



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR CHANTLERS PRIMARY SCHOOL

<b>Name of School:</b>	Chantlers Primary School
<b>Headteacher/Principal:</b>	Philip Barlow
<b>Hub:</b>	Bury North West Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	N/A

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	15/11/2023
<b>Overall Estimate at last QA Review</b>	Leading
<b>Date of last QA Review</b>	06/11/2019
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	21/01/2020



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#### Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agree that evidence indicates these areas are evaluated as follows:

**Leadership at all levels** Leading

**Quality of provision and outcomes** Leading

**AND**

**Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs**

**Area of excellence** N/A

**Previously accredited valid areas of excellence** Highly Effective EYFS Provision  
17/10/2017

**Overall peer evaluation estimate** Leading

***The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.***

## 1. Context and character of the school

Chantlers Primary School is an average-sized, one form entry primary school. It serves a community in which the percentage of disadvantaged pupils is well below the national average. Most pupils are from a White British background. Currently, a fifth of pupils are from minority ethnic backgrounds.

The proportion of pupils with special educational needs and/or disabilities (SEND) is below the national average. This applies both to pupils with special educational needs (SEN) support and to those with an education, health, and care plan (EHCP). Percentages of pupils who have English as an additional language are well below the national average. Currently, there are no 'looked after children' (LAC) on roll, but the school has five post-LAC children.

In recent years, the school's good reputation has grown within the local community and places for Reception are in high demand. The school is currently oversubscribed. The school is on a journey of improvement and has recently employed eight new members of staff. The headteacher is convinced the new staff will enhance the already strong provision. The school prides itself as having 'a strong family feel and a caring, nurturing culture'. Leaders believe that successful relationships are the key to creating a thriving learning environment.

### 2.1 Leadership at all levels - What went well

- The passionate and dedicated headteacher, ably supported by a cohesive and dynamic senior leadership team and governors, has created a culture in which all staff are committed to ensuring all pupils achieve highly across the curriculum from their starting points. This is evident in all aspects of the school's work. Staff are fully engaged in helping the school achieve its vision. This is typified by the business manager's involvement and knowledge of school improvement related issues that may be considered outside of her area of responsibility. For example, her knowledge relating to the newly established resourced provision and the profile of the pupils within it, illustrate how staff are prepared to go the 'extra mile' in the best interests of the pupils.
- The school's values lie at the heart of how the school seeks to achieve its vision and underpin the way in which the school operates on a day-to-day basis. Excellent relationships have been developed and nurtured throughout the whole school community. Senior leaders consider the way in which new

initiatives are implemented and developed throughout school, understanding the implications of change and the impact it can have.

- Developing the role of subject leaders has been a priority for senior leaders. For example, working alongside subject leaders in what they described as 'creative collaboration' has provided the framework for them to develop their skills in a supported way whilst offering bespoke opportunities for individual members of staff. Senior leaders also proactively take action to improve the subject knowledge of staff through providing evidence-based resources.
- Staff are well supported in terms well-being and workload. Leaders, in consultation with staff, have provided over thirty initiatives, such as arranging for staff cars to be cleaned during the school day, to help improve the life/work balance of staff. Such initiatives alongside high quality relationships have galvanised the staff into a highly effective team.
- Opportunities have been developed for leaders at all levels. These range from teaching assistants leading event coordination to senior leaders supporting other schools on their improvement journey. These activities provide bespoke professional development opportunities where staff can hone their skills.
- The role of pupils as leaders has been established and embedded as part of the school's leadership strategy. Activities provided by the school, through, for example, a range of ambassador roles, have provided the opportunity for the voice of pupils to be heard. The insights provided by pupils are welcomed by leaders and help shape and guide their work.
- Provision of support for the early career teachers (ECTs) is robust and meets statutory requirements. ECTs feel valued and well supported.
- Pastoral care of pupils is a priority for the school. The pastoral lead works effectively with all stakeholders and has developed successful strategies to engage with parents and carers.

## **2.2 Leadership at all levels - Even better if...**

... none identified.

## **3.1 Quality of provision and outcomes - What went well**

- The school has created an ambitious and bespoke curriculum that meets the needs of all learners including disadvantaged pupils and those with additional needs. It is progressive, well sequenced, consistently implemented and

enables pupils to attain highly across all subjects. The curriculum is based on a book which promotes the school's motto of 'a world of opportunities.'

- Integral to the curriculum are the school's values. They are explicitly referenced by staff and understood by pupils. The curriculum is inclusive and accessible to all. Learning builds on prior knowledge and leaders are ambitious for all pupils to develop a toolkit of knowledge and skills as they progress through school. Leaders believe that this will equip pupils for their next stage of education and help them to realise their potential.
- Teachers' subject knowledge is secure and enables pupils to deepen their knowledge and understanding. This is exemplified through the teachers' use of probing and effective questions and reference to Bloom's Taxonomy of Critical Thinking. Modelling key vocabulary is also prioritised by teachers.
- Pupils' behaviour and attitudes to learning are excellent and pupils are eager and keen to succeed. They are diligent, engage well and are keen to contribute during lessons. A purposeful ethos has been created due to the high expectations of staff. Relationships are highly effective between pupils and with staff. Mutual respect is evident both in lessons and around school. Pupils are polite, well-mannered and respond well to staff. Humour, positive gestures, tone of voice and facial expressions are used well by staff to motivate and support pupils in their learning.
- Reading is prioritised in school and pupils achieve exceptionally well. Early reading has been developed successfully through the adoption of a new systematic synthetic phonics programme. The leader has introduced the scheme and ensures that all staff delivering it are equipped to do so with fidelity.
- Checking pupils understanding and the use of assessment is central to the school's pedagogy. In mathematics, for example, pupils actively engage in the learning process by selecting the tasks to complete based on the level of challenge available. One child said, 'I can pick which colour worksheet is right for me.'
- Pupils' awareness and understanding of how they develop as 'excellent learners' are promoted effectively throughout lessons. Reference to their knowledge of spiritual, moral, social, and cultural development is highlighted and extended by staff. For example, in a Year 6 reading lesson, the teacher skilfully linked learning from the selected text to pupils' understanding of the cultural aspects of life in China. Teachers also promote pupils' character development referencing pupils who are, for example, demonstrating resilience.

- The school's environment enhances the intended curriculum. Learning journeys on display provide the opportunity for pupils to plot key learning points as the curriculum builds incrementally. Pupils report that visual reminders reinforce their knowledge and understanding across a range of curriculum areas.
- Pupil outcomes exceed the national percentages significantly in all statutory assessments. In particular, the percentages of pupils attaining the combined measure in reading, writing and mathematics in both Key stages 1 and 2 have been well above the national figure. This also applies to pupils working at greater depth. The school has maintained these impressive outcomes over several years. The school is understandingly proud of these results.

### **3.2 Quality of provision and outcomes - Even better if...**

... teachers developed strategies to promote active engagement of all pupils in paired and group discussions.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Ensuring a smooth transition for pupils with SEND between key phases of school has been identified as a priority by leaders. For example, a Year 6 pupil with SEND began transitional activities with the high school at the start of the year.
- Additional adults are deployed very effectively to support learning. Teachers and teaching assistants skilfully support pupils and intervene at appropriate points. In lessons, pupils self-corrected under the guidance of teaching assistants. This allowed pupils to be active in their learning and helped them develop independence and learning resilience. Also, in Year 6, the teaching assistant skilfully drew a pupil who had been reluctant to participate previously into a conversation.
- Work is scaffolded effectively to support pupils with SEND. The scaffolds are consistently provided for pupils across the school. For example, in mathematics, the use of pictorial representations and the bar method are applied consistently to help pupils understand.
- The SEND coordinator (SENDCO) is knowledgeable and able to articulate confidently her next steps and priorities for the school. They include providing

training on cognitive load for all members of staff. She is proactive in her role and meets regularly with parents of SEND pupils both formally and informally.

- Parents are clear about the provision that their child is receiving and the next steps in their learning.
- Disadvantaged pupils have access to high quality enrichment activities. They are also represented on the pupil leadership roles that have been created by the school. For example, the current head girl is a disadvantaged pupil.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

... none identified

### **5. Area of Excellence**

N/A

#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to



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visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)