

Chandlers Ridge Primary School

Inspection report

Unique Reference Number	111619
Local Authority	Middlesbrough
Inspection number	354367
Inspection dates	26–27 May 2010
Reporting inspector	Clive Petts

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	391
Appropriate authority	The governing body
Chair	Mr Ian Bruce
Headteacher	Mr William Smith
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 17 lessons and observed 15 class teachers. They held meetings with governors, staff, groups of pupils, and analysed 137 questionnaire responses from parents and carers, and looked at questionnaires from staff and pupils. The team also looked at development plans, the pupils' progress data, documents relating to the safeguarding of pupils, school policies and procedures, scrutinised pupils' current and past work and spoke to the School Improvement Partner to discuss his reports.

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

- the current achievement, patterns of progress and the attainment for all groups of pupils, particularly those who are more-able, gifted or talented
- the effectiveness of Early Years Foundation Stage, including the rate of progress that children make and the quality of leadership and management and its impact on children's learning
- the effectiveness of leadership and management in building the capacity to secure and sustain pupils' improved achievement and to accelerate the rate of pupils' progress.

Information about the school

The school is much larger than average in size. Most pupils are from a White British background, with very few learning English as an additional language. The proportion known to be eligible for free school meals is very low. A well-below-average proportion of pupils has special educational needs and/or disabilities, with no pupil having a statement of special educational needs. The Early Years Foundation Stage consists of a 26 place Nursery and two classes of Reception Year children. 'Skittles', a privately run before- and after-school club, operates from the main school hall. The school has achieved the Investors in People status, Artsmark Gold and Activemark awards.

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 is a good school. It has some outstanding features and enables pupils to flourish in a caring, happy and friendly atmosphere. The headteacher has very successfully established an open and encouraging ethos which creates a safe, positive climate for learning. As a result, relationships with parents and carers are highly positive and constructive. Parents and carers are extremely supportive of the work of the school. Parents' and carers' remarks, such as 'this is a happy friendly school and my child loves it' and 'humour pervades the school contributing to its highly positive ethos', sum up their views.

Most children enter Early Years Foundation Stage with skills levels above those expected for their age. Pupils make good progress, including those with special educational needs and/or disabilities, to reach high standards by the end of Year 6. In recent national tests, standards did slip, largely as a result of more-able pupils achieving less well. Current progress information and inspection evidence show that positive action taken has reversed the slip in mathematics and science. However, there remains room for more rapid progress in developing literacy skills, especially in writing skills for more-able pupils. Although pupils' achievement and enjoyment is rarely less than good, they are at their best when tasks are stimulating and active. Most teaching is good, with some that is inspiring. Some lessons, however, are more mundane and insufficiently engage pupils in practical tasks and active learning. There are some variations in the quality of teachers' use of assessment, including marking. In the nursery, opportunities are sometimes missed to accelerate the rate of children's progress through the sharper use of assessment. The good curriculum is being progressively developed to make learning more relevant and to encourage subject links. Creative subjects are a successful conduit for pupils to demonstrate their flair, skills and keenness to learn. Behaviour in lessons is good, with older pupils demonstrating some exemplary attitudes and independence. The pupils' grasp of the benefits of an active, healthy lifestyle and keeping safe is outstanding. Their happiness at school is reflected in their excellent attendance.

The senior leader's self-evaluation clearly identifies strengths and areas for further improvement. The governors and staff are committed to providing the best education for the pupils in their care. The impact of recent initiatives can be seen in the improvements in pupils' achievement and in the more settled management of the Early Years Foundation Stage. Effective progress checks take place but the data gained is insufficiently used to ensure more consistently inspiring teaching. Overall, the school demonstrates a good capacity for further improvement.

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What does the school need to do to improve further?

- Improve achievement and accelerate the rate of progress, in literacy, by:
 - raising the expectations of what able pupils can achieve, especially in writing
 - ensuring that in all lessons activities are appropriately demanding and challenging
 - improve teachers' use of marking so that it consistently identifies what pupils need to learn next.
- Sharpen strategies to increase the proportion of inspiring and exciting teaching, by:
 - maintaining a constant focus on achievement in all activities
 - extending the opportunities for stimulating practical and active learning to boost pupils' enjoyment.
- Increase the effectiveness of Early Years Foundation Stage by April 2011, by:
 - improving assessment of what each child can do, pinpointing gaps in learning and use the information to quicken the rate of progress, especially in the Nursery.

Outcomes for individuals and groups of pupils

2

All the pupils are keen to learn, achieve well and enjoy their learning. Where expectations are high and activities motivating, pupils become active contributors because their knowledge and understanding are repeatedly challenged. Open-ended questions 'stretch' pupils' thinking. They become animated as they exchange ideas and experiences. In lessons where progress slows, activities are often uninspiring and with too few demands made of pupils, who subsequently drift off task and become restless. Their enjoyment of school can be seen in their good and sometimes excellent behaviour which enables most lessons to flow without interruption. Older pupils demonstrate really well developed independence, which enables them to work confidently on their own and ask for help when they need it.

Since the last inspection, although standards have remained high, they have slipped a little as rates of progress and achievement have varied. Recent action has successfully begun addressing the issue, particularly in mathematics and science. Despite overall improvements, pupils' achievement in English, especially that of the more-able in writing, is not as high as it could be. The pupils report confidently that they feel safe, that staff are always on hand to share a concern and that bullying is rare. The pupils keep fit and watch their diet thoughtfully. Older pupils happily take on duties, for example, sharing the responsibility for the welfare of younger pupils at social times. The pupils make a positive contribution to the local community, such as participating in a carnival for a local hospice. Their very good spiritual, moral, social and cultural development is evident in the harmonious relationships they have with each other and the respect they show towards staff in the classroom.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	1
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	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The overall quality of teaching is good. It ranges from satisfactory to outstanding. The best lessons create interest and promote pupils' positive attitudes to learning, reflecting the high but also realistic expectations the staff have of pupils. Teachers' secure subject knowledge and their use of active approaches help to maintain pupils' concentration. Open-ended questions promote reflection and logical thinking. In lessons where progress is slower, expectations are not high enough, pace is more pedestrian and tasks not sufficiently demanding because they are not well enough matched to the pupils' abilities and needs. Pupils' independent learning skills are not always fully promoted. The pupils are aware of their challenging targets, but there are times when teachers' marking lacks sufficient detail about how pupils can improve their work.

The good curriculum places strong emphasis on basic skills and is imaginatively supplemented by a broad range of enrichment activities, for example India day. Links between and themes across subjects are increasingly used to add interest and meaning to learning. The pupils' personal development is enhanced by a good programme of visits and visitors and a developing programme of first-hand experiences to add to their

¹ 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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understanding of the diverse world in which they live.

Excellent pastoral care is a strength of the school. Overall, good care, guidance and support enable all pupils from a variety of backgrounds to achieve success. Those pupils who require additional help and those with English as a second language, are provided with good personalised support. Good use is made of support agencies, which helps to promote pupils' positive attitudes and contributes to their sense of belonging.

Arrangements to support the transition to secondary school are effective and valued by pupils, parents and carers.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher's leadership is well respected by pupils, parents and carers, and the wider community. He has been at the heart of creating a welcoming, calm environment in which all pupils are equally valued. The skills of a talented team of staff are being systematically nurtured to boost the quality and improve the consistency of pupils' learning. The school is successfully tackling pockets of underachievement, although leaders recognise that there is even more to do to secure consistently high achievement. Middle leaders' skills are being progressively improved to strengthen the drive for further improvement. Some lack of sharpness remains in the effectiveness of actions to ensure that even more teaching is of good or outstanding quality.

Safeguarding procedures meet all regulations, with all policies and practices in line with requirements. Excellent relationships with parents and carers ensure that they are extremely well informed about all aspects of their children's development and well-being. Community cohesion is well promoted, with experiences developing of diverse communities locally, nationally and globally. The relaxed, happy and friendly atmosphere, added to senior leaders' resolve to raise achievement, reflect the school's good commitment to ensuring equality.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter the Nursery class with levels of skills and experience above those expected for their age. Overall, their progress is satisfactory. However, it is variable, with better progress in the Reception Year, where some teaching is outstanding. The staff's skilled use of probing questions and prompts builds on children's understanding and encourages the children's thinking effectively. As a result of thoughtful guidance and support, children settle very quickly, confidently and soon develop independence. Normally, the children behave well. Although children are encouraged to make their own decisions, they are not always given sufficient opportunities to learn independently. Outdoor areas provide good facilities, which the children enjoy, although opportunities for Nursery children to investigate and explore are not fully exploited. Regular, discrete sessions, using sounds and letters, enable children to make steady progress in their early reading and writing. However, opportunities are sometimes missed to encourage children to apply letter sounds across all areas of their learning. Focussed tasks are competently monitored with regular observation and assessment undertaken. The recording of children's achievements is developing well in their 'learning journals' but the information is not used consistently enough to identify gaps in children's learning. Newly appointed leaders and managers have a clear vision for improvement and demonstrate the drive and energy to achieve this. Welfare practice goes beyond that required. The staff work diligently as a team to ensure that all children are included and those with special educational needs and/or disabilities make similar progress to their classmates.

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

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Just under one third of parents and carers returned the questionnaire outlining their views of the school. The overwhelming majority of those were positive in their views about all aspects of its work and nearly all felt that their children are safe and happy in school. Inspectors agree with the positive views expressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chandlers Ridge Primary 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 391 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	64	46	34	2	1	0	0
The school keeps my child safe	93	68	43	31	0	0	0	0
The school informs me about my child's progress	66	48	65	47	4	3	0	0
My child is making enough progress at this school	75	55	53	39	6	4	2	1
The teaching is good at this school	87	64	48	35	0	0	0	0
The school helps me to support my child's learning	72	53	57	42	7	5	0	0
The school helps my child to have a healthy lifestyle	82	60	50	36	2	1	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)	69	50	53	39	2	1	0	0
The school meets my child's particular needs	69	50	62	45	2	1	1	1
The school deals effectively with unacceptable behaviour	71	52	54	39	5	4	1	1
The school takes account of my suggestions and concerns	59	43	66	48	7	5	1	1
The school is led and managed effectively	81	59	54	39	1	1	0	0
Overall, I am happy with my child's experience at this school	87	64	45	33	5	4	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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). 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:	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. ■ 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 June 2010

Dear Pupils

Inspection of Chandlers Ridge Primary School, Middlesbrough, TS7 0JL

I want to thank you all for the very friendly welcome that you gave the inspectors when we visited your school. We really enjoyed our time talking to you.

We were impressed by your good behaviour. Chandlers Ridge is a good school. It has a number of outstanding features. You obviously feel extremely safe and confident because of this. You certainly understand the benefits of a healthy lifestyle. Some of you told us that your teachers make your learning fun and interesting. The standards you reach are high but your achievement and progress can vary. Your school is taking action and improvements can be seen in mathematics and science. In English, your achievement isn't quite so high, especially amongst those who are capable of reaching higher levels. Excellent use is made of the links the school staff have with your parents and carers.

We have asked your headteacher, staff and governors to look at ways of improving the quality of your learning by making it more fun, but still demanding. Also, when teachers mark your work, we have asked them to point out exactly what you have to do to improve. This will help you all make faster progress.

Children in the Nursery and Reception classes settle well into your school. They enjoy the activities provided for them and they work at a satisfactory pace. We have asked the school to quicken their rate of progress, especially in the Nursery class, by carefully checking and assessing what the children can do and by giving them more exciting things to discover. This will mean that they can find out more things for themselves. We have also asked the school to improve the way this provision is led and managed.

You can play your part by continuing to work as hard as you can. Thank you for helping with this inspection. I hope the school will continue to improve. We wish you the best of luck for your future.

Yours sincerely

Clive Petts

Lead Inspector (on behalf of the inspection team)

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