



Chantry Primary School

Inspection Report

Unique Reference Number 131877
Local Authority LUTON
Inspection number 293871
Inspection dates 18–19 September 2006
Reporting inspector Mrs. Joyce Cox

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

Type of school	Primary	School address	Tomlinson Avenue
School category	Community		Bedfordshire
Age range of pupils	3–11		LU4 0QP LU4 0QP
Gender of pupils	Mixed	Telephone number	01582 706500
Number on roll (school)	425	Fax number	01582 706501
Appropriate authority	The governing body	Chair	Mrs. Nicola Steers
		Headteacher	Ms. Corisand Fisher
Date of previous school inspection	19 March 2001		

Age group	Inspection dates	Inspection number
3–11	18–19 September 2006	293871

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a very large primary school serving an area with considerable social and economic disadvantages. The proportion of pupils entitled to free school meals is much higher than average as is the percentage who have learning difficulties or disabilities. The number of pupils with a statement of special educational need is well above average. A third of the pupils are from minority ethnic groups and the number of pupils learning English as an additional language is above average. The school houses a provision for 12 visually impaired pupils. In partnership with the Local Authority's Inclusive Provision scheme, it also provides opportunities for pupils with very challenging behaviour to reintegrate into mainstream education. Children start in the Nursery with very limited knowledge and skills. The school is part of the 'Flying Start' project, which supports families to help give children a good start to their education. It is also involved in the Behaviour Improvement Project (BIP) and is part of an Education Action Zone funded through Excellence in Cities. The school has Healthy School Certification for its sports, healthy eating, citizenship, personal, social and health education programmes.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. Parents correctly believe that their children are getting a good education. One writes, 'All the staff are kind, children are well looked after and any issues are dealt with quickly.' There is a very happy, purposeful and positive ethos based strongly on shared values such as honesty and 'positivity', which means that pupils' personal development is outstanding. They flourish and most do well in lessons and grow into confident and active learners who enjoy the nourishing school meals and the very good variety of sports available. Pupils are very well cared for because staff know pupils and their families extremely well and 'go the extra mile' to ensure that all personal and learning needs are met. Staff are particularly successful in supporting pupils with complex learning needs and those with challenging behaviour. Pupils know this, feel very safe and thrive, saying that their views are always listened to and acted upon if possible. Older pupils are very involved in all aspects of school life. They happily support younger children and make a real difference to school life through being prefects, monitors and house captains. Year 6 pupils excel at proudly showing visitors around the school. Pupils, and in particular those with complex learning difficulties, visual impairment and disabilities, achieve well. Pupils from minority ethnic backgrounds achieve well as do those who speak English as an additional language, making rapid gains in their spoken language. Nursery and Reception children love school, settle quickly and make good progress during the Foundation Stage due to lively, confident teaching and enticing activities. Most Reception children are working within the expected levels on entry to Year 1. Good teaching and progress continue in the infant and junior classes, where most staff succeed in expertly managing and motivating pupils to achieve well. As a result, Year 2 pupils attain slightly below average standards and Year 6 pupils attain broadly average standards in English and science by the time they leave the school. Standards are slightly below average in mathematics because teachers' expertise in teaching this subject varies throughout the school. Consequently, so does pupils' progress. Teaching is predominantly good in other subjects, but in a small minority of lessons it is only satisfactory. Senior staff keep meticulous attainment records making it easy to track pupils' progress through the school. Not all teachers use the assessment information sufficiently in mathematics lessons to match work to pupils' varying abilities. All pupils enjoy the interesting and stimulating curriculum. In particular, they enjoy using 'thinking hats' to aid the way they tackle learning in lessons. They also enjoy attending the many clubs and visits on offer. Pupils acquire good literacy and information and communication technology (ICT) skills and satisfactory mathematical skills to help them in later life. The school provides good value for money. Good leadership and management mean that the school has a very accurate view of its own achievements and areas to improve. Senior leaders monitor its quality of provision but more rigour is required to make sure teaching and learning is always good or better. Staff and governors have devised a clear, focused plan to achieve their goals. The school's capacity to improve is good because it has made many improvements since the last inspection in terms of provision and standards in science, ICT and design technology. Provision has also improved considerably for visually impaired pupils who now enjoy all aspects of school life.

What the school should do to improve further

- Improve pupils' achievement in mathematics by making sure all teachers use assessment information to match work to pupils' different abilities. - Raise the quality of teaching and learning even further by ensuring monitoring is always rigorous and evaluative and identifies and spreads the best practice.

Achievement and standards

Grade: 2

Children enter the Nursery with knowledge, skills and understanding which are well below the expected levels. There is particularly low attainment in children's communication, personal and mathematical skills and, often, their life experiences are very limited. Nevertheless, from this very low starting point pupils make good progress during the Foundation Stage so they are largely meeting expectations by the time that they transfer to Year 1. By the end of Year 2 they reach standards which are slightly below average in reading, writing and mathematics. But considering the low starting point of some pupils, this demonstrates good achievement. Pupils achieve well in Years 3 to 6 and standards are broadly average by the end of Year 6 in English and science. Standards are below average in mathematics, but have been improving steadily since 2004. The school sets challenging targets which are normally met in national tests. Standards in writing rose dramatically in the 2006 tests due to improved teaching, accurate assessment and highly effective support from senior leaders. These standards represent particularly good progress and achievement for the many pupils with complex learning difficulties or disabilities and those at an early stage of learning English, who receive effective support.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. This is a real credit to the school because a significant number of pupils enter with low social skills. Chantry is a harmonious community where each individual is highly valued. Building pupils' confidence and self-esteem is one of the school's many strengths. Through carefully planned guidance and support pupils learn values such as care, honesty, respect, responsibility and tolerance. Clear expectations and effective systems of rewards lead to very good behaviour. Relationships within the school are outstanding. Pupils say, 'This is a kind school. People look after each other'. Pupils are reflective in assemblies, and the appreciation of music is a strong feature of their cultural development. Attendance levels have risen steadily. They are now broadly average because the school has promoted the importance of good attendance very successfully. Pupils clearly enjoy school and feel very safe and happy there. Pupils understand the importance of a healthy lifestyle and how to keep safe. They choose healthy eating options and love the many sporting activities on offer at lunchtime and after school. Pupils like to help others and raise funds for various charities such as Barnardo's and Children in Need. They successfully acquire

and apply good basic literacy and ICT skills. These, together with the ability to work well with others, successfully prepare them for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Pupils find most lessons interesting, stimulating and challenging. Nursery and Reception teachers strike a good balance between practical activities and the teaching of important skills. Their infectious enthusiasm ensures that children clearly enjoy their learning. Teachers manage and motivate pupils well. Pupils like their teachers; as one pupil said, 'Teachers smile a lot.' Very good relationships ensure that most pupils are motivated, hard working and learn a good deal. Most teaching assistants support pupils well, particularly those pupils with complex learning difficulties and disabilities and those who speak English as a second language. However, in a small minority of lessons, teaching assistants are not deployed effectively. Teaching is particularly successful when pupils are given demanding but enjoyable tasks and time is used to good effect to make sure pupils achieve well. Sometimes the pace of lessons is too slow and work is not always matched to pupils' precise needs, such as in mathematics, which hampers pupils' progress. Effective procedures are in place for assessing and tracking pupils' achievement.

Curriculum and other activities

Grade: 2

The school has a good curriculum, which is diverse, creative and inclusive. Nursery and Reception children get off to a really good start because they have many interesting and exciting things to do. Important skills, such as, thinking, reasoning, enquiring, speaking and listening are promoted effectively to aid all pupils' understanding and learning and to successfully prepare them for later life. Personal and social development are given a very strong emphasis and lie at the heart of the school's work. The curriculum is skilfully adapted to ensure that pupils with complex learning difficulties and disabilities, those for whom English is an additional language and those with special talents make good progress. Teachers plan and review carefully what is taught to ensure that most work matches pupils' precise needs, but in some lessons work is not challenging enough, such as in mathematics. Pupils' ICT, mathematical and literacy skills are used to support work in other subjects, but this is not yet part of a planned programme and varies throughout the school. A good range of visits and visitors and experiences such as a digital musical event help to broaden pupils' horizons. A large number of clubs including French, basketball, Dr. Who appreciation and Braille are provided, which adds considerably to pupils' enjoyment of school and helps to develop healthy and varied lifestyles. The good support given by the local authority and external agencies, such as the behaviour support team, makes a significant contribution to pupils' good achievement.

Care, guidance and support

Grade: 2

Good care, guidance and support contribute well to pupils' outstanding personal development and to their good progress. The very positive and welcoming atmosphere enables pupils to succeed and thrive. Staff know the pupils well and pupils know they can turn to many adults for help. Induction arrangements are very effective and so Nursery children and pupils who join later settle very quickly. Pupils remarked, 'We always help new children'. Pupils at an early stage of learning English are quickly recognised and supported and make good progress in learning to speak and write English. Pupils with learning difficulties and disabilities, including pupils from the visual impairment unit, receive sensitive, effective care and support from all staff so they can take a full part in school life. Health and safety procedures are very effective so pupils are safe and secure. Procedures for child protection are robust and widely understood. The learning mentor and the family support workers are extremely successful in breaking down barriers to learning for many children. Pupils with attendance, behaviour or family difficulties make great progress under their careful supervision and guidance. Parents say they feel they have 'brilliant support', which helps them to be involved in their children's learning. Assessment procedures are good. Pupils generally know how well they are doing and have clear targets to aim for.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and senior leaders are highly effective and provide intelligent, carefully considered and purposeful leadership. This is recognised by many local schools who have visited to see how the school skilfully manages to raise pupils' self esteem and improve their thinking skills. The senior team has established a very clear vision for the school that is shared with all staff. Consequently, all staff go out of their way to ensure that all pupils, whatever their background, gender, ability or disability, achieve well and are included in all school activities. Standards and attendance are rising and the school has successfully tackled the issues for improvement from the last inspection. Consequently it is very well placed to carry on improving. The school has good systems for checking how well it is doing. These ensure it has an accurate grasp of how good it is and how to get better still. Monitoring of teaching and learning is organised carefully and has been very successful in improving the teaching of writing throughout the school. However, there are still a minority of lessons in mathematics and other subjects where teaching is satisfactory rather than good, resulting in no better than steady progress in these lessons for some pupils. Due to successful changes to the way leadership and management are organised, all staff are now much more involved in reflecting on what is going well and what could be improved. Staff regularly seek and act upon the views of parents and their pupils through surveys and pupil questionnaires. The result is a clear and detailed school improvement plan outlining priorities and how these will be tackled. Governors are

very supportive of the school and are becoming increasingly confident in checking its performance and asking staff challenging questions.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

20 September 2006 Dear Pupils, Chantry Primary School, Tomlinson Avenue, Luton, LU4 0QP

We enjoyed our visit to Chantry very much. We discovered a great deal about your school by talking to you and watching you learn. We were very impressed with our Year 6 tour guides who kindly showed us around the school. We thought that you would like to know what we liked about your school and how we thought it could get even better. - You made us feel very welcome and greeted us with lots of smiles. - You like coming to school because you feel safe and you really like your teachers. - You are very polite, get on well together and really care about each other. - You work hard, behave well and you are good learners. - You told us how much you love your headteacher and feel she makes the school a very happy and interesting place for you. Your headteacher runs the school well and your parents are right to think that you go to a good school. What we have asked the school to do now to make it even better is:

- To make sure you all do as well as you possibly can in mathematics lessons.
- To help all teachers to teach even better lessons so you learn even more.

Thank you again for being so helpful and friendly when we came to see you. We wish you all the very best in the future.

Joyce Cox (Lead inspector)