

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Chantlers Primary School
School Address:	Foulds Avenue, Bury , Lancashire, BL8 2SF
Hub School:	Bury North West

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Unique Reference Number:	105291
Local Authority:	Bury
Type of School:	Primary
School Category:	Community
Age range of pupils:	4 – 11
Number on roll:	252
Head teacher/Principal:	Mr P Barlow

Date of last Ofsted inspection:	18–19 November 2010
Grade at last Ofsted inspection:	Good

Date of Quality Assurance Review:	30 th November – 2 nd December 2015
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies:	Good
Outcomes for Pupils is:	Good
Quality of Teaching, Learning and Assessment:	Good
Area of Excellent Practice: Reading	Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Chantlers Primary School appears to be at the top of the Good grade as judged by Ofsted in the school's previous Ofsted report, November 2010 and is working towards Outstanding.

Information about the school

- The proportion of pupils supported by the pupil premium funding is below the national average.
- Since the new SEND code has been introduced this year, the proportion of pupils who are disabled or have special educational needs is higher than the national average.
- Most pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language (EAL) is below the national average.
- The head teacher has been in post since September 2013.
- Nine out of twelve teachers are newly appointed and there is a new leadership team in place.
- The acting deputy headteacher has been in post from September 2015.
- Pupils enter the Reception class at levels that are slightly below what is typically expected of children of this age.

School Improvement Strategies

What Went Well

- The school is led by an inspirational and insightful headteacher, who has demonstrated transformational leadership in his relentless pursuit to improve the educational experiences for each individual pupil at Chantlers.
- On his appointment in 2013, the headteacher quickly identified urgent priorities and the need for rapid change. Hence, appropriate systems and structures now underpin the actions that have improved key elements over the last two years.
- As a result of actions undertaken by leaders, achievement across the school has significantly improved in all areas, particularly over the last year. Pupils entitled to pupil premium funding make good progress through high quality teaching and focused interventions. Another contributory factor is the bespoke emotional support provided by the teaching assistant responsible for pastoral care, whose door is always open for both pupils and families.
- Moderation of last year's early years outcomes demonstrated that assessments are accurate and thus provide a concrete benchmark from which to measure progress.
- The culture is one of 'can do' but also of 'want to.' This is as a result of empowerment of all staff by the headteacher, including unleashing leadership potential in the new senior leaders, giving all staff professional freedom. For example, one teacher said 'We get constant reassurance about what we're doing and that gives us confidence.' Another said, 'We are all on board with what the headteacher is trying to achieve.'
- Leaders are highly reflective, having high expectations of themselves and leading by example to create a positive ethos that places children firmly at the heart of the school's work.
- As a result of good communication, the wide range of monitoring activities ensures that staff are aware of their own strengths and areas for development. The sound

evidence base demonstrates that outcomes of monitoring activities are well communicated.

- Documentation is clear and the school development plan identifies measurable success criteria from which progress is evaluated.
- There is an overwhelming sense that staff have ownership of their continuing professional development (CPD) which leads to a genuine commitment to their work. CPD is targeted to need. For example, two teachers are participating in the Outstanding Teacher Programme (OTP) and the newly appointed SENCO is undertaking the national qualification this year in order to increase knowledge and understanding of her role.
- The well-organised, broad and balanced curriculum demonstrates a clear progression of knowledge and skills. Pupils are excited by the 'wow' elements that ignite their curiosity and spark their imagination.
- The impressive school council articulated confidently and proudly how much they are an integral part of the school's leadership team. They spoke of changes for the better since the appointment of the headteacher. The head boy told the review team that, "since Mr. Barlow came, we've brought in new staff. The new teachers are really interactive and are interested in our learning because they explain more." These excellent ambassadors for their school described the headteacher as "kind, challenging and fair."

Even Better If...

...leaders planned quality time to reflect and take stock of the impact of all the recent changes that have taken place before introducing anything new.

...leaders aligned initiatives and strategies in order to create greater coherence and consistency at all levels, so that every action is clearly linked to raising outcomes for all pupils and that leaders can confidently articulate this.

...leaders monitored the impact of pupils' self-directed learning to ensure that all pupils make the best possible progress.

Pupil Outcomes

- Attainment and progress have improved over the last three years in all areas.
- The percentage of children reaching a good level of development (GLD) at the end of Reception has significantly increased, the proportion almost doubling over three years, due to the appointment of a new early years leader.
- As a result of the appointment of a new KS1 leader, end of KS1 outcomes have improved over the last three years, with last year's cohort making accelerated progress from their starting points. The proportion of pupils reaching Level 2B and 2A at the end of KS1 is above national in reading and maths, demonstrating good progress from very low starting points.
- Attainment at the end of KS2 is above national in all subjects. The combined outcomes for Level 4+ and Level 5+ in mathematics, reading and writing are above national averages.

- Progress across all subjects at the end of KS2 is above national for pupils making expected progress and above national in reading and writing for pupils making better than expected progress.
- The percentage of pupils achieving Level 5 in reading and writing at the end of KS2 is significantly above national. Reading, in particular, represents outstanding progress.
- The performance of pupils with SEND is above national averages.
- Predictions for the current Year 6 cohort are high.
- With the exception of one pupil who had a statement of special educational needs, disadvantaged pupils make good progress and, without this one pupil, their attainment shows no gap.

Quality of teaching, learning and assessment

What Went Well

- Relationships are the cornerstone of the school and are strong at all levels. This creates a positive ethos where everyone feels valued. One middle leader told the review team that ‘everybody cares in this school.’
- Teachers are enthusiastic and teach in a lively, interesting way that captures pupils’ attention and sends messages that they enjoy their job. For example, one teacher stimulated pupils’ interest in poetry through her dynamic teaching style, resulting in high standards of written poems.
- Teachers’ good subject knowledge ensures that pupils receive work appropriate to their age and ability. This creates a high level of engagement in the majority of lessons that ensures pupils stay on task and enjoy their work.
- Effective recapping of prior work at the start of sessions ensures that pupils build on the development of their skills.
- Skilful questioning develops thoughtful responses and enables pupils to understand new concepts. Teachers ask pupils to explain their thinking through questions such as, “how do you know?” and “why?”
- The well-organised lessons and variety of stimulating activities create a strong sense of purpose. As one Year 5 pupil said, “we know we are here to learn.”
- Classroom environments are conducive to learning and easily accessible resources encourage smooth transitions. The well-used space in the early years provides creative areas for the characteristics of effective learning, both inside and outside. One boy was heard to say to another, “let’s go and read the menu in the café!”
- Pupils’ behaviour and attitudes to learning are excellent. They have a secure understanding of the behaviour policy and of teachers’ expectations.
- The school’s print-rich environment surrounds pupils with a wealth of diverse material across all age ranges. On their way outside to play, two Year 6 girls spontaneously stopped to read pupils’ writing from a Year 4 display.
- A love of reading pervades all areas of the school, demonstrated by the imaginative creation of the inviting reading areas, including a train from Hogwarts School and a castle. These areas were used for a variety of inspiring activities during the review including story time, guided reading and role-play.

Even Better If...

...teachers' increased their expectations of every pupil to ensure a deeper level of challenge and risk-taking, so that pupils developed more independence and learned from making mistakes.

...pupils understood what outstanding learning is, how to recognise it - and how to achieve it.

...marking and feedback were more consistent across the school, with designated time for pupils to give more sophisticated, reflective responses that are indicative of their ability levels, particularly those who are more able.

...teachers maximised learning time by ensuring that pupils get straight to the learning objective without wasting valuable time undertaking mechanical tasks.

Quality of Area of Excellent Practice Reading

The school identified this area due to the high focus that has been placed on reading and the impact not only on pupils' outcomes, but also on promoting and enabling children's love of reading. As a result of the school's actions, high standards of reading have been achieved.

The strategies that have been successful in raising pupils' outcomes include raising the profile of reading throughout the school, ensuring that reading has a sharper focus in whole school development planning and the creation of outstanding reading areas that capture pupils' interest and imagination. The use of the school library has been improved with help from pupils and parents, and visits from authors have acted as a role model and stimulus for reading and writing. The creation of reading boxes at appropriate stages of development has increased the range and genre of material on offer to pupils and fund raising has acquired more books. One school council member said, "We told Mr. Barlow that we needed more books so he let us raise money to buy more."

Staff training has increased knowledge and skills in teaching reading and this has been passed on to a variety of stakeholders who come into school to hear pupils read, including governors. Parents' workshops have developed parents' skills so that they actively support reading strategies at appropriate levels. The teaching of reading is monitored through shared planning, lesson observations and discussions with pupils in order that the focus of raising achievement is always in sight.

The impact of the school's actions saw a significant increase in reading standards and progress across the school last year. In early years, the appointment of a new leader was instrumental in raising reading attainment to 86% from low starting points. Similarly, outcomes in the Year 1 phonics screening test rose considerably. At the end of KS1, all pupils achieved at least a level 2B in reading in 2015. At the end of KS2, almost all pupils achieved at least a L4 with just over three-quarters attaining a L5.

These successful actions have been shared at recent cluster meetings and the school now plans to share more widely through moderation and school-to-school networking. The school's next steps are to undertake some whole -school research projects and focus the lesson study approach on developing this area further. Leaders would like to write an article on the school's success in reading and would welcome other schools to come to see the work in practice. This could be developed through blogging opportunities and making links with other schools national and internationally.

Partnerships

How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?

This was the school's first Challenge Partners review.

How have you worked with, or supported, other schools in Challenge Partners?

Three senior leaders have completed the reviewers' training and the headteacher has completed one review. The school has only been part of Challenge Partners since September 2015 so there have, as yet, been few opportunities to work with other schools in the hub.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.

What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the head teacher, the school would like to reflect further about what support they might like. However, although he is aware of the directory, the headteacher did state that he has not yet received any information from Challenge Partners about what is on offer to support his school.