

Chantlers Primary School

Inspection report

Unique Reference Number	105291
Local Authority	Bury
Inspection number	355746
Inspection dates	18–19 November 2010
Reporting inspector	Yvonne Mills-Clare

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Cllr Jack Walton
Headteacher	Mr J Pashley
Date of previous school inspection	17 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons or parts of lessons, taught by eight different teachers. They looked at pupils' records of achievement, work books, information about pupils' progress and undertook site and learning walks. The inspectors held meetings with governors, pupils and staff and looked at the school's review of its work, the current development plan, governors' information and documentation to ensure pupils' safety. The responses to 107 parental/carer questionnaires were analysed along with questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether pupils make consistent progress from joining the school in Reception until they leave at the end of Year 6.
- Whether teaching and the use of assessment in the school leads to an equal quality of learning for all pupils.
- Whether strategies implemented to improve standards in mathematics are impacting throughout the school.

Information about the school

This is an average-sized primary school serving a catchment area where the proportion of pupils known to be eligible for free school meals is well-below average. A below-average proportion of the pupils are from minority-ethnic backgrounds and the proportion of pupils at an early stage of learning English as an additional language 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. The school has achieved several awards including the Active Mark and the Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Excellent personal development leads to outstanding outcomes for pupils and excellent value for money. The school is an extremely happy, cooperative community. One source of pride is the way the school's mission statement permeates every area of school life. Parents and carers are overwhelmingly supportive of the school.

Pupils' achievement is good. From average starting points, they attain above-average standards by the end of Year 6, especially in English. A recent dip in mathematics to average levels was reversed in 2010 when the pupils gained above average outcomes following a successful school initiative. Well-targeted support and early identification of need ensures that pupils with special educational needs and/or disabilities make similar good progress to their peers.

The teachers have a good command of their subjects. Varied teaching styles, such as collaborative group activities, are used effectively by the teachers to engage and motivate learners. The teachers use evaluations of what pupils can do to inform their lesson planning regularly. However, they are not consistent in using the information provided by these evaluations rigorously to develop activities that constantly challenge the pupils to achieve highly and involve them in their own and others' learning. The pupils praise the 'fun' lessons and the much-enjoyed and varied, extra-curricular activities. Strong basic skills and a willingness to learn ensure a good foundation for future success. Behaviour is exemplary and relationships within the school are excellent.

The pupils' excellent spiritual, moral, social and cultural development underpins their extremely positive attitudes to learning. They show an outstanding understanding of healthy lifestyles. The pupils welcome responsibility, for example, through the busy and influential school council. The pupils make an excellent contribution within the school and local communities through the school's strong music and arts traditions. Extremely effective links with outside agencies ensure that all pupils are very well cared for.

The senior leaders, staff and governors, have successfully created a school in which all learners are given the chance to shine. Self-evaluation is accurate. A wide range of monitoring by leaders at all levels ensures that strengths and areas to develop are clearly identified. The outcomes of these activities are shared informally, but there are currently few written evaluations to provide a permanent record of actions to secure improvement and the school does not evaluate the impact of its actions to promote community cohesion formally. However, the many outstanding outcomes for pupils and the school's successful track record of improvement, for example, in relation to mathematics, confirm its good capacity to improve.

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What does the school need to do to improve further?

- Make consistently rigorous use of the information from lesson evaluations to provide pupils with exciting, independent tasks which involve them fully in their learning and motivate them to achieve highly.
- Ensure that monitoring and evaluation activities by school leaders at all levels impact as fully as possible on provision and pupils' outcomes by:
 - recording formally the outcomes from monitoring initiatives undertaken by all leaders to provide a permanent record as a basis for evaluating further improvement
 - recording formally and evaluating the impact of its plans to promote community cohesion.

Outcomes for individuals and groups of pupils

1

Outstanding aspects of personal development together with good achievement make outcomes outstanding overall. The pupils respect and trust the teachers to help them. They apply themselves diligently to their tasks and activities. Their excellent behaviour and attitudes to work underpin their good learning. Progress for the very large majority of pupils throughout the school is good; pupils' attainment by the end of Year 6 is above average from their average starting points on entry. English is a particular strength of the school with test results by the end of Year 6 consistently well-above average. Good teaching is resulting in increasing numbers of pupils across the school exceeding the expected rate of progress in English and mathematics. A school-wide mathematics focus has led to an increase in those gaining the higher levels. The gap between English and mathematics standards has closed. The school's tracking documentation shows that the long-term strategies that have been implemented are also improving progress and achievement for pupils across the school. Early intervention and effective assistance by the team of support staff for those with special educational needs and/or disabilities ensure these pupils make similar progress to their classmates.

The school's calm, caring ethos promotes a strong sense of 'belonging' and the pupils' outstanding spiritual, moral, social and cultural development helps them show empathy and care towards others and to feel safe. The pupils happily take on responsibilities across the school, such as school buddies, play monitors and road safety officers; this ensures that the pupils feel included at all times. The school council provides a good forum for pupils' views. The pupils feel that their contributions are valued and that they play a positive part in the running of the school. In these important respects they are developing skills which prepare them well for later life. The pupils take exercise regularly, eat healthily and have an excellent understanding of how to stay safe. Older pupils provide role models to younger pupils by tucking in to fruit and vegetables happily during their breaks. Water is available throughout the day and healthy meals are eaten at lunch times. The pupils enjoy coming to school, the high attendance paying testament to this.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The teachers display accurate knowledge of the subjects they teach and are largely successful in matching activities to individual pupils' learning. Lessons where the teachers use probing questioning and offer the pupils the opportunity to work collaboratively and discuss their work are most effective. Assessment is good overall. The teachers have access to data on pupils' progress and carry out regular assessments of pupils' progress. They use assessments of what pupils can do to plan activities routinely and often successfully. However, the rigour with which they evaluate lesson outcomes in order to provide activities that consistently challenge and motivate the pupils to achieve highly is inconsistent. Skilled support assistants contribute considerably to the pupils' learning in individual and group work. The curriculum is good. Activities are planned to ensure the needs of the pupils are met and basic skills in English and mathematics are provided for well. The focus on these key subjects has led to the pupils' raised attainment, particularly in mathematics. Links with the community, other schools and agencies, together with modern foreign languages lessons, opportunities in music and sport and extra-curricular clubs, visits and visitors, all make a good contribution to pupils' personal development.

Care, guidance and support are outstanding. Excellent identification strategies, effective interventions and well-targeted support are available, particularly for pupils with social and emotional difficulties. Very effective links with a range of health professionals, high-

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schools and other outside agencies support pupils and families and smooth induction and transition at all levels.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The supportive leadership style of the headteacher promotes a sense of ownership and teamwork among the staff and a strong sense of commitment to educating the 'whole child'. Leaders at all levels undertake a wide range of monitoring, the outcomes of which are shared informally at staff meetings or on a one-to-one basis. Apart from the performance management of staff, there are no formal methods of recording the outcomes to monitor progress in order to inform next steps or evaluate success. Procedures for the safeguarding of pupils are in place and their good quality reflects the importance the school places on the safety of its pupils. School self-evaluation is largely accurate and encapsulates issues for the school well. Successful focuses on improving the performance of different basic skills have been effective and have demonstrated the leadership's good capacity to improve. Governance is good. The governing body provides practical support as well as holding the school to account. The school is a cohesive community within which all groups are treated equally and where excellent partnerships contribute strongly to the progress made by pupils needing additional support and those with special educational needs and/or disabilities.

The school is increasingly involved in the local area through its music and art and raises global awareness through fund-raising, visitors and through celebration of its own pupils' culture. Whilst much is happening to encourage pupils' understanding of the wider world, these opportunities are not yet planned formally so that they can be monitored for their impact and hence the promotion of community cohesion is judged to be satisfactory rather than good. The school recognises the need to formalise its planning for community cohesion in order to assess its impact accurately.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children from different pre-school settings settle in quickly and accept the expectations of staff. Effective teamwork, focused leadership and management, and dedicated practitioners promote the children's personal development and welfare well. Liaison with parents and carers is good. 'Puppet' books shared between the school and home offer parents and carers the opportunity to contribute to their children's learning. Parents and carers appreciate the fact that they feel involved and are kept well informed of their child's progress. This helps the children to feel secure and to make the most of their time in school, developing good learning skills for the future. Children enter the school with skills levels that are broadly in line with national expectations, although the full range of abilities is represented. Good teaching, a range of activities and a good balance of child-initiated and adult-led activities and access to the outdoor area ensure that children make good progress in all areas of learning, and the children enter Year 1 working comfortably within the Early Learning Goals.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

A large number of parents and carers responded to the questionnaire; their responses are extremely favourable. They are positive about the school and their children's education. All parents and carers say that their children are safe, their concerns are taken seriously and that the school is led and managed effectively. They are also especially pleased with the teaching in the school, their children's experience at the school and their enjoyment in being there. A very small minority of parents and carers shared their concerns through the questionnaires. These issues were looked into but no evidence to support these comments was found during the course of the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chantlers Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 107 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	58	43	40	0	0	1	1
The school keeps my child safe	79	74	27	25	0	0	0	0
My school informs me about my child's progress	44	41	58	54	2	2	0	0
My child is making enough progress at this school	53	50	48	45	3	3	1	1
The teaching is good at this school	61	57	42	39	1	1	0	0
The school helps me to support my child's learning	48	45	57	53	1	1	0	0
The school helps my child to have a healthy lifestyle	47	44	56	52	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	40	63	59	1	1	0	0
The school meets my child's particular needs	56	52	47	44	2	2	0	0
The school deals effectively with unacceptable behaviour	54	50	52	49	1	1	0	0
The school takes account of my suggestions and concerns	39	36	64	60	0	0	0	0
The school is led and managed effectively	63	59	41	38	0	0	0	0
Overall, I am happy with my child's experience at this school	58	54	46	43	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 November 2010

Dear Pupils

Inspection of Chantlers Primary School, Bury BL8 2SF

May I say what a delightful time my colleagues and I had when we visited your school? Thank you for talking to us and for showing us your work. We appreciated especially hearing all about your visits, your achievements and what you enjoy. It was very clear from our chats and the questionnaire replies we received from you, your parents and carers that you enjoy school and think that you are safe and very well cared for. You know lots about being healthy and staying safe. You have lots of good ideas to keep fit, like walking to school awards and stickers for healthy lunchboxes. It is lovely that you are so kind to each other and celebrate different religions and traditions.

Your school provides you with a good education. Good teaching allows you to make good progress. As well as your excellent behaviour, you work hard and have a very positive attitude to everything the school offers. You enjoy your lessons, clubs, and visits out of school. All this is happening because all adults care very much about how well you do.

Here are some areas that would make your school more successful.

- We have asked teachers to use the information they have about how well you are doing in your lessons to plan exciting activities that always make you think.
- When leaders are finding out how well the school is doing, they need to record what they find so they have some way of measuring the improvement that has been made.

We know you will do all you can to help your teachers and wish you every success in your future.

Yours sincerely

Yvonne Mills-Clare

Lead inspector (on behalf of the inspection team)

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