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**CHALLENGE PARTNERS: Quality Assurance Review Written Report**

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

<b>Telephone Number:</b>	0161 7611074
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<b>Unique Reference Number:</b>	105291
<b>Local Authority:</b>	Bury
<b>Type of School:</b>	Primary
<b>School Category:</b>	Community
<b>Age range of pupils:</b>	4 - 11
<b>Number on roll:</b>	250
<b>Head teacher/Principal:</b>	Philip Barlow

<b>Date of last Ofsted inspection:</b>	January 19 <sup>th</sup> 2016
<b>Grade at last Ofsted inspection:</b>	Good

<b>Date of Quality Assurance Review:</b>	November 14 <sup>th</sup> – 16 <sup>th</sup> 2016
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## **QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES<sup>1</sup>**

<b>School Improvement Strategies:</b>	<b>Outstanding</b>
<b>Outcomes for Pupils:</b>	<b>Outstanding</b>
<b>Quality of Teaching, Learning and Assessment:</b>	<b>Good</b>
<b>Area of Excellence:</b>	None submitted
<b>Previously accredited Areas of Excellence:</b>	Reading

### **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 and is working towards Outstanding.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

## **Information about the school**

- Chantlers Primary School is a broadly average sized primary school in an area of low deprivation.
- The proportion of disadvantaged pupils and those from ethnic minority groups is much lower than the national average.
- The proportion of pupils who have special educational needs or disabilities (SEND) is below national average, although the proportion with an EHCP is above average.
- The majority of pupils are of White British heritage, although there are a number of pupils from other backgrounds.
- Very few pupils have English as an additional language.
- The school is currently going through a temporary period of significant staffing instability, as four members of staff are on Maternity Leave. Hence, there are five teachers who are either newly qualified (NQT) or recently qualified (RQT) as well as being new to the school.

## **School Improvement Strategies**

### **What Went Well**

- Since a leadership change in 2013, the school has been on a journey of dramatic and sustained improvement. This is evident from the moment one steps into the school; expectations are high and there is a vibrant learning environment that celebrates achievement, promoting an exciting curriculum within a text-rich environment.
- The inspirational headteacher leads from the heart first, and the head a close second. His passion and belief have enabled the Senior Leadership Team (SLT) to create a climate of trust where challenge and support are commonplace, and where every decision is based on what is best for the children. Outstanding relationships at all levels result in a culture of development, as opposed to a judgemental approach to improvement. The strong sense of teamwork and unity results in an ethos of synergy and unwavering ambition that everyone can succeed.
- Meticulous tracking of pupils' progress and the forensic nature of pupil progress meetings have secured - and sustained - significantly high outcomes overall. 'Friendly moderation' of pupils' work during weekly staff meetings ensures that continuous refinements to marking and feedback are agreed and acted upon.
- Specialist teachers in subjects such as science, art and PE promote high quality experiences that lead to obvious enjoyment.
- Earlier priorities are securely embedded and have become the bedrock of school improvement. A rigorous cycle of monitoring and evaluation has ensured that accountability and ownership are present at all levels of the school. Teachers strive to ensure that they do the 'job with excellence.' Supported by a reflective and dedicated SLT, teachers continue to demonstrate their aspirations that all pupils will

be excellent learners, have confident social and emotional skills and fulfil their potential.

- Much of this is underpinned by detailed action plans led by subject leaders, who are empowered to work in unison and are fully aware of the strengths and areas for development within their subjects. They have an insightful understanding of their own continuing professional development (CPD) needs and the impact of their training on school improvement. Consequently, the remodelled school curriculum provides further opportunities for pupils to connect, link and extend their learning. As a result, this has engendered a culture that promotes a love of learning and literature. All of this culminates in a strong platform for the school to have weathered the turbulence of recent staff changes, whilst continuing to deliver outcomes that exceed national and local data.
- Building upon the foundations set in place during the start of the headteacher's tenure, the educational experiences have moved on considerably and the school now finds itself in the position of bridging into outstanding. This is most noticeable in the headteacher's bold decision to refashion the school development plan (SDP.)
- Through shifting away from a traditional model of school improvement planning, he has crafted a model that clearly and succinctly articulates the school's priorities and desired outcomes. The planned impact of this approach is that the SDP will become a user-friendly, working document, interwoven in the fabric of everyday life at Chantlers: easily articulated and embodied by pupils, staff, governors and parents alike.

### **Even Better If...**

...the small number of more able, disadvantaged pupils achieved at a higher level.

### **Pupil Outcomes**

- Attainment and progress in 2015/16 continued to be high across the school. This is set to continue as the majority of year groups are on track to make at least good progress this year. The current Year 6 cohort is on track to meet end of year expectations and is predicted to meet a target of 91% to achieve combined reading, writing and mathematics in 2017.
- The proportion of children reaching a Good Level of Development (GLD) at the end of the Reception class increased significantly in 2015, due to the continued impact of the EYFS leader. This increase continued to rise to 79% in 2016. Although current in-house data indicates that 66% of pupils are not currently on track to achieve a GLD, this is comparable with the same time last year when highly effective teaching accelerated children's progress. Last year a high GLD 79% was achieved and it is expected that the current cohort will exceed this with a prediction of 82%. Pupil progress meetings ensure that a thorough analysis takes place at an individual level

and that teachers are held to account for the progress of their children. A strong team and a rigorous evidence portfolio ensure that outcomes are secured for children in the EYFS. The Early Years leader has been asked to become a profile moderator for the LA as a result of the school's excellent practice.

- High outcomes were sustained in 2016 during a time of new assessment models for both KS1 (88% reaching expected levels in reading, writing and mathematics) and KS2 (81% reaching expected levels in reading, writing and mathematics.) This was largely due to the rigour of pupil progress meetings and the effective monitoring that ensured that all teaching was consistently good. Robust systems sustain these outcomes whilst continuing to grow leaders within the school.
- Outcomes for more able pupils are largely at expected levels. In 2015/16, 3% of pupils were working above age related expectations (ARE) in Y6 and 12% in Y2. Challenging targets for the proportion of pupils achieving above ARE have been set and progress is being monitored carefully.
- There are currently 41 pupils on the Pupil Premium Grant (PPG) list. The majority of these pupils are working at an expected level, and progress has been good as a result of pastoral intervention and targeted support following pupil progress meetings. Currently there are few PPG pupils working at greater depth and the school is implementing strategies to address this.
- Progress for SEND pupils is largely good with a small group identified in Y5 to be targeted this year. The processes within the SEND provision are robust and well led. This results in effective support for these pupils. They are quickly identified, and monitoring ensures appropriate interventions are put into place swiftly that result in rapid impact. Pastoral provision ensures that no child or family struggles and there are many examples of improved attendance, well-being and academic performance as a result of the school's excellent pastoral work.

## **Quality of teaching, learning and assessment**

### **What Went Well**

- Although teaching, learning and assessment are still agreed to be good, it is important to emphasise that great strides have been made since last year's QAR. Recent Maternity Leaves mean that more current teachers in the school at the time of the review are either newly qualified or recently qualified.
- Relationships are at the heart of the work at Chantlers, resulting in a consistently positive climate for learning throughout the whole school.
- The learning environment consistently supports pupils' understanding through displays and working walls that enhance understanding, particularly through literacy. A variety of teaching strategies in lessons keeps pupils interested and motivated.

- Pupils are able to concentrate well on their learning because teachers know their pupils well and have high expectations of effort, behaviour and attitude.
- Teachers use misconceptions to clarify pupils' learning and to develop their knowledge, understanding and skills.
- Differentiated tasks at red, amber and green (RAG) levels empower all pupils to select mathematical work at a level they think is right for them. Even the lowest red tasks incorporate an element of challenge in order to raise expectations. However, more able pupils could make faster progress by starting with higher-level tasks that demand them to grapple and persevere.
- Pupils are very articulate in their pride for the school. They appreciate that making mistakes helps them to learn, but say that they do not like the feel of failure. They feel that displays and resources support their learning and they appreciate the organisation of mathematical activities. They develop leadership skills through a wide range of responsibilities such as head boy, head girl, deputies, house captains and being involved with appointments of new staff. Several Year 6 pupils have already been awarded a 'high school-ready' tie for demonstrating consistently mature attributes, exemplary learning behaviours, as well as successfully passing a rigorous interview with the SLT.
- Some effective practice where pupils work in mixed ability groups was seen during the review that enabled more able pupils to support their peers.
- Strong subject knowledge enables most pupils to make good progress in lessons. Where questioning impacts most effectively on learning, pupils make rapid progress. This is when teachers target specific questions to pupils of different abilities, although this is not consistent across the school.
- EYFS provision is excellent. The learning environment is stimulating, exciting and closely matched to develop the characteristics of effective learning. The children understand already well-established routines. Highly positive relationships create a safe, creative climate for learning where children have opportunities to explore and experiment collaboratively. Activities certainly have the 'wow' factor that inspires children's imagination and curiosity. Children are making good progress and are eager to share their knowledge of the importance of capital letters, full stops, finger spaces, as well as phonic knowledge.
- Pupils' books showed consistency in terms of excellent presentation, handwriting and a keen sense of pride. Marking is consistent and thorough. Where teachers' questions to pupils are layered, this encourages more able pupils to respond according to their ability, resulting in a productive dialogue.
- Pupils are well prepared for life beyond Chantlers, although limited ICT development may be a barrier to their future technological progress.

### **Even Better If...**

...pupils had more opportunities to respond to each other and share their learning.

...more able pupils were given more freedom to fly sooner.

### **Quality of Area of Excellence**

**None submitted.**

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

The head teacher would like:

- Details of the mathematics Leadership Development Day at Pickhurst Junior Academy in January.
- Support from a school whose more able disadvantaged pupils reach high levels of achievement.
- More information about the Challenge the Gap programme and a possible visit to Bengeworth CE Academy to discuss the Challenge the Gap programme.
- Quality time out of school for the SLT to focus on areas for improvement.

**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.**