



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR CHARTER PRIMARY SCHOOL

<b>Name of School:</b>	Charter Primary School
<b>Headteacher/Principal:</b>	Sarah Flack
<b>Hub:</b>	Wootton Bassett
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	Not applicable

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Effective
<b>Date of this Review:</b>	25/11/2019
<b>Overall Estimate at last QA Review (if applicable)</b>	Good
<b>Date of last QA Review (if applicable)</b>	15/03/2019
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	06/12/2018

## Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

**Leadership at all levels**                      Effective

**Quality of provision and outcomes**    Effective

**AND**

**Quality of provision and  
outcomes for disadvantaged  
pupils and pupils with additional  
needs**

**Area of Excellence (if applicable)**    Not applicable

**Previously accredited valid Areas  
of Excellence (if applicable)**        Learning in the natural environment,  
March 2017

**Overall Peer Evaluation Estimate**    Effective

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.*

## 1. Context and character of the school

Charter Primary School is a one form entry school, from Reception to Year 6, located in the heart of the Wiltshire town of Chippenham. The overwhelming majority of pupils are of White British heritage and the proportion of pupils who are disadvantaged is much higher than the national average.

Approximately a quarter of pupils at Charter Primary School have special educational needs and/or disabilities (SEND) and the proportion with an education, health and care plan (EHCP) is well above the national average. The school has a 14-place resource base known as the Charter Rose, for pupils with autism spectrum disorder (ASD), who come from across the north of Wiltshire. There are currently 17 pupils in the Charter Rose base.

The main aim of the school is to help children 'fulfil their potential in all areas of development and to grow into happy, effective, caring adults irrespective of background, ability or gender'. The mission statement is 'create, discover, succeed together'.

The school has recently achieved the highest accolade from the United Nations Convention on the Rights of the Child, as a gold award 'Rights Respecting School'.

There is nursery provision on the same site as the school, although this is managed independently. The school offers a breakfast club and after-school wrap around care. Outdoor learning is an important part of the school's curriculum, including the use of both an on and off-site forest school.

### 2.1 Leadership at all levels - What went well

- Leaders have established a truly inclusive and supportive ethos in Charter Primary School. Staff know the pupils well and are vigilant about looking after their individual needs. There is a strong focus on pupils' personal development, including promoting their independence, confidence and character. A real strength is the involvement of pupils' voice and opportunities for leadership, such as being members of the Rights Respecting steering committee. All Year 6 pupils have a variety of leadership responsibilities such as headteacher's ambassadors and subject representatives. Pupils are proud of and respond well to these opportunities.
- Teachers feel well looked after and appreciate the 'open door policy' and help that they can access from the leaders and their peers. They experience a wide range of professional development opportunities, both in school and externally. Many teachers have benefitted from participation in the improving and outstanding

teacher and leader programmes. In addition, they engage in 'lesson study' pairs with colleagues and subject surgeries led by subject coordinators. Staff new to the school have received a useful induction programme, including how to deploy the school's teaching and learning strategy.

- Developing middle leaders has been a successful school priority. Leaders of core subjects and Early Years Foundation Stage (EYFS) have a clear view about their roles and are passionate about driving further improvement in their areas. They offer challenge and support to their colleagues and demonstrate enthusiasm and confidence. They are good role models in their own teaching.
- Leaders, including governors, have an accurate view of what needs to improve, and their plans are starting to have a positive impact. They are in the process of a rigorous review of the curriculum with a move towards a more knowledge-based approach, whilst maintaining their vision of 'head, heart and hand'. This curriculum redesign has begun well with, for example, the science coordinator planning carefully how particular concepts build progressively from the EYFS through to Year 6.
- The academic curriculum is enhanced by a range of trips, such as to museums and zoos, which pupils spoke about with enthusiasm. There are also a number of sports and music after-school clubs. Pupils' spiritual, moral, social and cultural development is planned particularly well through, for example, assemblies and personal and social and health education lessons. One boy gave a word-perfect definition of what is meant by 'democracy'.
- Charter Primary is fortunate to have a group of experienced and committed governors who are passionate and knowledgeable about the school, its strengths and what needs to improve. They hold leaders securely to account through, for example, regular visits and school effectiveness reviews that entail working with school leaders to monitor teaching and learning, sometimes with a focus such as vulnerable pupils.

## **2.2 Leadership at all levels - Even better if...**

...leaders continued to address the specific needs of individual staff, to ensure a consistent approach to teaching and learning across the school.

...having achieved the gold award, leaders continued to raise the profile of the Rights Respecting culture.

...leaders ensured that pupils experience a broad range of subjects and opportunities for writing, whilst the process of curriculum redesign continues.

## **3.1 Quality of provision and outcomes - What went well**

- Pupils' behaviour for learning is a strength throughout the school. From the EYFS, pupils are developing as independent and resilient learners. Children in the Reception class show a clear awareness of the routines and systems. They persevere with their chosen activities and work collaboratively with their peers, explaining to others how to do a task.
- Pupils confidently talk about what they are learning, using appropriate subject language. Many remember what they have learned previously and explain articulately how they are solving their mathematics problems. They enjoy their lessons and take pride in the presentation of work in their books.
- Teachers and teaching assistants have established positive relationships with their classes so that pupils ask for help when needed. Teaching assistants provide constructive and invaluable support in lessons, based on daily planning discussions with teachers. They have a clear view about how and when to intervene to help pupils make progress.
- Teachers use questioning judiciously and effectively, often when talking to small groups or individual pupils. They are making increasing use of 'live marking' and verbal feedback, as seen to very good effect in a mathematics lesson where the teacher coached two pupils in how to recognise a mistake they had made. Pupils respond well to feedback and use it to improve their work.
- Most teachers match tasks well to pupils' different needs and starting points, as seen in lessons and evident in books, particularly in mathematics. Pupils are increasingly being offered concrete and other resources in mathematics, which was a focus for improvement last year. There is also a strong emphasis on reasoning in mathematics, as one boy said, 'we have a reasoning task every day'.
- There is a consistent approach to the use of 'working walls' in classrooms. Pupils make good use of these to support their learning in many subjects.
- Leaders are determined to improve the results in the phonics screening check, which have been just below the national average. They have sharpened the approach to teaching phonics to make it more systematic and rigorous. Pupils made appropriate use of their phonic knowledge when reading. The school is securing a wider range of books that are matched more closely to pupils' level of phonics learning.
- Reading has been a priority for the school. Leaders have developed the school's lending library and raised the profile of reading with parents. Pupils spoke with enthusiasm about the books they were reading and their favourite authors. Progress in reading by the end of Key Stage 2 was in line with the national average in 2019, and attainment at the high standard was well above average and in the highest 20% of all schools.
- Pupils join the Reception class with broadly typical levels of development, although often below expectations in the areas of communication, language and personal, social and emotional development. Historic outcomes have mainly been close to national averages at the end of the key stages. There has been inevitable variation because of the small cohort sizes and inclusion of pupils from the Charter Rose resource base. Results at the end of Key Stage 2 rose in 2019. The

proportion of pupils attaining the expected standard in combined reading, writing and mathematics was above the national average and well above in terms of the proportion attaining a higher standard.

### **3.2 Quality of provision and outcomes - Even better if...**

- ...pupils were encouraged to select the most efficient resource/manipulative for calculations in mathematics.
- ...all pupils experienced consistently dynamic and engaging phonics teaching.
- ...teachers ensured that all learning opportunities (for example, when pupils are working independently) were purposeful and pitched appropriately, to match the excellent practice in some classes.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Charter Primary is an inclusive school in which the needs of each pupil are identified and catered for effectively. Leaders have focused closely on raising the achievements of disadvantaged pupils through, for example, the internal and external reviews of pupil premium spending. Disadvantaged pupils are highlighted in pupil progress meetings and the in-school reviews, their progress is tracked rigorously, and the majority achieve well.
- Leaders have identified disadvantaged pupils' barriers to learning and planned appropriately to overcome them. They have worked hard, and with some success, to increase the engagement of their parents and to improve attendance and punctuality. Disadvantaged pupils benefit from subsidies for breakfast, after school clubs, resources and trips, as well as interventions. They are represented in all leadership opportunities and are well prepared for the next stage of their education.
- Pupils with SEND in the mainstream school and within the Charter Rose resource base achieve well as a result of high quality, well-planned and managed provision for them. The Charter Rose approach is epitomised by staff's consistently high expectations, clarity of instruction and expert understanding of pupils' needs. Charter Rose pupils make strong progress in a broad range of subjects as evidenced by the quality of their well-represented work. They are also integrated appropriately into mainstream classes and wider opportunities, such as being members of the 'Rights Respecting' steering committee.
- The school looks after the needs and welfare of all its pupils. A nurture room known as Ping's den offers a safe space for pupils and is led by an experienced emotional literacy support assistant. Pupils spoke positively about having this support available to them.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

...leaders shared the excellent practice in the Charter Rose more widely by, for example, using lesson studies involving mainstream teachers and resource-based staff.

#### **5. Area of Excellence**

Not submitted for this review.

#### **6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

The school would like to link with schools regarding 'in the moment' planning for early years and for science development. The headteacher has already established a link with one of the reviewers on this review.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**