

# Chantry Primary School

## Inspection report

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<b>Unique Reference Number</b>	131877
<b>Local Authority</b>	Luton
<b>Inspection number</b>	341239
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Mike Thompson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	465
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nicola Steers
<b>Headteacher</b>	Corisande Bateman
<b>Date of previous school inspection</b>	8 September 2006
<b>School address</b>	Tomlinson Avenue Luton Bedfordshire
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<b>Email address</b>	chantry.primary.admin@luton.gov.uk

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## Introduction

This inspection was carried out by four additional inspectors, one of whom visited the school for half a day specifically to evaluate the effectiveness of safeguarding procedures. The inspectors spent the majority of their time observing pupils' learning. In all, they observed all class teachers as they visited 18 lessons or parts of lessons and, in addition, observed the learning of small groups of pupils with special educational needs and/or disabilities. The inspectors held meetings with the Chair of the Governing Body, staff and groups of pupils. They observed the school's work, and looked at a range of information, including data showing the progress made by pupils and samples of pupils' work. Questionnaires returned by 57 parents, 100 pupils, and 41 members of staff were analysed.

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

- the extent to which the school is able to demonstrate that progress is good in English, mathematics and science for all groups of pupils
- the effectiveness of leadership at all levels in improving the quality of teaching, particularly by making sure that teachers use assessment information to match work to pupils' different abilities
- the extent to which partnerships and the school's promotion of community cohesion impact on the curriculum provided for pupils.

## Information about the school

Chantry is a large primary school located in a residential area in the north of Luton. The majority of pupils are from minority ethnic groups, the largest of which comprise pupils of Pakistani, Bangladeshi and Black Caribbean heritage. About 25% of the pupils have English as an additional language; this is well above average. The proportion of pupils with special educational needs and/or disabilities is above the national average. The majority of these pupils have behavioural, emotional and social difficulties and/or general learning difficulties. The proportion of pupils with statements of special educational need is high. This is partly because the school has integrated provision for 12 pupils with visual impairment and six places, for pupils from other Luton schools, with emotional and behavioural difficulties. The proportion of pupils eligible for free school meals is almost twice the national average. The school has the Activemark accreditation, in recognition of its promotion of physical education and sport, and has 'Healthy School' status. In December 2008, the school gained the 'Values Education' quality mark.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Chantry Primary has improved significantly since its last inspection because of the vision, drive and determination of its headteacher and the highly effective senior leadership team, supported well by staff and governors. The school makes a significant difference to the lives of its pupils. From below average starting points, children get off to a good start in the Early Years Foundation Stage. In Key Stages 1 and 2 they continue to make good progress academically because they are taught well. Those with special educational needs and/or disabilities make excellent progress because their individual needs are very clearly identified and are met fully. Pupils make outstanding progress in almost all aspects of their personal development because of the consistently high quality of the care, guidance and support provided for them.

Underpinning the improvement in pupils' progress is a curriculum, frequently referred to as providing the 'wow!' factor, which places great emphasis on memorable first-hand experiences through visits or visitors to the school. These are invaluable in broadening pupils' knowledge and understanding of the world around them, and inject a great deal of enjoyment into learning as well as providing an excellent stimulus for writing. In addition, the very clear focus on the development of pupils' personal and social skills that permeates all aspects of provision results in a strong sense of community. Evidence of the success of the school's promotion of personal values is seen in the demeanour of its pupils, for whom qualities of respect and consideration for others are an everyday feature of school life.

The school's involvement with its community improves year-on-year. High quality partnerships with parents, local schools and professional agencies all contribute to the good achievement of the pupils. The school has a very good understanding of the needs to be met within its locality and promotes community cohesion well. Typical of the many positive comments made by parents, and one which summarises the school well is: 'My child loves this school and looks forward to each day. The wow factor days are brilliant - my child has learned a lot from them.'

Senior leaders monitor the work of the school very closely and constantly strive to improve provision. Although the quality of teaching is good overall, in some classes, not enough teaching is consistently good or better. Where improvements are needed, they relate to teachers' management of the time available within lessons, which can result in too few opportunities for pupils to review and consolidate their learning at the end of sessions. On some occasions, opportunities to develop pupils' skills as independent learners are missed or work is sometimes not quite challenging enough for the most able. A small proportion of the teaching is of the highest quality and is, therefore, a valuable resource for senior managers as they work to share exemplary practice among

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the staff.

Senior leaders and governors have a very clear view of the school's strengths and areas for improvement. Because self-evaluation is accurate and the senior team so skilled, actions taken in response to weaknesses are well-targeted and rigorously applied. As a result, pupils' progress has accelerated year-on-year for the past three years and looks set to improve further. During the same period, the curriculum and quality of care guidance and support have had a much greater impact on pupils' development. Pupils' behaviour, for example, is now excellent. The school, therefore, clearly demonstrates an outstanding capacity for sustained improvement.

**What does the school need to do to improve further?**

- Over the next two years, eliminate the small proportion of satisfactory teaching, so that even more lessons result in consistently good or better learning, by:
  - ensuring that pupils have regular opportunities to consolidate their learning during plenary sessions
  - including activities designed to successfully promote pupils' independence as learners as regular features of all lessons
  - refining the tasks provided for the most able pupils so that they are consistently challenging.

**Outcomes for individuals and groups of pupils****2**

Inspectors looked closely at the comparative performance of different groups of pupils in English, mathematics and science, and found that all groups make equally good progress. Two of the factors that result in pupils' good progress in lessons are teachers' skills in providing clear explanations and the many ways in which they make learning enjoyable. In some lessons there were a small number of pupils identified as having severe difficulties in controlling their own behaviour. However, these pupils were frequently so engrossed in their learning and evidently enjoying the challenges presented that there was no discernable difference between their responses and those of their classmates. Similarly, pupils with English as an additional language progress well because of the good quality help provided. When provided with high-quality individual attention, as is often the case, pupils with special educational needs and/or disabilities frequently make excellent progress from their much lower starting points. For example, the impact of intensive support to improve the reading skills of a group of 14 pupils over a period of three months was that, on average, these pupils improved their reading ages by 19 months.

The evidence gathered by inspectors through direct observations was confirmed by a close scrutiny of the school's records of pupils' progress. The pupils currently in Year 6 are well on course to meet the challenging targets set for them and to attain broadly average standards.

The impact of the school's outstanding care, guidance and support and consistent

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promotion of positive human values, such as honesty and respect, is evident in the pupils' excellent moral, social and cultural development. Throughout the school, inspectors were impressed by the pupils' consistently high standards of behaviour and social skills. Pupils' spiritual development is good rather than excellent because their ability to reflect on how well they are getting on is not promoted well enough in lessons and because they do not have a clear enough understanding of the targets they need to achieve. The school's Activemark and Healthy School awards reflect effective provision to promote pupils' excellent awareness of healthy lifestyles and how to keep safe. Pupils are given a thorough grounding in good citizenship and in contributing to the community through, for example, undertaking responsible tasks. Pupils trained as peer mentors and primary leaders help resolve minor conflicts in the playground and lead play activities. All pupils, regardless of gender, ethnicity or disability play a very full part in the life of the school and its local community. For example, pupils with visual impairment performed in concerts held at local schools to help raise funds for a mini-bus which is used by schools locally. The single aspect of pupils' personal development that needs improvement is the extent to which pupils are prepared for a future as life-long learners. This is because of pupils' average levels of skill in oracy, numeracy, literacy and the use of information and communication technology and average attendance rates. Even though most pupils say that they enjoy school, attendance rates are adversely affected by a very small minority of pupils with poor attendance. Punctuality is generally good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers know their pupils extremely well and relate very well to them. The good dialogue between teachers and their pupils, based on the teachers' skilled questioning often makes a significant difference to the quality of learning. Teachers manage their pupils extremely well, and have well established routines that ensure the smooth running of lessons. They are generally skilled in providing challenges for pupils of different levels of ability, but sometimes do not make clear enough precisely what they are looking for in the tasks they set for the most able. Occasionally, teachers put so much effort into making learning interesting that they lose track of time. The consequence is that they then do not have enough time to consolidate learning by revisiting the 'learning questions' posed at the beginning of the session.

The curriculum is enriched by a very wide range of extra-curricular opportunities. Many of the clubs on offer are focused on physical activity, such as dance, drama, gymnastics and aerobic exercise, and all are popular with pupils. Provision is further enriched through the specialist teaching of Italian, for all pupils in Key Stage 2, and a wide range of specialist instrumental tuition for Years 4, 5 and 6. The 'wow!' factor provided through first-hand experiences is evident throughout the school, with visitors ranging from 'Romans' to fire-fighters and a local baker. These experiences provide a valuable stimulus for cross-curricular work, which enables pupils to apply and develop their skills in literacy and numeracy in a wide variety of contexts. 'The wow factor lessons are great and help me learn more' and, 'The school gives us a chance to expand our brains!' are just two of the many appreciative comments made by pupils.

The high quality of the school's provision for care, guidance and support is appreciated by parents and carers. All of the inspection questionnaires returned confirm this. The school's excellent partnerships with, for instance, family workers, social services and learning support agencies sustain the learning, development and well-being of many pupils facing challenging home circumstances. Playing a key role in ensuring the success of these partnerships are skilled learning mentors. The education welfare officer works closely with the school to promote good attendance. However, despite the school's best efforts, a small number of families who regularly take holidays during term time adversely affect overall rates. Induction and transition arrangements are excellent. Parents of Reception-age children interviewed by an inspector were highly complimentary about the way in which the admission of their children had been managed. The breakfast and after-school clubs, run well by the school, are greatly appreciated by the pupils who attend and further reflect the school's very strong commitment to its community.

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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher and her senior leaders clearly demonstrate ambitious vision and have very high expectations of what can be achieved. The improvements in pupils' progress have been possible because of the rigorous monitoring of provision, based on the data provided by the effective system for recording the periodic assessments of pupils' attainment. Excellent attention is paid by managers at all levels to ensure the highest quality of safety and care for the pupils, and there are rigorous procedures for safeguarding pupils. The senior managers, supported well by all staff, are also highly effective in ensuring equality of opportunity for all pupils across all aspects of the school's work.

The school shows a clear commitment to promoting cohesion within and outside the school community and is proving to be highly effective. For example, a group of Asian parents who initially attended parenting classes have since become regular visitors to the school, for example by sharing their cooking skills. Currently, they are attending classes designed to improve their employment prospects, provided through one of the many partnerships embraced by the school. The school has a clear plan of action to promote community cohesion, which is regularly monitored and evaluated. However, the plan lacks fine detail.

Governors are supportive and are good at holding the school to account because they are well informed through their regular visits. However, these are not carried out in a systematic way.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>1</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

On entry to the Nursery classes, children's attainment is well below what is normally expected at this age in literacy and numeracy, knowledge and understanding of the world and creative development. Attainment in personal and social and physical development although better, is below expectations. Children make good gains in their learning throughout the Nursery and Reception classes. This occurs because adults have a good understanding of how young children learn and ensure that there is a good balance between activities directed by adults and those which require children to make sensible choices. Progress in the activities chosen by the children could be even better because adults sometimes miss opportunities to develop children's learning by posing questions. An outstanding feature of all classes is the very strong focus placed on the welfare of the children. Leadership is good. It is not outstanding because monitoring does not focus equally on provision in both age groups, and not enough information is gathered about Reception children. Although children make good progress, they fall short of the goals expected at the end of Reception in communication, language and literacy and in their creative development. In all other areas, attainment is close to what is expected at this age.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

## Views of parents and carers

Only about 12% of parents and carers returned the inspection questionnaires. This is less than half of the number normally expected. The headteacher says that this response to a written communication is not untypical and that most parents much prefer a conversation. One third of the questionnaires had comments appended, the majority of which were appreciative of the school's efforts. There was no pattern to the negative

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comments.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chantry 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 465 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	65	19	33	1	2	0	0
The school keeps my child safe	38	67	19	33	0	0	0	0
The school informs me about my child's progress	35	61	17	30	4	7	1	2
My child is making enough progress at this school	34	60	20	35	3	5	0	0
The teaching is good at this school	34	60	22	39	1	2	0	0
The school helps me to support my child's learning	36	63	19	33	2	4	0	0
The school helps my child to have a healthy lifestyle	30	53	25	44	2	4	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)	25	44	22	39	3	5	0	0
The school meets my child's particular needs	29	51	22	39	3	5	0	0
The school deals effectively with unacceptable behaviour	30	53	20	35	5	9	0	0
The school takes account of my suggestions and concerns	28	49	22	39	3	5	0	0
The school is led and managed effectively	32	56	23	40	1	2	1	2
Overall, I am happy with my child's experience at this school	37	65	18	32	0	0	1	2

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 February 2010

Dear Pupils

Inspection of Chantry Primary School, Bedfordshire, LU4 0QP

Thank you for helping the inspectors so much when we came to inspect your school to find out how well you are getting on. We particularly enjoyed visiting your lessons, looking at your work and talking to some of you.

We agree with your parents that you go to an excellent school. There is so much we liked about your school that I cannot mention everything in this letter, so here is a list of what we think are the most important things.

You make good progress in your work.

Your behaviour is excellent, and you get on exceptionally well with each other.

You told us how much you enjoy your work, especially your 'wow' factor days, and appreciate your teachers. They are good at helping you to learn well in your lessons.

You make excellent choices to keep healthy and safe.

All of the adults in your school make sure that you are really looked after well.

Your headteacher and senior managers do an excellent job.

All of the adults in your school want it to be even better. To help them to do this the most important thing to do next is this.

Make sure that even more of your lessons are good or better.

Your teachers can do this by giving you more opportunities at the end of lessons to go over what you have learned so that you understand and remember even better. We would also like them to give you work to do by yourselves more often. We would like your teachers to make sure that the work they set for you always makes you think hard - even for those of you who sometimes find it a bit easy.

We are sure that you will continue to have great success in the future so keep on working hard.

Yours sincerely

Mike Thompson

Lead inspector

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