost all say that they are happy with their child's experiences. As one parent commented, 'This is a good school, well led and the majority of parents hold the headteacher and his policies in high regard.'

Following a period of uncertainty about the school's future, the senior leadership team have been moulded into a challenging, thoughtful and expert group, able to demonstrate the ability to develop leading edge initiatives. Their enthusiasm for rapid change is carefully monitored, and occasionally tempered, by an excellent governing body that fully understands the need for realism and accountability. The next priority is to ensure that a fuller, more formal audit is undertaken of the impact of community cohesion initiatives to ensure that pupils continue to receive a balanced view of national

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

and international diversity. Nevertheless, the school's accurate analysis of its work and a range of improvements all point to a team with an outstanding drive and ambition that could, in time, make this school one of the best. Through this, it demonstrates a good and sustainable capacity to improve.

What does the school need to do to improve further?

- Raise pupils' achievement and develop their independence by setting individual and specific targets based on assessment information that will help them understand how well they have done and what they need to do next.
- Carry out a further and more formal analysis of the provision for community cohesion and evaluate how effective any improvement and changes have been.

Outcomes for individuals and groups of pupils

2

The progress of pupils in all the lessons seen was at least satisfactory, often good and on occasions outstanding. This is supported by an analysis of past performance in tests and, while still early in the year, from the work in pupils' books. For example, in a series of lessons on recounting information, all pupils, including those with lower ability, used their recent trip to Hampton Court to set out timelines and then write thoughtful accounts of their own day using a variety of good adjectives and description. Almost all these younger pupils used grammar conventions well and those with higher ability used these conventions to enhance their writing. More widely, pupils thoroughly enjoy their schooling and are enthusiastic learners, one reason why attendance, although still broadly average, has improved significantly this year. Pupils are developing as healthy young people, full of energy and with a sense of social and moral duty to the community. They use the many real life experiences they are given to develop their basic skills well. For instance, during a simulated discussion with a working woman from the 1940s, they asked some extremely searching questions about her feelings on having to work in a factory. On just some occasions, pupils do not respond as well, particularly when they are asked to do work that they already understand. Their mature discussions indicate that they are quite capable of being involved in their own target-setting, something they wish to do. At present, individual pupils do not have a clear idea of what small steps are needed to improve and so cannot take more charge of their own learning.

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The school is a vibrant learning environment with some excellent displays, active play areas, a wealth of different activities and where pupils are cared for and supported for exceptionally well. This is reflected in the good teaching, where teachers are encouraged to plan lessons that will stimulate interest, inquisitiveness, enquiry and develop pupils' own learning styles. Pupils enthusiastically talk about how they have been involved in many simulations, role play and discussions, and about the impact these have had in 'making learning fun and interesting'. They rightly feel all this has helped them see a real purpose to their learning and how they have improved both their academic and personal studies. In one simulated emergency, the 'Chieftain' hurriedly moved the families out of the classroom because they were in danger. The ensuing work helped pupils develop both their written work and their teamwork skills. This type of imaginative planning, while relatively new, is commonplace, although on just a few occasions the pupils get over-excited and the full impact is lost. Teachers keep up a good pace to the learning and, in the best lessons, use assessment information to define the specific learning of groups. In addition, they explain what is expected so concentration is of the highest order. All the best elements of this provision ensure that many pupils make good progress across a wide range of subjects. Added to this, extra-curricular activities, such as trips, clubs, instrumental tuition and involvement in enhancing the school grounds, help to develop well-rounded individuals.

These are the grades for the quality of provision

<p>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</p> <p>Please turn to the glossary for a description of the grades and inspection terms</p>	
--	--

<p>The quality of teaching</p> <p>Taking into account:</p> <p style="padding-left: 20px;">The use of assessment to support learning</p>	2
	2
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	1
<p>The effectiveness of care, guidance and support</p>	1

How effective are leadership and management?

Staff are unanimous in their support of the new approach to learning that has been introduced by the headteacher with the support of the deputy headteacher and senior staff. They report that the school 'is a happy place' where teachers are encouraged to use their expertise to the full. This is evident in the excellent monitoring of teaching and learning by the senior team and the governors and in the high expectations they set for further improvement. The very realistic school development plan has been drawn up by a wide range of stakeholders, including the parents and pupils, and provides a common sense of purpose and an understanding of what needs to drive improvement. There have been and continue to be highly ambitious plans for the future aimed at ensuring that any variations in pupils' outcomes are eliminated. These also centre round ensuring all pupils are as fully equipped as possible for what lies ahead. This includes achieving high academic and personal standards while having the basic tools to continue the process of lifelong learning. A good start has been made in achieving this. Differences in the performance of different groups have been addressed although small inconsistencies remain, such as in the widest use of assessment information to help inform all groups of pupils about their progress.

Safeguarding procedures are exemplary; full and accurate records are kept. Regular and formal risk assessments are carried out by the highly supportive and challenging governors. Good plans have been completed for those with physical disabilities to ensure they can be fully involved. Statutory policies are in place, although the governing body is aware of the need to formalise its audit and evaluation of community cohesion in light of recent legislation. Nevertheless, the impact of this policy is more apparent in the everyday work of the school. Pupils have been involved in planning new areas in the town, in national and international fund-raising and, while still in its infancy, in starting links at home and abroad.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement</p> <p>Taking into account:</p> <p style="padding-left: 20px;">The leadership and management of teaching and learning</p>	1
	1
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	1

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

The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents are generally supportive of the school and raise few concerns. Nevertheless, this feeling is not totally unanimous as a very small proportion of parents still have worries, particularly with the revised curriculum. Despite the introduction of parent forums, curriculum evenings, an interactive website and comprehensive newsletters, some contrasting comments were received. In one of many, a parent wrote about how her son had been inspired and 'spent many rainy days making animated films and newspapers' while another, although in the minority, thought there was 'too much fun and not enough discipline.' Inspection evidence indicates that the school is extremely well led, has an inspiring curriculum, has a very clear view about how to improve and is striving tirelessly to ensure everybody has the best possible chances.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Chandler CofE Junior 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 12 statements about the school.

The inspection team received 171 completed questionnaires by the end of the on-site inspection. In total, there are 339 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	59	69	40	0	0	2	1
The school keeps my child safe	117	68	48	28	3	2	0	0
The school informs me about my child's progress	55	32	94	55	9	5	1	0
My child is making enough progress at this school	61	36	86	50	10	6	0	0
The teaching is good at this school	87	51	71	41	2	1	0	0
The school helps me to support my child's learning	64	37	89	52	11	6	0	0
The school helps my child to have a healthy lifestyle	82	48	78	46	6	3	1	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)	74	43	75	44	8	5	0	0
The school meets my child's particular needs	64	37	89	52	9	5	0	0
The school deals effectively with unacceptable behaviour	62	36	78	46	9	5	3	2
The school takes account of my suggestions and concerns	60	35	82	48	10	6	2	1
The school is led and managed effectively	91	53	68	40	4	2	1	0
Overall, I am happy with my child's experience at this school	99	58	65	38	3	2	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



1 October 2009

Dear Pupils

Inspection of The Chandler CofE Junior School, Godalming GU8 5PB

Thank you so much for your thoughtful comments when I visited your school recently. We were pleased to see how many of you enjoy all that you do and that you all feel safe. I can understand why you enjoy school as your headteacher and his staff have done a lot to make the curriculum exciting and relevant so that it is fun to learn. Your teachers too are going to a great deal of effort to make sure they plan lessons that build on your already good attainment so that you all make the best progress possible. I have included the main points of our report below.

- You told us how much things have changed and how you feel that you make good progress. We agree. Your results in tests and your work all show that you achieve well across a variety of subjects. Keep up the good work.
- We have said you behave well. On just a few occasions, there was some silliness in lessons but this was often to do with you getting too excited about the work you were set.
- You told us about the many varied and interesting activities that happen. We saw some of these going on but thank you for letting us know about those things that happen at other times. We think these opportunities are excellent.
- Your teachers and particularly your headteacher have put in place a lot of successful changes and have further plans for the future. This has all helped us say in our report that we think there is the potential for your school to become one of the best.
- We have asked your teachers to make sure they give you plenty of information about how to improve. This was something that a number of you noted in your questionnaires and we agree that you are quite capable of taking responsibility for how well you do.
- In addition, we have asked that the school checks that as many links as possible are made with other areas of Britain and further afield.

You can do a lot to help your school. Continue to be involved in making decisions about what can be improved and by working hard.

Best wishes

David Collard

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.