

Chantry Primary Academy

Tomlinson Avenue, Luton, LU4 0QP

Inspection dates

25–26 February 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in all subjects from their low starting points on entry to the school. Standards at the end of Year 6 are in line with the national averages and rising rapidly, particularly in writing.
- Teachers have high expectations of pupils' behaviour and work. They use questioning effectively to improve pupils' learning.
- Teaching assistants make a valuable contribution to pupils' achievement, particularly to those with special educational needs, including those with visual impairment.
- Pupils' good behaviour and attitudes to learning contribute considerably to their achievement and to the school's harmonious environment.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well through the teaching of the school's values and different subjects, including sports, music and art.
- The headteacher, well supported by other leaders, has ensured rapid improvement in the quality of teaching and pupils' achievement across the school.
- Governors play an effective role in supporting school development and in holding leaders to account for pupils' achievement.

It is not yet an outstanding school because

- Teachers do not always plan and set work that stretches the pupils, especially the most-able, and enables them to make maximum progress.
- Pupils do not always have an opportunity to improve their work by responding to comments made by teachers when they mark pupils' work.
- In mathematics, pupils do not develop their skills for solving problems effectively enough.
- Handwriting and presentation skills are not developed well in Key Stage 1.

Information about this inspection

- The inspectors observed 17 lessons, four of which were observed jointly with the headteacher or deputy headteacher. In addition, they made a number of other short visits to lessons and learning areas. The inspectors also listened to pupils in Years 2 and 6 reading to them.
- Meetings were held with groups of pupils, members of staff, the Chair of the Governing Body and the community governor, and a representative of the local authority.
- The inspectors took account of 35 responses to the on-line questionnaire (Parent View), and 67 responses to the staff questionnaire.
- The inspectors looked at pupils' books and at a number of documents, including the school's own data on pupils' current attainment and progress, the school's evaluation of its performance, school improvement planning, documentation relating to teachers' performance over time, and records relating to safeguarding.

Inspection team

Tusha Chakraborti, Lead inspector

Additional Inspector

Sa'ad Khaldi

Additional Inspector

Bimla Thakur

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Chantry Primary Academy converted to become an academy school in August 2012. When its predecessor school, Chantry Primary School, was last inspected by Ofsted, it was judged to be outstanding.
- A comparatively high proportion of pupils come from a wide range of minority ethnic backgrounds and about 41% are White British. Approximately a third of the pupils speak English as an additional language, though most of them are fluent English speakers.
- The proportion of pupils for whom the school receives the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average as is the proportion supported through school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has two specially resourced provisions; one for 12 visually impaired pupils and the other for six pupils with emotional and behavioural difficulties. These are funded by the local authority. The school is currently oversubscribed and have 13 visually impaired pupils and 10 pupils with emotional and behavioural difficulties who normally attend other local schools. The visually impaired pupils are taught in mainstream classes as well as receiving some specialist support within the unit. Most of the pupils with behavioural difficulties are taught alongside other pupils for part of the week.
- The school is part of a local teaching schools alliance. The headteacher is a National Leader of Education.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching to accelerate pupils' progress and raise achievement further by:
 - ensuring that tasks set in lessons always build upon what teachers' assessments tell them their pupils already know and understand, and that tasks stretch all groups of pupils, particularly the more-able
 - making sure that pupils are given opportunity to respond to the guidance teachers provide when marking pupils' work
 - giving pupils in all classes sufficient opportunity to develop skills for solving problems in mathematics
 - ensuring that pupils in Key Stage 1 develop their handwriting and presentation skills effectively.

Inspection judgements

The achievement of pupils is good

- Children's knowledge and skills when they start in Nursery and Reception are well below those typically seen at their age. The school's well-planned programme of learning ensures children make good progress in the Early Years Foundation Stage in all areas of learning.
- In the first year as an academy, pupils' progress in 2013 was predominantly as expected with the exception of reading which lagged behind writing and mathematics. Results in national assessments at the end of Year 6 were broadly average in writing and mathematics, but were below average in reading. Most-able pupils did not achieve as well as they could.
- The school has been prompt in taking action to raise standards and has set challenging targets for all year groups. This has led to significant improvement in the current year and pupils of all levels of prior attainment are now making good progress. The school's data on current pupils' progress and the work seen in their books and in lessons show clearly that pupils are on track to reach higher levels of attainment. A high proportion are already achieving more than expected progress, particularly in Years 5 and 6.
- Progress in writing has been particularly strong since the academy opened. Older pupils develop a good understanding of different styles of writing and write well for different purposes.
- Standards are improving rapidly in reading. The results of the phonics screening check at the end of Year 1 in 2013 were average, indicating good progress from low starting points. Younger pupils apply their knowledge of phonics (linking letters and sounds) well to read a range of fiction and non-fiction books.
- Disabled pupils and those who have special educational needs make consistently good progress from their starting points because the school provides well-targeted support for them. Pupils from the specially resourced bases receive very effective support from school staff as well as the specialist teachers from the support base. Consequently, these pupils are making good progress in all subjects. Pupils from minority ethnic families, and those who speak English as a second language, make progress which is equally as good as that of their classmates.
- Pupils for whom the school receives pupil premium funding make good progress. In 2013, the gap between these pupils' attainment and that of others in the school was, on average, three terms in reading, writing and mathematics. The school's current information shows that this gap has narrowed significantly and those pupils supported by the pupil premium achieve as well as their classmates. This is because the additional funding has been spent on staff who give carefully planned support for individuals or small groups of pupils to ensure that they do not fall behind in their learning.

The quality of teaching is good

- Pupils are making good progress because of the good teaching and support they receive. Teachers and other adults create a positive climate for learning. They treat pupils with respect and are interested in their views and ideas. As a result, pupils are actively engaged in lessons and respond readily to instructions allowing lessons to flow smoothly and without interruption.
- In Nursery and Reception, high expectations and lively teaching contribute to children's good progress. Children develop good personal skills and learn the school's values which help them to

develop as confident learners and to think at a deeper level. This was seen in a session on farm animals, where children discussed confidently how their animals could 'cross the river without getting wet', suggesting a range of solutions.

- Teachers have good subject knowledge. They use questioning effectively to check pupils' understanding and challenge them to think more deeply, building on what they already know. For example, in a mathematics lesson in Year 6, lively discussion and searching questions from the teacher helped pupils to apply their prior knowledge of equivalent fractions to work out a range of equations.
- The teaching of reading is good. Pupils read a range of stories which help them to deepen their understanding of different styles of texts or to analyse events and characters.
- Staff, including specialist teachers and teaching assistants, are very skilful in supporting the pupils with visual impairment and those with emotional and behavioural difficulty. This is having a very positive impact on accelerating progress for all these pupils.
- The work planned in lessons is usually well matched to the learning needs of all ability groups. Nevertheless, teachers do not always use assessment information effectively to ensure that all groups, particularly the more able, are stretched to reach the standards of which they are capable. In mathematics, pupils' skills to solve problems are not developed consistently in all year groups. Pupils' handwriting and presentation skills are not promoted effectively enough in Key Stage 1.
- Marking is consistent and helpful. Teachers mark pupils' work regularly indicating the next steps pupils need to take in order to improve. However, pupils are not given sufficient opportunities to use this information to review and improve their work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are courteous and show consideration for others. They have good attitudes to learning and show a high level of engagement in their lessons.
- Pupils have a keen sense of their personal responsibility for making sure that the school is a safe and enjoyable place for everyone. This is clearly evident in the way older pupils support younger ones, particularly the children in the Nursery and Reception classes.
- The school's work to keep pupils safe and secure is good. It promotes pupils' safety, personal development and academic achievement effectively. Procedures for adults to manage pupils' behaviour are comprehensive. Staff teach and reinforce the school's values consistently. As a result, pupils display high levels of self-discipline in and out of the classroom, and respond very well to the school's highly inclusive environment. All parents who responded to the questionnaires agreed that their children feel safe at school at all times.
- Pupils have a good understanding of the different types of bullying. They are also aware of the dangers of the misuse of the internet and social networking sites. They report that bullying of any kind is extremely rare and, when it does happen, the school responds very quickly, ensuring that pupils feel totally safe and secure.
- Pupils have clear understanding of the risks they face in their everyday lives; for example, they are well aware of cyber-bullying and issues relating to misuse of drugs. They know what to do if they should encounter any such situation.

- Pupils demonstrate a good sense of responsibility through their commitment to the work of the school council and various fundraising activities. For example, they raised funds for charities such as the Operation Christmas Child and Make a Wish Foundation because they wanted to make another child's Christmas special.
- Attendance is average. It is improving rapidly as a result of the school's concerted effort to promote good attendance.

The leadership and management are good

- The headteacher, supported by senior leaders, other staff and the governors, consistently communicates high expectations and has been successful in driving improvement within a short time. Leaders successfully identified appropriate priorities for improvement through a thorough analysis of the 2013 test results and took effective actions that have led to significant improvement in pupils' achievement and the quality of teaching over the past year.
 - Together with other leaders, the headteacher checks the quality of teaching, giving teachers accurate and helpful feedback so that they know exactly what they need to do to improve. This is set against challenging individual annual performance targets for staff which are linked to teachers' professional development.
 - Subject leaders carry out their roles conscientiously and enthusiastically. They provide support to class teachers in planning their lessons and keep a careful check on pupils' achievement across the school.
 - All areas of teaching have a strong focus on developing pupils' reading, writing, mathematical and communication skills. The school promotes pupils' spiritual, moral, social and cultural development extremely well through the teaching of its values such as harmony, tolerance and respect. Assemblies and religious studies provide opportunities for pupils to reflect on the teachings and core values of different religions. There is a strong focus on teaching music and art. Pupils have a good understanding of the cultural diversity within the school and develop very positive attitudes towards the religious and cultural diversity in local and global communities.
 - The school is using the new primary sports funding to support a range of initiatives designed to increase pupils' involvement in sports and also to provide training for teachers so that they can teach high-quality physical education lessons. As a result, pupils' participation in after-school sporting activities has increased.
 - The local authority has provided effective support that reflects the school's good performance. Membership of the local teaching schools alliance also helps staff to share and develop good practice. The headteacher works very closely with these schools in providing support for improving the quality of teaching and standards of achievement.
- **The governance of the school:**
- Governors are well informed about the quality of teaching and pupils' performance through the reports from the headteacher and the local authority's adviser. They play an effective role in supporting school development through their understanding of data provided for them about pupils' achievement and knowledge of how the school's results compare with other schools nationally. They support and challenge leaders in asking searching questions about how teachers are rewarded for good performance and how underperformance is tackled to

raise achievement. Governors are good at checking how funding is used, including the pupil premium and sports funding, and are well informed about how well these are supporting pupils' achievement. The Chair of the Governing Body has effectively monitored the recent building work to provide new classes and has ensured that the funding has been used efficiently. Governors ensure that the procedures for safeguarding pupils meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138469
Local authority	Luton
Inspection number	440696

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	568
Appropriate authority	The governing body
Chair	Angela Shakespeare
Headteacher	Corisande Bateman
Date of previous school inspection	Not previously inspected
Telephone number	01582 706500
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