



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR CHARTER PRIMARY SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	29/03/2023
Overall Estimate at last QA Review	Good
Date of last QA Review	15/03/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	06/12/2018

1. Context and character of the school

Charter Primary School is slightly smaller than primary schools nationally, with seven classes from Reception to Year 6 currently. It is situated on a large site in the town of Chippenham in North Wiltshire. In addition, the school includes a resource base, catering for 21 pupils with social, communication and interaction difficulties, which comprises one tenth of the number on roll.

The majority of pupils are of White British heritage, although the school includes pupils from twelve out of the seventeen possible ethnic groups. The proportion of pupils who have special educational needs and/or disabilities (SEND) is above the national average, partly due to the resource base, together with increasing numbers in the mainstream classes as well. The percentage of pupils deemed disadvantaged is higher than found nationally, although leaders describe how the catchment contrasts markedly between an area of deprivation and more affluent housing.

The enthusiastic and proactive headteacher has been in post since 2009, having been promoted from the deputy headship role she held previously. She is supported by committed senior leaders and, although relatively new to these senior posts, they have both also worked at Charter Primary for many years and demonstrate considerable skill. However, there have been significant changes to the teaching and support staff teams in recent years.

2.1 Leadership at all levels - What went well

- The headteacher and senior leaders speak with passion and conviction about the school's vision of 'create, discover, succeed together' which underpins the curriculum and all aspects of school life. This is enhanced by Ping, the dragon mascot, who was devised by the school community and features in many initiatives and rewards. For example, Ping's Den being the nurture room, sending Happy Ping messages to parents to notify them of successes, or awarding Ping is Proud certificates to pupils. The family ethos starts with Ping welcome letters and a dragon hunt for potential new starters.
- The school's self-evaluation and strategic planning documents focus accurately on key priorities to continue to secure improvements. These have been produced by the headteacher in collaboration with the senior leaders and they inform subject action plans.

- The curriculum is enriched by many activities that help prepare pupils for life in modern Britain. Fundamental British values are interwoven across the curriculum and are understood well by pupils. Furthermore, older pupils are encouraged to take on additional responsibilities, particularly the subject ambassadors, who carry out their own learning explorations in liaison with leaders.
- Pupils enjoy a wide range of extra-curriculum activities, with many lunchtime and after-school clubs led by staff and some external providers. Visitors are often invited into school, including parents who share their careers and expertise, and impressive whole-school experiences such as caving and rock-climbing units prove very popular.
- The school has established a wellbeing programme which is proving beneficial for pupils, staff and parents. Its preventative approach supports everyone to understand what happens inside their brains and to practise self-regulation. It includes activities such as happy breathing which starts each week off positively. Pupils have their own journals to make any personal reflections and online materials can be accessed by families at home.
- Relationships between pupils, and between pupils and adults, are really positive. The open culture and camaraderie established ensure that everyone can talk and listen to others, with a very inclusive ethos apparent, regardless of different needs or backgrounds. This leads to a warm and productive climate for learning, exemplified in a beautiful poem entitled 'Under the Skin', written by a Year 6 pupil during the review.
- Parents and families play an important part in school life and are very supportive of the school. Regular events, including the Charter Learning Café where pupils share books with their parents, and Learn with your Charter Child when family members spend the morning in school taking part in creative or active sessions, are well-attended and help to further enhance learning.

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

... subject leaders could clearly articulate the impact of their work on the quality of learning over time.

3.1 Quality of provision and outcomes - What went well

- The staff team has developed the broad and balanced curriculum which is bespoke to the school. This is based on the school's ethos, with 'create' referring to skills, 'discover' relating to knowledge, whilst 'succeed together' encompasses the values, rights respecting culture, and outdoor learning intrinsic to the curriculum. Foundation subjects are taught discretely with each aspect broken down into small steps of learning, and local links made whenever appropriate.

- Leaders at all levels work closely together, with commitment to continually improving their subject and pedagogical knowledge. The professional responsibilities are defined clearly, so both class teachers and teaching assistants (TAs) know exactly what they should be doing. Weekly professional development meetings and subject conferences are enhanced with individual action projects, which link to aspects of development planning and are driven by research. Current examples include exciting projects related to oracy, metacognition and the trialling of Early Years Foundation Stage (EYFS) pedagogy to some learning in Year 6. A collegial approach is taken, with class teachers and/or subject leaders often leading staff meetings.
- The learning environment, both indoors and outside, is spacious and well-maintained. Leaders' explicit expectations have led to consistency in classrooms, including working walls, history timelines and Ping's Pit displays, which visually represent how pupils can build independence by moving their learning forward within child-friendly levels of challenge.
- Staff in the EYFS provision clearly know the children well and understand what they need to succeed. This leads to a very engaging setting with opportunities to practise skills whilst exploring learning in many open-ended ways. For example, during the review children were initiating their own learning with a trellis activity. They made stick men with string, labelled these and fixed them onto the trellis, which developed their fine-motor skills.
- Phonics and early reading are taught consistently through the systematic programme, with the high outcomes leading to a love of reading in later year groups. Careful consideration has been made of the genres studied, with oral storytelling and meaningful cross-curricular links made when relevant.
- Mathematics takes a mastery approach, with a consistent focus on the use of manipulatives and learning broken down into small steps. For instance, Year 4 pupils worked well during a lesson on perimeter. The class teacher used targeted questioning skilfully, with consolidation of sentence stems and the use of magnetic sticks and straws helping pupils to investigate and measure the outlines of different shapes.
- Work across the wider curriculum is engaging and planned effectively, with high levels of creativity and strong adult subject knowledge apparent. In music lessons in the resource base, for example, pupils listened to the Carnival of the Animals by Saint-Saëns and matched different instruments to the animals, whilst another group used musical notation accurately. Likewise, in a Year 5 art and design lesson, pupils enthusiastically painted old shoe soles to represent threatened sea creatures, and then suspended these from the roof of an outdoor gazebo!
- Leaders and teachers work tirelessly to ensure that pupils are prepared well for the next stages of their education. Assessment outcomes can vary due to the differences between fairly small cohorts, although these are mostly in line with national averages.

- Leaders and the pastoral support manager are working proactively to improve attendance and punctuality, with promising signs of progress, including for vulnerable pupils. As a result, attendance overall is above national averages.

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

- ... the retrieval practices introduced became embedded, so that pupils are enabled to know more and remember more.
- ... Key Stage 1 pupils read with greater fluency by using the taught reading strategies independently.

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

- The leader with responsibility for disadvantaged pupils is the deputy headteacher, which indicates the priority given to enhancing school life for these vulnerable pupils. SEND co-ordination is a shared role, with one practitioner leading the resource base whilst the other focuses on mainstream provision. They work closely together and liaise productively with others in the school's nurture team and specialists from other agencies. Indeed, their own expertise is often called upon to support colleagues externally as well. The nurture team also includes the pastoral support manager, the senior mental health lead, an emotional literacy support assistant (ELSA), and skilled TAs.
- The nurture team shows strong understanding of the needs of vulnerable pupils and have forged valuable links with parents. Notably, all members of the lunchtime play team are TAs which helps to provide continuity and, as one pupil described, 'leads to a lighter and happier environment'.
- The curriculum has been adapted to best meet the needs of vulnerable pupils. There is a firm commitment to quality first teaching with every teacher recognising that they are a teacher of SEND. The core offer is enhanced by five-a-day expectations, such as explicit instructions and flexible groupings. Case studies indicate that this inclusive approach leads to both disadvantaged and SEND pupils progressing well from their individual starting points.
- Pupils in the resource base have multiple opportunities to find their voice by using alternative and augmentative communication systems. As a result, these pupils are able to make small step, independent choices in and around school.
- Resources, such as wobble cushions, weighted blankets and standing desks, are utilised well. These are inclusive and used effectively to support all pupils, depending on any sensory needs or barriers to learning pinpointed by staff to ensure appropriate deployment.

- The trauma-informed behaviour programme is child-centred, with strategies such as restorative conversations helping individuals to regulate their own behaviour. This empowers pupils to deal with any incidents positively, resulting in their attitudes to school life generally being very strong.

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

- ... a small number of key Makaton signs were agreed which all adults used consistently to enhance inclusive communications.

5. Area of Excellence

No Area of Excellence was submitted for this review.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)



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Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)