



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR CHANTLERS PRIMARY SCHOOL

Name of School:	Chantlers Primary School
Headteacher:	Mr Philip Barlow
Hub:	Bury North West Hub
School type:	Primary

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	06/11/2019
Overall Estimate at last QA Review:	Outstanding
Date of last QA Review:	17/10/2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	19/01/2016

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 (if applicable) Not applicable

**Previously accredited valid Areas
of Excellence (if applicable)** Highly Effective EYFS Provision,
17/10/2017

Overall Peer Evaluation Estimate Leading

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

1. Context and character of the school

Chantlers Primary School is an average-sized primary school (one form entry). It serves a catchment area where the proportion of disadvantaged pupils and pupils from an ethnic minority group is well-below national average. There are no looked after pupils on roll. The proportion of pupils at an early stage of learning English as an additional language is well-below average. Most pupils are from a White British background, although there are a few pupils from a range of minority ethnic groups.

A below-average percentage of pupils, including those on an education, health and care plan, have special educational needs and/or disabilities (SEND). An established staff team is now in place and pride themselves to ensure all pupils are happy and have the opportunity to reach their full potential. On starting school in the Early Years Foundation Stage (EYFS), the majority of pupils' skills and abilities are slightly below national averages. Leaders' vision is for the school to be a centre of excellence and the natural choice for their community to offer all pupils 'a world of possibilities'.

2.1 Leadership at all levels - What went well

- The headteacher is inspirational. As a National Leader in Education, he provides effective support to schools at risk. He has developed a culture at Chantlers in which the highest expectations of pupils and staff are the norm. Consequently, leaders and teachers continually try to improve their practice and secure better outcomes for pupils.
- Chantlers Primary school is a hub of excellence for many local schools in the area. Senior leaders, including the EYFS coordinator, support other providers and disseminate their best practice.
- Senior leaders are highly skilled at ensuring that all staff feel a valued part of the team. Everyone shares the vision and values of the school. This underpins the excellent, highly focused and comprehensive systems and processes established by leaders. They are well supported by their business manager and administrative team.
- This is an information rich school where leaders work cohesively. This shared vision allows pupils to thrive in a positive and productive learning environment. This is evidenced by very strong outcomes for pupils in both progress and attainment over a number of years.
- Leaders track learning, attendance and welfare of all pupils regularly and in detail. Effective support is provided to ensure that pupils attend school frequently and catch up in their learning if they fall behind. As a result, pupils' attendance continues
- Leaders communicate effectively with key stakeholders. This leads to bespoke intervention for the most vulnerable pupils, such as curriculum pathways to meet the most complex needs.

- Middle and subject leaders are mostly highly effective. They know their subjects and areas of responsibility well and ensure there is sufficient breadth to the curriculum.
- All leaders have a clear understanding of their key strengths and areas of development. They use their checks on the quality of teaching, learning and assessment to identify what works best and where practice can improve further. They make sure that priorities for improvement are precisely focused, and are underpinned by astute actions that make a positive difference to pupils' experience of school. Staff, including teachers new to the profession, value the high-quality training and development provided.
- The appointment of an IT manager and the purchase of computers enables pupils and teachers to access modern technologies on a regular basis. It enables pupils to acquire skills needed for their next stage into education and life.
- The school's vision 'to offer all pupils a world of possibilities' is exemplified in leaders' work. They are determined that the curriculum holds meaning and enables pupils to flourish in many different aspects of learning. Pupils can articulate how the school's curriculum contributes positively towards their futures. "We love learning new things."

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

...leaders secured more consistency at middle leadership levels, in terms of articulating clear curriculum intent (leading to scaffolding of knowledge).

3.1 Quality of provision and outcomes - What went well

- Excellent behaviours for learning were apparent throughout the two days. Pupils are polite, open and articulate, making it a pleasure to engage with them in lessons.
- The use of effective praise was a feature in the vast majority of lessons. This contributes to the calm and productive learning environment.
- Feedback is effective as it includes clear targets for improvement. In most lessons, there is a drive to ensure pupils respond and act upon feedback. In a Year 6 reading lesson, feedback was used to emphasise key learning points. The teacher skilfully used recall to embed complex vocabulary, such as the use of the word 'resonate'. The impact was immediate as pupils were able to use this word in their work.
- Teachers' subject knowledge is excellent. Teachers have high expectations of what pupils are capable of, no matter to which group(s) pupils belong.
- Teacher/student relationships are a strength of the school. Support is highly effective. Pupils of all ages and abilities readily demonstrate an eagerness to learn and make progress across the curriculum.

- In EYFS, behaviours for learning are equally positive. This is a result of an ambitious curriculum, effective pedagogical approaches and highly effective leadership.
- In the best lessons, there were examples of effective questioning. These included questions for recall, clarification and to stretch pupils' understanding. Many of these lessons included examples of targeted questions specifically to address the learning needs of groups of pupils. Disadvantaged pupils played a central role in discussions.
- In all books, work is of a high standard. All pupils including, those who are disadvantaged, take a real pride in the appearance and the quality of their work. Feedback is constructive, and the use of green and purple pens allow pupils to deepen their knowledge as they improve their work.
- Children enter EYFS with skills and knowledge which are slightly below those typical for their age. They make rapid progress over time. In 2019, children's Good Level of Development remained above national average. The proportion of Year 1 pupils attaining the expected standards in the phonics screening check was well above the national average. All pupils in Year 2 achieved the required phonics standard. At Key Stage 1, the combined reading, writing and mathematics attainment was significantly higher than national averages, with a percentage of pupils achieving greater depth aligned to national figures. By the end of Key Stage 2, attainment and progress is significantly above national in reading, writing and mathematics for all pupils.

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

...teachers' assessment of non-core subjects systematically addressed subject specific gaps in knowledge (intended learning goals).

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

- Leaders at all levels know their pupils well. They have implemented an ambitious curriculum with equality of opportunities at the heart of all the activities pupils can access.
- School leaders make highly effective provision for disadvantaged pupils and use the pupil premium to very good effect. Consequently, although numbers are small, the progress of pupils receiving the funding continues to improve. The additional resources are used to help them to improve their cultural capital and engage in a wide range of activities and trips.
- There is a very strong and effective approach to inclusion that provides excellent support for pupils with SEND. Pupils' needs are carefully and

accurately identified, and highly effective provision is made to meet those needs.

- Barriers to learning for the most vulnerable are carefully considered and appropriate interventions put in place. Support staff are highly skilled and demonstrate secure subject knowledge. Adults question pupils insightfully and this helps pupils, including those with SEND, to rehearse and consolidate new concepts effectively.
- Disadvantaged pupils and those with SEND demonstrate excellent attitudes to learning and great determination to succeed. They are resilient when facing a problem and are not dependent on adults for moving on to their next steps in learning.
- In all lessons, there is a tangible buzz to learning activities as all pupils thrive on high levels of challenge. They enjoy reasoning and take delight in solving tricky problems. Pupils say that this is a very friendly and harmonious school.
- Over time, the gap between disadvantaged pupils and their peers is closing rapidly. In 2019, in all key stages, disadvantaged and pupils with SEND, achieved well above national figures.
- Pupils with SEND make rapid progress from their starting points. This is because teachers understand and meet their needs well through high-quality teaching and effective additional support.
- Leaders recognise that their next priority is to further increase the proportion of pupils reaching greater depth in all subjects at Key Stage 1 and in Writing at Key Stage 2. At Key Stage 1, they are also focused on narrowing the attainment gap between boys and girls.

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

...leaders continued to diminish differences between the most vulnerable pupils and their peers working at greater depth.

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

None specified. Leaders will continue to share their best practice through the hub.



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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.