

Name of School:	Chantlers Primary School
Head teacher/Principal:	Philip Barlow
Hub:	North West Hub
School type:	Community
MAT (if applicable):	Not applicable

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	15-17 OCTOBER 2017
Estimate at last QA Review	GOOD
Date of last QA Review	14-16 NOVEMBER 2016
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	19/01/2016

Quality Assurance Review

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

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	OUTSTANDING
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	ACCREDITED
Previously accredited valid Areas of Excellence	NOT SUBMITTED
Overall Estimate	OUTSTANDING

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.

1. Information about the school

- This is an average-sized primary school serving a catchment area where the proportion of disadvantaged pupils and pupils from an ethnic minority group is well-below the national average.
- The proportion of pupils at an early stage of learning English as an additional language (EAL) is well-below average.
- A below-average percentage of pupils, including those with a statement of special educational needs, have special educational needs and/or disabilities.
- Since the last review, a new assistant headteacher and a full-time teacher have been appointed. The school is entering a phase of stability.

2.1 School Improvement Strategies - Follow up from previous review

- The school is continuing to work on ensuring the disadvantaged high attaining pupils systematically reach their full potential, a priority identified by senior leaders.

2.2 School Improvement Strategies - What went well

- The school continues its journey of continuous improvement since the last inspection in 2016. The inspirational headteacher, who has recently been appointed as a National Leader in Education, has a background of successful interventions with schools at risk.
- The dedicated school leaders are driven by high levels of ambition for all pupils in their unwavering pursuit of excellence. This is evidenced by very strong outcomes for pupils in both progress and attainment over a number of years.
- The school leaders work cohesively to reach their school aim: "to provide the best possible educational experience ... to develop pupils' positive attitudes and aspirations of themselves, to others and to the communities they contribute to". This allows pupils to thrive in a positive learning environment that they perceive as "a world of possibilities", where they "all work as a team and support one another".
- A distributive leadership model ensures all staff are held to account. An effective monitoring of SMART objectives is apparent in the school improvement plan (SIP) and self-evaluation documents (SEF). This is an information rich school where communication with key stakeholders is strong.
- In order to secure the best outcomes for pupils, self-evaluation is based on a thorough analysis of progress data, frequent monitoring of teaching and learning, book scrutiny and curriculum reviews. School leaders have implemented effective systems to track the progress of groups of pupils to ensure that none falls behind and underachieves.
- Through the guidance of senior leaders, subject leaders have looked specifically at developing innovative whole school approaches. This has been paid dividends

in mathematics where the implementation of a bespoke mastery curriculum has led to excellent outcomes for pupils in the last examinations, an improvement from the recent inspection.

- Teaching and learning is very well led. Teachers adhere to school-wide practices and adapt systems as necessary. Staff take part in pilots such as subject-based triads, with best practice shared within the school and externally as appropriate. Impact is assessed through learning walks, student surveys and data analysis. Professional developmental activities are meaningful and focused on capacity building.
- The school leaders have further invested in information technology (IT). They have appointed an IT Manager and deployed new equipment. The new manager is passionate about his role and is focused on enhancing provision and improving pupils' outcomes through IT.
- The newly appointed School Business Manager works strategically. This allows the senior leaders to focus fully and relentlessly on school improvement.

2.3 School Improvement Strategies - Even better if...

...leaders reviewed their SEF and SIP as working documents to secure more consistency and give a true reflection of the school successes and areas to develop.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- School leaders have ensured pupils have access to frequent opportunities to share and explain their learning to one another. This is particularly the case with the learning leads who demonstrate high levels of resilience when supporting their peers.
- Teachers know their pupils well and leaders have implemented strategies to ensure high attainers reach their full potential, both academically and socially. This was a key strength in mathematics where pupils' outcomes were well defined.

3.2 Quality of Teaching, Learning and Assessment - What went well

- This is a data-rich school and teachers are knowledgeable about the pupils in their class. They use the information about their pupils to design lessons that build upon prior attainment and understanding. A robust analysis of pupil progress and attainment data has led to personalised intervention programmes for those pupils

who are falling behind or who are not on track. This is particularly the case of higher attaining pupils who benefit from bespoke support.

- Strong teacher subject knowledge enthuses pupils. Teachers ensure misconceptions are quickly identified and challenged within lessons. They use questioning effectively to tease out pupils' understanding and deepen learning. The frequent use of open ended questions promotes thinking skills and problem solving. For example, in mathematics, pupils can articulate the steps to solve a problem. Teachers provide well-targeted support for individuals and groups of pupils during lessons and quickly intervene when they identify pupils at risk of underachieving.
- The pace of learning is engaging in the majority of lessons and time is used productively. Pupils are routinely given the opportunity to talk and work collaboratively. Pupils of different abilities respond well to others in small groups and pairs. They have developed a strong 'can do' attitude and demonstrate resilience when tackling challenging activities. Hence they are not scared to make mistakes.
- Expectations of behaviour and conduct are consistently high throughout the school and pupils behave exceptionally well. There is an atmosphere of mutual respect and dignity where both adults and pupils make every effort to ensure that others learn and thrive by listening to each other and taking account of different ideas and needs. Relationships are central to this success and there is a strong sense of teamwork amongst the whole school community.
- The learning environment is consistently vibrant and stimulating. This is evident in classrooms, the shared break out spaces and throughout the corridors and communal spaces. Most notably, innovative and enticing reading areas featured in all year groups are used to good effect for pupils to enjoy quiet reading time. Pupils use a wide range of resources, including dictionaries, thesauruses and mathematical apparatus, to support their independent learning. Well-thought out and stimulating displays demonstrate the weekly learning journey in both mathematics and English, support learning and showcasing examples of exemplary writing and home learning.
- Pupils' books include self-assessment, teachers' guidance and next steps, with evidence of pupils' effectively responding to feedback.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...in English, teachers' approaches consistently secured the best outcomes for all pupils.

4. Outcomes for Pupils

- Attainment and progress have continued to rise in 2016/17 with the proportion of pupils matching or exceeding age expectations well above national benchmarks at statutory end points. The school is rigorous in its monitoring and tracking of pupil progress and, as a result, high outcomes are set to continue.
- Led by a knowledgeable subject leader, staff have worked hard to address improvement priorities in mathematics with the result that, by the end of Key Stage 2, progress in mathematics was in line with the top 10% of schools nationally; the school is now focused on developing practice in reading and writing to ensure the rapid progress already achieved in these subjects is on course to equal that of mathematics.
- Across the school 'personalized intervention', 'skill builder sessions' and 'assertive mentoring' are swiftly implemented when pupils are identified as being 'off track'. This provision is carefully planned and monitored to ensure that it does not continue for prolonged periods without proven impact. Consequently, pupils quickly catch up to reach age-related expectations and beyond.
- The high-quality provision in the Early Years Foundation Stage (EYFS) has resulted in continued growth in the proportion of pupils reaching a Good Level of Development (12% above the national figure in 2017). The effect of securing such a strong foundation is seen in Year 1 where the number of pupils reaching the expected standard in the phonics screening test far exceeds the national figure. Further evidence of impact and sustainability is seen in the increasing number of pupils who continue to achieve the maximum outcome on this assessment.
- The school has identified a gender gap with girls outperforming boys in English from EYFS onwards. This is being addressed through the choice of books selected for study as part of the text based curriculum, as well as other carefully considered strategies designed to maximize boys' engagement.
- In both key stages, the improvement in outcomes for the most able pupils was particularly marked in 2017, with the percentage of pupils achieving a high score in RWM rising from 3% in 2016 to 17% in 2017 at Key Stage 2. This follows a concerted drive by the school to maximize outcomes for this group through increasing the level of challenge in lessons and by the provision of targeted additional teaching.

5. Area of Excellence

Highly effective Early Years Provision

5.1 Why has this area been identified as a strength?

Over the last four years Early Years at Chantlers has been transformed. High quality provision is now firmly embedded ensuring that all children lay the foundations for future success by making the best possible start to their time in the school. Although the school chose not to submit until now, Early Years was identified as worthy of an area of excellence during the Challenge Partners QAR in 2016.

5.2 What actions has the school taken to establish expertise in this area?

From the outset the school set a high value on expertise by implementing a wholesale restructuring of staffing that included the recruitment of specialist practitioners and further learning opportunities for existing staff.

The profile and importance of Early Years within the school was then cemented through securing Early Years representation on the SLT. The vision of the Early Years leader and the shared determination of her highly skilled team have undoubtedly been instrumental in building capacity. Testament to the school's commitment to secure a successful start for its learners is the decision to 'overstaff' in order to maximise 'personalised' provision.

Actions that underpin quality practice include a comprehensive overhaul of the learning environment and increased rigour applied to assessment systems. The resulting assessment programme includes a gap analysis, personalised tracking and continuous pupil progress reviews to ensure that each child's needs are being met. As a consequence, children make rapid progress with the once unreliable baseline judgements now serving as an invaluable diagnostic tool. Modifications to curriculum practice include the implementation of the structured 'Sunshine Writing' programme, which has produced some striking instances of accelerated growth, and a highly successful partnership with parents established by the Early Years leader. From the outset children are encouraged to be independent learners as they become utterly absorbed in a range of carefully crafted challenges in a stimulating and vibrant learning environment.

5.3 What evidence is there of the impact on pupils' outcomes?

Since EYFS became a key priority for the school, the proportion of children reaching GLD has increased year on year from 43% in 2013 to 83% in 2017. Furthermore, the leadership team tracks the effects of this improved provision as each Early Years cohort moves through the school; they are able to demonstrate sustained impact through corresponding gains in both the phonics screening check and Key Stage 1 outcomes.

Stakeholder feedback, most notably from parents and colleagues in Key Stage 1, is also very positive. The EYFS leader uses her knowledge of the later key stages to ensure that pupils are equipped to face future curriculum challenges. In particular, the transition arrangements from Reception to Year 1 lead to excellent outcomes with rapid progress evident in pupils' books. Beyond the school, success impacts at a local level through the work of the Early Years leader as an LA moderator and, as a newly designated NSS,

there is now considerable scope to offer support further afield.

5.4 What is the name, job title and email address of the staff lead in this area?

Teresa Lucas

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

- Support and guidance on creating a bespoke curriculum for middle and high attainers in English.

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.