

Inspection of Chantlers Primary School

Foulds Avenue, Bury, Lancashire BL8 2SF

Inspection dates:	18 and 19 March 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils at this vibrant, welcoming school believe in themselves. From the early years to Year 6, the school's values consistently underpin pupils' commendable conduct and attitudes to learning. Pupils flourish from the supportive, caring relationships that they have with staff. In addition, pupils encourage each other to succeed. They feel happy and safe.

The school has extremely high expectations of what pupils can achieve. This is reflected in the exceptional quality of work that they produce. Pupils, including those with special educational needs and/or disabilities (SEND) achieve remarkably well and are fully prepared for the next stage of their education.

Pupils' behaviour is exemplary. The school's motto, 'a world of possibilities', is borne out in the way that they immerse themselves in their learning with curiosity and wonder. Pupils are friendly, courteous and caring. There is an active and purposeful atmosphere across school.

Pupils delight in the vast array of enrichment activities that the school provides. For example, pupils excitedly told inspectors about their activities in the school's outdoor learning area and their visits to a local market, museum and airport. Pupils enjoy a wide array of clubs, such as choir, poetry and football. They relish the opportunities to take part in regular local sports competitions.

What does the school do well and what does it need to do better?

The school is highly ambitious for pupils, including those with SEND. It has carefully mapped out a broad and balanced curriculum from the early years to the end of Year 6.

The school provides staff with purposeful, high-quality training. It seeks to develop staff and leaders and helps them to further their careers. Staff design highly effective learning activities that enable pupils to learn the curriculum deeply. Staff promptly identify and resolve any misconceptions in pupils' learning. They use the school's checking systems accurately to identify any gaps in pupils' knowledge. The school uses this information well to shape pupils' future learning. As a result, pupils develop a deep body of knowledge over time. They recall their learning securely and make connections between subjects. Consequently, pupils can hold detailed conversations about what they have learned.

The school has successfully promoted a love of reading. Children in the Nursery Year listen to engaging stories. This helps to develop their communication and language skills well. Older pupils read widely and often. They chatted enthusiastically to inspectors about their favourite genres and authors. Staff deliver a well-organised phonics programme with confidence. They act swiftly to help any pupils who find reading more difficult. These pupils receive highly effective support so that many keep up, and catch up, with their peers. The majority of pupils become confident and fluent readers by the end of Year 2.

The school identifies the additional needs of pupils with SEND quickly. Pupils with SEND receive the same broad, high-quality curriculum offer as their peers. Staff are skilled at making necessary adaptations to the delivery of the curriculum. This supports pupils with SEND, including those in the specially resourced provision for pupils with SEND (specially resourced provision), to achieve very well in all aspects of their development.

Pupils at Chantlers are avid learners. The atmosphere in school is active and purposeful. Pupils are respectful and well mannered. They form strong friendships, rooted in acceptance and trust. Throughout the school, attendance rates are high. The school is tenacious in maintaining this. The trusting relationships that staff build with families help to identify where support is needed to lessen any potential dips in attendance.

The way that the school develops pupils' character is praiseworthy. Pupils have a deep understanding of how people can differ. They pride themselves on making everyone feel welcome in their school. Pupils are democratically elected to roles of responsibility, such as school and eco-councillors, and class ambassadors. They carry out these roles diligently. Older pupils act as role models to younger pupils through being reading buddies and play leaders. Pupils know how to keep themselves physically and mentally healthy. They can identify the differences between healthy and unhealthy relationships. They also know about a range of religions and cultures. As such, pupils are exceptionally well prepared for life in modern Britain.

The local governing board knows the school exceedingly well and is committed to providing the best for pupils. They carry out their statutory duties effectively. In equal measure, they hold leaders to account for the quality of education that pupils receive and support staff and leaders' well-being. Staff feel valued and proud to work in the school. They greatly appreciate how well their workload and well-being are considered by leaders.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	105291
Local authority	Bury
Inspection number	10377909
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair of governing body	Michael Cardwell
Headteacher	Philip Barlow
Website	www.chantlersprimary.co.uk
Dates of previous inspection	21 and 22 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school has a 10-place local authority commissioned specially resourced provision for pupils with social, emotional and mental health needs aged 5 to 7 years. There are currently seven pupils in the provision. All of these pupils have an education, health and care (EHC) plan.
- The school does not make use of any alternative provision for pupils.
- The school manages an on-site breakfast- and after-school club

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher and other senior leaders and staff. She also met with members of the governing board, including the chair of governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, science and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also considered the curriculum in some other subjects.
- Inspectors observed some pupils from Year 1 to Year 3 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors observed pupils’ behaviour during lessons and breaktimes. They also spoke with pupils about their experiences of school.
- Inspectors considered the responses to Ofsted Parent View, including parents’ free text comments. They also considered the responses to Ofsted’s surveys for staff and for pupils.

Inspection team

Ruth Moran, lead inspector

His Majesty’s Inspector

Dawn Davies

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