

Chandlers Ridge Academy

Address: Chandlers Ridge, Nunthorpe, Middlesbrough, North Yorkshire, TS7 0JL

Unique reference number (URN): 145287

Inspection report: 28 April 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Pupils in all year groups achieve well from their starting points, developing a thorough knowledge and understanding across all subjects. They produce work of a high standard. Consequently, pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, are very well prepared for the next stage of learning.

In national tests, pupils achieve above-average outcomes in reading, writing and mathematics. Disadvantaged pupils outperform their non-disadvantaged peers in reading and writing. In mathematics they are closing the gaps with their non-disadvantaged peers nationally.

Leaders' highly effective work ensures that all pupils, irrespective of their barriers or needs, develop strong foundational knowledge, with any gaps identified and closed quickly. Leaders acknowledge that pupils' achievement can improve further in some areas, such as the Year 4 multiplication times table check. Leaders continued focus on providing a high-quality curriculum demonstrates their effective work to further strengthen pupils' attainment in national tests.

Attendance and behaviour

Strong standard ●

There is a culture of attendance being 'everybody's business' in this school. Leaders have clear steps in place to manage expectations for pupils' attendance. Attendance has improved over time as a result of leaders' individualised support to help pupils feel welcome. Leaders promote a culture of high attendance and have established strategies to deal with concerns, so that the majority of pupils attend school very well.

Leaders have established a highly effective behaviour system that is consistently applied across the school. Pupils show dedication to their work in lessons and pupils' behaviour shows self-discipline. Staff use clear routines to support pupils to work in a calm and productive way. Pupils play cordially during outdoor social times, happily and purposefully occupied in a wide range of activities. Pupils fully understand the rules and expectations for behaviour. Disputes are rare and often resolved by pupils themselves or pupil playground leaders. After playtime, pupils are quick to start their learning.

Pupils understand that bullying and discriminatory behaviour are not tolerated and know what to do if they have a worry. Bullying is rare, not tolerated and dealt with swiftly. Leaders ensure that pupils and parents understand the school's high expectations.

Curriculum and teaching

Strong standard ●

Leaders have designed a well-considered curriculum across all subjects so that pupils' knowledge builds as they progress through the school. Teaching is highly effective, providing regular opportunities for pupils to revisit and practise prior learning. At the same time, prompt support is provided when needed to help pupils to keep up. Leaders and staff are meticulous in their checks on how well pupils are learning, ensuring misconceptions are

addressed and gaps in knowledge are quickly closed. Teachers' sharp focus on pupils' learning key subject vocabulary supports pupils to articulate their learning very well.

Phonics is taught effectively by well-trained staff. Leaders ensure there is a sharp focus on reading, writing and mathematics in the curriculum. This helps pupils to become successful in other subjects. Leaders check the curriculum and teaching often. They make well-informed decisions about any changes to further improve teaching. For example, changes to the teaching of arithmetic have been used to increase the number of pupils who secure their multiplication tables knowledge. Carefully considered adaptations to the curriculum support pupils with barriers to learning, such as those new to the English language or those with special educational needs and/or disabilities, to achieve success.

Leaders ensure that training develops teachers' expert knowledge of the subjects they teach and further strengthens the effectiveness of their work with pupils and support staff.

Inclusion

Strong standard ●

The school is a welcoming community where every pupil is valued and supported to succeed. Leaders identify swiftly when pupils have barriers to their learning and wellbeing, including pupils with special educational needs and/or disabilities (SEND) and those known or previously known to children's social care. Leaders ensure that pupils receive support that is precisely targeted to meet individual needs.

Leaders closely track pupils' progress to monitor the impact of support and make timely changes when necessary. Leaders provide high-quality training for staff so that they can meet pupils' needs effectively. Leaders work closely with families and external professionals to get the right support and opportunities for each pupil. Leaders work closely with the local authority and alternative provision to provide extra help. Leaders maintain close oversight of pupils' attendance, safety and learning.

Leaders carefully consider the allocation of additional funding to ensure this is used purposefully to help disadvantaged pupils achieve well across the curriculum. Pupils with SEND are supported to participate fully in learning and enrichment activities. Consequently, pupils develop confidence and thrive socially and academically.

Leadership and governance

Strong standard ●

Leaders, including governors, have a clear and ambitious vision for the school. They have successfully developed a culture of high achievement in which pupils thrive. They know the school well and rightly celebrate its strengths. Leaders prioritise actions for improvement based on their accurate evaluations and broad range of evidence. This information informs decisions that benefit all pupils.

Governors are passionate and committed to supporting the school and the community it serves. They participate in relevant training to support them in their roles. Trust leaders ensure regular and robust assessment of the school's performance. The local governing committee draws on detailed information, which helps them to allocate resources productively. Governors and the trust ensure that the school provides what pupils need, particularly those who are disadvantaged and those who face other barriers to their learning.

Staff benefit from purposeful professional learning and regular developmental conversations about their practice. Leaders ensure that guidance is well aligned to school priorities so that the whole staff team can contribute effectively. Early career staff receive timely support and clear guidance, helping them to develop confidence in their roles.

Leaders consider staff workload carefully and place a high value on staff wellbeing. Leaders make themselves available and ready to support whenever needed. The school plays a central role in its community. Comments from parents and carers typically praise school leaders for the many opportunities and events on offer. Pupils, staff, governors and parents alike express pride in being part of the school community.

Personal development and wellbeing

Strong standard 

Leaders have a thoughtfully designed personal development programme that aims to equip pupils with the knowledge, skills and attitude to become confident members of society. For example, leaders invite local police officers into school to support pupils' awareness of risks and the law. Pupils develop detailed understanding, including about railway and water safety and acting responsibly on the internet. Through relationships and sex education, pupils gain age-appropriate knowledge related to healthy relationships and consent. They know how to protect themselves from potential harm.

Pupils benefit from opportunities that broaden their horizons and fully prepare them for life in modern Britain. They develop a thorough understanding of the importance of fundamental British values and understand how the values link to life in modern Britain. For example, discussing tolerance of ideas and faiths different to their own in religious education lessons. Leaders and staff ensure that pupils learn strategies for managing their mental health and wellbeing so that pupils understand and demonstrate empathy and respect.

Pupils take pride in leadership roles, such as pupil parliament and play leaders. They understand how these responsibilities contribute to the school and wider community. Pupils participate wholeheartedly in a wide range of events and clubs, including the choir and a wide range of sporting activities where they develop their talents and interests.

Leaders focus sharply on developing pupils' sense of what it means to be confident, caring individuals. Through the school's 'CREATE' values children leave the school as tenacious, ambitious, and empathetic individuals. The individual 'passports for life' allow pupils to thrive beyond the curriculum. Pupils' talents and aspirations are nurtured. Leaders take steps to ensure that all pupils, including those with special educational needs and/or disabilities and those known to social care, can take full advantage of the wider curriculum offer. As a result, all pupils flourish.

Expected standard

Early years

Expected standard 

Children get off to a secure start to their education in the early years. There are warm relationships between adults and children. High-quality interactions help children to develop

their vocabulary. Children concentrate well and are eager to learn. Caring staff look after children very well. Those with special educational needs and/or disabilities or other barriers to their learning are supported effectively and fully included in all activities. Generally, children make positive progress through the curriculum so that, by the end of the Reception Year, they are ready for future learning.

The curriculum is well designed to ensure that children gain the knowledge and skills they need. Staff consider children's starting points carefully when evaluating their progress through the curriculum. Early reading and phonics are taught well, enabling children to develop their reading skills. Those that need extra support, including children who are disadvantaged, quickly get the help that they need.

Leaders ensure that carefully planned activities support all areas of learning indoors. The outdoor area does not give children similar access to the full range of learning or support the purposeful, independent activities that are consistently available inside. Leaders have started to develop this area so that it reflects the full ambition of the curriculum.

What it's like to be a pupil at this school

This is a welcoming school where pupils are greeted by name and with a smile each morning. Pupils benefit from the positive relationships with staff who know them well and care for them. Most pupils attend regularly because they are happy to come to school. Pupils' respectful behaviour and secure relationships contribute to them experiencing a sense of belonging at the school. Pupils are safe and understand how the school protects them from risks in their community and online.

In the early years, children settle quickly into daily routines. As pupils progress through the school, they rise to the high expectations that staff have for them to become confident and successful learners. Pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, learn successfully from their starting points. Pupils develop positive attitudes towards their work and enjoy lessons. Their achievement in national tests at the end of key stage 2 is above the national average. Pupils are well prepared for their next stage in education.

Leaders ensure that pupils benefit from both academic success and character development equally well. This is because pupils experience high-quality education and care. In the early years, children are taught to be independent and to manage their emotions. As pupils progress through the school, they develop how they express and regulate their feelings and responses. Bullying is rare and pupils are confident that adults deal with any issues effectively.

The curriculum is enriched with exciting opportunities for pupils to develop their cultural knowledge. The school's 'CREATE' values ensure that pupils learn to collaborate, develop empathy, tenacity, respect and aspire for greatness. These characteristics are developed through community engagement work, opportunities to be elected as pupil parliamentarians, learning to play musical instruments and proudly performing at concerts for parents and carers.

Next steps

- Leaders should continue to embed the changes to the mathematics curriculum so that more pupils consistently recall multiplication facts and achieve well in national tests.
 - Leaders should maximise children's learning opportunities in the early years provision, ensuring that opportunities to learn outdoors are of the same high quality as those found indoors.
-

About this inspection

This school is part of Spark Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Louise Spellman, and overseen by a board of trustees, chaired by Charlotte Irving.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher, the deputy headteacher, the CEO, the chair of the board of trustees, the school's link trustee and members of the local governing committee, including the chair during the inspection.

The inspectors confirmed the following information about the school:

The school currently makes use of one alternative provision, including one that is unregistered.

At the time of the last inspection, in April 2022, the school was part of the Vision Academy Learning Trust. This trust merged with the 1590 Trust in October 2024 to form the Spark Education Trust.

The current headteacher took up post in September 2024.

Headteacher : Richard Thompson

Lead inspector:

Kathryn McDonald, His Majesty's Inspector

Team inspectors:

Rowena Sykes, Ofsted Inspector

Helen Smith, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 28 April 2026

School and pupil context

Total pupils

360

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

376

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.58%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.22%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.56%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	61%	Above
2024/25 (final)	82%	62%	Above
2023/24 (final)	75%	61%	Above
2022/23 (final)	86%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	74%	Above
2024/25 (final)	92%	75%	Above
2023/24 (final)	96%	74%	Above
2022/23 (final)	93%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	72%	Above
2024/25 (final)	86%	72%	Above
2023/24 (final)	77%	72%	Close to average
2022/23 (final)	91%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	73%	Above
2024/25 (final)	88%	74%	Above
2023/24 (final)	90%	73%	Above
2022/23 (final)	91%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	46%	Above
2024/25 (final)	83%	47%	Above
2023/24 (final)	57%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	62%	Above
2024/25 (final)	83%	63%	Above
2023/24 (final)	100%	62%	Above
2022/23 (final)	83%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	59%	Above
2024/25 (final)	83%	59%	Above
2023/24 (final)	71%	58%	Above
2022/23 (final)	83%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	60%	Above
2024/25 (final)	100%	61%	Above
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	68%	-4 pp
2024/25 (final)	83%	69%	14 pp
2023/24 (final)	57%	67%	-10 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	89%	80%	10 pp
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	100%	80%	20 pp
2022/23 (final)	83%	78%	5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	79%	78%	1 pp
2024/25 (final)	83%	78%	5 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	83%	77%	6 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	74%	80%	-6 pp
2024/25 (final)	100%	81%	19 pp
2023/24 (final)	57%	79%	-22 pp
2022/23 (final)	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	5.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.7%	13.0%	Below
2023/24 (3 term)	10.1%	14.6%	Below
2022/23 (3 term)	12.3%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright