

Chantlers Primary School

Inspection report

| | |
|--------------------------------|---------------|
| Unique Reference Number | 105291 |
| Local Authority | Bury |
| Inspection number | 308821 |
| Inspection date | 17 March 2008 |
| Reporting inspector | Jim Kidd |

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 on roll | |
| School | 234 |
| Appropriate authority | The governing body |
| Chair | Mr C Scholes |
| Headteacher | Mr J Pashley |
| Date of previous school inspection | 18 April 2005 |
| School address | Foulds Avenue Bury Lancashire BL8 2SF |
| Telephone number | 0161 761 1074 |
| Fax number | 0161 797 3275 |

| | |
|--------------------------|---------------|
| Age group | 4-11 |
| Inspection date | 17 March 2008 |
| Inspection number | 308821 |

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: improvements made since the previous inspection, personal development and well-being, care, guidance and support and the quality of leadership and management at all levels. Evidence was gathered from the school's self-evaluation form (SEF), nationally published assessment data, the school's own assessment records, relevant policies, observations of the school at work, including visits to lessons and analysis of parents' questionnaires. Discussions were also held with staff, the vice chair of governors, pupils, parents and a local authority adviser. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified and these have been included, where appropriate, in the report.

Description of the school

This average-sized school lies on the north west of Bury and serves an increasingly mixed area of owner-occupied and council housing. Most pupils are of White British heritage and there are few pupils from minority ethnic groups. Children's skills on entry to the Reception class are broadly average but are decreasing over time. The percentage of pupils with learning difficulties and/or disabilities varies from class to class, but is below average overall. Chantlers Primary is an Investors in People, holds Activemark status for its work in sport and, in 2006, became the first school in the local authority to receive the new Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'Happiness, respect, equality and pride' are the key words from the mission statement which drives this school forward. Indeed, Chantlers Primary is a good school with many outstanding features. Parents are overwhelmingly supportive of what it does for their sons and daughters and a typical view is that staff are supportive and caring and stretch pupils academically whilst still caring for their emotional needs.

From broadly average starting points on entry to Reception, pupils reach above average standards by the end of Year 6. They make good progress in their studies and achievement has risen year-on-year since the previous inspection. Achievement in English and mathematics is particularly good and pupils in Years 1 and 2 are already producing their own poems and riddles, of which they are very proud. Standards in writing declined a little two years ago, but prompt and effective action taken by the school reversed the trend very quickly indeed. Challenging targets are the order of the day and since the previous inspection, these targets have at least been reached and often surpassed. Pupils' artwork is a joy to behold and the quality of the Greek vases in the assembly hall and classrooms is strikingly good. Moreover, pupils have a well deserved reputation for their standards in music, make visits to the Bridgewater Hall, and their singing and recorder playing in assembly are quite superb.

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Their behaviour is impeccable in class and around the school site; they are generally fully engaged in their lessons and they are delighted when their classmates succeed. They feel safe in school because, in their words, 'People are watching over us and our teachers and teaching assistants are always there if we have any problems.' They also say that pupils look after each other and they quote with confidence the maxim of their headteacher, 'If you don't know, don't go!' to explain how to stay secure when they leave school at the end of the day.

The school council plays an important role in representing the views of its constituents and took an active part when the school was preparing, successfully, for its application for Healthy Schools status. Members of the school council suggested the introduction of 'WoW' awards to encourage pupils to walk to school and to keep fit. Physical education and games are an important part of school life and pupils are keen to join teams for a variety of sports. Pupils have a keen understanding of how to eat healthily and they give accurate advice to visitors on foods to avoid. They take full advantage of the 'healthy stickers' they receive at lunchtime if their lunchboxes fit the bill! In addition, pupils have an enviable social conscience and their work for charity is a byword in the local community and beyond.

Teachers and teaching assistants work very hard to ensure that their pupils enjoy lessons and see the value in learning. Planning and lesson preparation are of a high order and staff ensure that work in class is well tailored to individual needs. The quality of teaching and learning is good and there are examples of outstanding practice. Pupils respond with real enthusiasm to what their teachers do for them. Although the effective use of information and communication technology (ICT) is not consistent in all classes, where it is used, pupils' achievement and their levels of motivation accelerate. For example, Year 5 pupils were fascinated by the film on the accidental destruction of ancient vases in an Oxford museum: on the instruction from the teacher, 'We are now going to act as detectives to find out what really happened' they were quite desperate to begin their work and to produce their findings after considering the views

of different people. They work very well in pairs and in groups, are not afraid to take responsibility for their own learning, and are confident that they can reach the targets set for them.

A wide range of extra-curricular and enrichment activities augment the curriculum, which meets the needs, interests and aspirations of pupils well. French is taught in Years 2, 3, 4, 5 and 6 and pupils also benefit when pupils from other countries join the school and teach them new words, in Polish, for example. The school pond is used very well to foster pupils' progress in science and environmental education and younger children are keen to show visitors the beans and cress they are growing. The extent of outdoor provision for children in the Reception class has improved since the previous inspection and there are plans for further developments. However, opportunities for more engaging outdoor learning activities are limited.

The care, guidance and support which pupils receive are outstanding and child protection procedures are fully in place. Parents agree and speak with one voice when they say, 'The school is very good at supporting all pupils, irrespective of their needs and abilities. Staff are approachable and they listen.' All adults in the school are concerned to provide the very best for the pupils in their care and emphasise the importance of both the academic and personal well-being of each individual. Governors, too, see the vital connection between personal and academic welfare when they say, 'Standards in tests are very important but it is just as important to make sure that we educate the whole child.' Pupils with learning difficulties and those identified as vulnerable achieve as well as their peers because of the excellent guidance they receive from the special educational needs department and from the talented and committed team of support staff. Pupils recognised as able, talented and gifted also receive comprehensive academic guidance. The school's assessment practice is regarded as exemplary across the borough.

Leadership and management at all levels are of the highest quality and the school has an accurate picture of performance in all areas of school life. Since the previous inspection, above average standards have been maintained, teaching and learning have improved and levels of pupils' progress have increased each year. Led by an outstanding headteacher, members of the senior team, subject coordinators and support staff share an extremely clear vision for how to make sure that pupils lie at the very heart of everything the school tries to do. Their efforts are supported to the utmost by a very well informed governing body, which also holds the leadership most rigorously to account. Chantlers is, without doubt, a school where pupils come first and it has an outstanding capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

As a result of a good balance between adult-led learning and hands-on activities, children make good progress in all areas of learning and boys and girls achieve equally well in creative and mathematical development. The Reception class is a hive of activity and children have the confidence to show visitors what they are doing and just how much they are enjoying it. Their behaviour is excellent and they demonstrate impressive progress in social, communication and collaborative skills, playing happily together and helping each other when difficulties arise. Leadership and management of the Foundation Stage are good. Teachers and support assistants are experienced and well qualified. The quality of teaching and learning is good and has improved since the previous inspection. The classroom is well organised and there is a wide range of high quality resources to foster children's investigative skills. For example, they are now making

their own books and standards in writing are improving significantly as a result. However, there are not enough engaging learning activities for the children to extend their learning outdoors.

What the school should do to improve further

- Improve the consistency in the application of ICT in the classroom so that all pupils can benefit equally from its provision as a teaching and learning tool.
- Enhance the learning experiences of children in the Foundation Stage through more engaging outdoor activities.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 1 |
| The effectiveness of the Foundation Stage | 2 |
| The capacity to make any necessary improvements | 1 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 2 |
| 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 extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 1 |
| The behaviour of learners | 1 |
| 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? | 1 |

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.

Annex A

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| 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 | 1 |
| 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

Inspection of Chantlers Primary School, Bury, BL8 2SF

Thank you so much for the marvellous welcome you gave me when I visited Chantlers recently. You were all very polite and friendly and it was a pleasure to visit your classes and to talk to you. I particularly enjoyed chatting to the group of pupils who came to talk to me in Year 2's classroom at lunchtime. I also had a lovely time in the Key Stage 2 assembly, listening to your readings, singing and recorder playing and also looking at the wonderful Easter egg models you made. I would now like to tell you the really good things about your school.

Chantlers Primary is a good school and I know you and your families are very proud of it. Your behaviour is excellent, you try hard in lessons and you make good progress in all your subjects because your teachers and teaching assistants teach you well. Those of you who sometimes find the work a bit hard make just as much progress as your classmates because you get so much support in class and often in small groups outside lessons. All the adults in school take very good care of you. You also told me, and you are quite right, that pupils look after each other really well too!

The school council has many exciting ideas about how your school can get even better and their suggestion boxes are always packed with your views on how improvements can be made. You know why it is important to eat healthily and you take part in a wide range of sports and games to make sure you keep fit. You also have a really good variety of visits and trips. The choir, for example, sings at a local nursing home and some of you have been to productions at the Bridgewater Hall.

Your headteacher and all the other staff work very hard indeed to make sure that you enjoy coming to school and they know just how to make your school go from strength to strength. I have asked your teachers to make sure that ICT is used more consistently in all classes and that there are more opportunities for children in the Reception class to learn outside.

Best wishes to you all and thank you once again for your contribution to the inspection. I enjoyed watching you learn.