

Chandag Infant School

Chandag Road, Keynsham, Bristol, BS31 1PQ

Inspection dates 9–10 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Reception children make good progress and achieve well. The activities planned are based on children's interests so that they want to learn.
- The good start from which children benefit in the Reception class is built upon well in Key Stage 1. By the end of Year 2 pupils' attainment is above that expected for this age group in reading, writing and mathematics.
- Teaching is typically good across the school. Teachers plan lessons well for the range of abilities in their class to ensure that all pupils make progress.
- The headteacher has an accurate view of teaching and has, in the short time she has been in the post, taken effective measures to improve its quality.
- The governing body checks the school's work and has been instrumental in enabling the school to strengthen its practice. It has done this by setting the headteacher challenging targets and making sure that they are achieved.
- The school has successfully implemented a new and stimulating curriculum and improved its systems for checking on pupils' progress.
- Leaders have identified the right priorities for the school's development. They are taking appropriate action to improve pupils' writing by introducing more topics which interest boys. As a result, the standard of boys' writing has improved.
- Pupils are keen to learn and behaviour is good. Attendance has risen because pupils enjoy coming to school and feel safe.

It is not yet an outstanding school because

- Some pupils are not secure in their knowledge of phonics (the relationship between letters and sounds). This is preventing them from making as much progress as they could in reading.
- Subject leaders are inexperienced and have not as yet contributed strongly to school improvement.

Information about this inspection

- Inspectors observed 13 lessons, two of which were observed jointly with the headteacher. Inspectors also attended an assembly and a workshop for parents.
- Meetings were held with pupils, staff, school leaders, governors and a representative of the local authority.
- Inspectors heard pupils read and examined samples of pupils' work.
- Inspectors met a small number of parents at the start of the day. They considered the 34 responses to the online questionnaire (Parent View), the school's own parent survey and the 13 responses to the staff questionnaire.
- Inspectors looked at a range of documents including data on pupils' attainment and progress, the school's view of its own effectiveness and its development planning, records related to behaviour and attendance and safeguarding documents. Inspectors also looked at the school's records on teaching and learning.

Inspection team

Shahnaz Maqsood, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

Full report

Information about this school

- This school is slightly smaller than the average-sized primary school.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium is well below average. The pupil premium is additional funding for those disadvantaged pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is well below average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is above average.
- The school works closely with a group of local schools which includes centres of excellence.
- Children attend the Early Years Foundation Stage full time.
- The headteacher joined the school in January 2014.
- The school was awarded the Inclusion Quality Mark in 2014.

What does the school need to do to improve further?

- Improve the quality of teaching by making sure pupils gain a secure grasp of phonics skills to further raise achievement in reading.
- Strengthen leadership and management by making sure that subject leaders are given appropriate support and training to develop their skills so they can contribute more effectively to school improvement.

Inspection judgements

The leadership and management are good

- The headteacher has worked successfully to improve the school's performance. She has quickly analysed the school's strengths and weaknesses and worked with the governors to put in place good plans for the school's further development. The headteacher has identified the teaching of phonics as an area for improvement. Leaders ensure pupils behave well.
- The progress of individuals and different groups of pupils is monitored closely by senior leaders. Subject leaders and teachers have recently begun to contribute to this process. Regular meetings are held with staff, and those pupils who are falling behind are provided with additional support. This has helped to reduce gaps in pupils' attainment and to accelerate their progress.
- The school makes good use of additional government funding for disadvantaged pupils by providing them with extra support, for example in small groups and individually.
- Subject leaders are new to their roles. They have only just begun to receive the coaching and support needed to develop skills as leaders so that they can contribute to the school's improvement plan.
- The school's curriculum has been revised to meet the requirements of the new National Curriculum. It builds on the school's original programmes and is tailored to suit pupils' needs. The school actively promotes tolerance and understanding. The curriculum contributes very well to pupils' spiritual, moral, social and cultural development through a range of enrichment activities and assemblies. This ensures that they are prepared for life in modern Britain. For example, pupils confidently spoke about how they had friends whose parents were born in different countries.
- School leaders have put in place a new system to check on pupils' progress and all staff have received training on how to apply it. Teachers say that this is helping them to focus more on pupils' learning and track their progress.
- Systems for checking the quality of teaching are robust and help to ensure that pupils make good progress. Teachers' salary increases are linked directly to pupils' achievement.
- The local authority has supported the school with the induction of the new headteacher and has given valuable advice to the governing body on managing the school's budget.
- The school has taken full advantage of the staff training opportunities provided by a strong and active group of local schools. This is linked closely to teachers' individual needs and their targets.
- The additional primary sport funding has been used to employ a specialist teacher and to widen the range of activities provided at the school. This teacher's expertise has been used well to train staff and to teach pupils. The multi-sports lunchtime club, run by a specialist teacher, is very well attended and has given pupils the opportunity to extend their skills and enjoy sport through enjoyable and well-coached sessions.
- Equality of opportunity is central to the school's ethos. The school demonstrates this by ensuring that all pupils achieve well and are fully involved in all aspects of school life; it has received awards for its promotion of equality and diversity.
- **The governance of the school:**
 - Governors have a clear understanding of pupils' achievement and know how well the school is doing compared with other schools. This enables them to ask challenging questions and to hold leaders to account, as well as to support them.
 - The governors have managed the school's finances well. They know how the pupil premium and sports funding are being used and the impact they are having on pupils' achievement and their well-being.
 - The governors visit the school regularly and have a good knowledge about the quality of teaching. They ensure that any pay rises for teachers are based on their improving performance.
 - Governors ensure that all safeguarding requirements are met.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Pupils are enthusiastic and want to do well in lessons. They behave sensibly around the school and are always polite.
- Staff manage pupils' behaviour well. The school's records show that incidents of very poor behaviour are rare and that, when they do occur, they are handled appropriately. This ensures that pupils are able to learn in a safe environment.
- Relationships between adults and pupils, and among pupils themselves, are positive. Pupils work well in groups and help each other, which benefits their learning.
- Members of the school council spoke with pride and enthusiasm about their contribution to the design of the school's play area.
- Behaviour is not outstanding because, occasionally pupils waste time at the beginning of an activity, which slows down their learning.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils told inspectors that although bullying happened occasionally it was rare and that if someone was unkind the adults dealt with it immediately. They felt well looked after and safe in school. Parents and staff shared this view.
- The school provides a good range of activities to help pupils learn to stay safe.
- Attendance has been rising steadily and is now above average. The school has good systems and procedures in place to monitor the attendance of different groups of pupils and as a result, poor attendance has declined.

The quality of teaching is good

- Teaching over time is good and this is reflected in the standard of work in pupils' books. Learning and activities are planned carefully so that all pupils achieve well and make good progress. Tasks enable pupils who find learning more difficult to make good progress. Work is also suitably challenging for the most able.
- The school's system for marking pupils' work is used consistently by teachers and is understood by all the pupils. They know when they have made errors, what they have done well, and how to improve their work. This is helping them to make good progress.
- Mathematics is taught well because teachers give pupils many opportunities to calculate in their head and solve problems using their own methods.
- Work in pupils' books demonstrates that the teaching of writing is raising standards in this area. In particular, boys' writing skills are improving because teachers provide tasks which capture boys' interest and imagination.
- Teachers' subject knowledge is secure and this helps them to give clear explanations and to provide immediate and effective feedback in lessons. Questioning is used well to check pupils' understanding, to challenge them and to help them develop their ideas.
- Teachers plan activities which excite and interest pupils so they want to learn. Teaching assistants are well deployed and contribute strongly to pupils' progress by giving them good advice and guidance.
- Pupils do well in reading by the end of Year 2, but teachers do not always ensure that all pupils have a good grasp of phonics skills.

The achievement of pupils is good

- Year 2 pupils' attainment has been consistently above average for the last three years. The proportions of pupils attaining the higher levels in reading, writing and mathematics at the end of Key Stage 1 in 2014 have risen and are above average.
- Although attainment is above average in reading and writing, it fell very slightly last year. This was because of the pupils' lower than usual starting points; the standards these pupils reached indicated that they had made good progress. Attainment in mathematics was sustained and was above that of other

pupils nationally.

- The school has focused on speeding up boys' progress in writing, which has reduced the gap with girls from the previous year. Inspectors saw conclusive evidence that boys' writing abilities are improving rapidly.
- Disadvantaged pupils are achieving well and rates of progress have increased. Gaps are closing rapidly across the school. This is as a result of good support for this group, which is well matched to the pupils' specific needs.
- Specific and well-planned support, for example in class and in small-group work, ensures that disabled pupils and those with special educational needs make good progress.
- The most able pupils do well because teachers plan sufficiently challenging tasks for them. As a result, a higher proportion of Year 2 pupils attained the higher levels in 2014 in each area than in the previous year.

The early years provision

is good

- Children join the school with skills and knowledge that are below those that are typical for their age. Good teaching results in the needs of the children being met, enabling them to achieve well in their language development. By the end of the Reception Year they are well prepared for the next stage in their education.
- Teachers plan exciting activities, which stimulate children and benefit their learning. Strong emphasis is placed on developing language skills by asking questions and giving children sufficient time to answer. Occasionally, teachers do not move children's learning on quickly enough, which slows their progress.
- Good attitudes and good behaviour mean that children are happy and enjoy school. Social skills are well developed so the children play and cooperate well. For example, children who played at being doctors and nurses took turns to be the patient.
- The early years provision is well led and managed. Children's progress is tracked carefully and there are clear systems for recording and monitoring their performance. This information is used well for planning and the effective deployment of staff to support children.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109079
Local authority	Bath and North East Somerset
Inspection number	448655

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Amanda Haskins
Headteacher	Annie Smart
Date of previous school inspection	7–8 July 2010
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