**QUALITY ASSURANCE REVIEW**

**REVIEW REPORT FOR UXENDON MANOR PRIMARY SCHOOL**

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| **Name of School:** | Uxendon Manor Primary School |
| **Headteacher/Principal:** | Jonathan Parry |
| **Hub:** | Chrysalis |
| **School phase:** | Primary |
| **MAT (if applicable):** | N/A |

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| **Overall Peer Evaluation Estimate at this QA Review:** | Leading |
| **Date of this Review:** | 10/11/2021 |
| **Overall Estimate at last QA Review** | Effective |
| **Date of last QA Review** | 06/03/2020 |
| **Grade at last Ofsted inspection:** | Good |
| **Date of last Ofsted inspection:** | 11/07/2017 |

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## Quality Assurance Review

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

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| **Leadership at all levels** | Leading |
| **Quality of provision and outcomes** | Leading |
| **AND** | |
| **Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs** | |
| **Area of excellence** | Accredited |
| **Previously accredited valid areas of excellence** | N/A |
| **Overall peer evaluation estimate** | Leading |

***The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.***

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## 1. Context and character of the school

'We show respect, we make the right choices, we roll up our sleeves' is the vision that is exemplified through all of the school's work. Uxendon Manor Primary School is a larger than average sized primary school in the borough of Brent, with an on-site nursery. The school has undergone a major expansion programme from two to three form entry. Currently, there are four forms of entry in Years 5 and 6 and three forms of entry in Years 1, 2, 3 and 4.

Pupils come from a wide range of ethnic groups and the vast majority of pupils speak English as an additional language. The proportions of pupils who are disadvantaged, have special educational needs and/or disabilities (SEND) and who have an education, health and care plan are all below the national average.

The school supports other local schools by leading training in mathematics and for Early Career Teachers and Initial Teacher Training students. The deputy headteacher has an MBE for services to primary education and has a Pearson Teacher of the Year award. The Early Years Foundation Stage (EYFS) leader was a SLE and a moderator for the local authority. Several leaders are undertaking national leadership qualifications.

## 2.1 Leadership at all levels - What went well

- The headteacher's unremitting drive and ambition to keep the school moving forward in an exciting, motivating way enthuses leaders and staff. Together, his close partnership with the deputy headteacher and senior leadership team (SLT) ensures that leading by example is inherent. Even being so early in the new academic year, children in the EYFS greeted the headteacher warmly by name, eager to share their learning. The SLT has worked in unity for several years. In some cases, such long-standing roles and relationships could lead to possible risk of complacency, but at Uxendon Manor, the SLT exudes passion for their work and love for the school, skilfully maximising their strengths to form a remarkable team.
- The family ethos and embedded values underpin the positive relationships that permeate the school at all levels. Senior leaders demonstrate bespoke care for everyone's mental health.

- All staff members, whatever their role, buy into the school's vision. For example, the school chef educates pupils about the importance of healthy eating. He said, 'If I can encourage one child to try a new food, that's an achievement.' During the pandemic, the three key lessons learned were cited as the importance of the mental health of all stakeholders, the high quality of relationships and making new learning, such as IT, fun! The deputy headteacher believes that 'learning should be fun!' She models this through all the support she gives. The headteacher said, 'Life can be fragile. We need to support, care for and trust people.' This is the reason that staff morale is so high, as the headteacher shared, 'the staff are with us 100% and we get back ten-fold what we give.' Pupils spoke of mutual respect and gave examples of treating others with kindness and patience saying, 'We take new pupils under our wing by translating and teaching English words'; 'We want them to feel that they belong.'
- Governors' support and challenge in equal measure. For example, they challenged leaders' decision for middle leaders to participate in national leadership qualifications. This resulted in senior leaders reflecting on and explaining anticipated impact which reinforced governors' understanding.
- Leaders at all levels have a deep and secure understanding of the school's performance. The school operates an effective system 'Teams to Transform' (T2T) where teachers from all key stages work together. This provides staff with a breadth of experience and supports succession planning. The science leader stated, 'It helps me have an overview of science across the school, so I am able to adjust the curriculum accordingly.'
- All subject leaders feel trusted to be autonomous, stating, 'the ethos and structure are about teams working together.' They receive and lead valuable continuing professional development (CPD). They create their own action plans based on their monitoring information, that feed into the school development plan, facilitating autonomy. Pupil progress meetings include support staff and enable information about pupils' progress to be used to address gaps and increase challenge. This is another reason that pupils make such consistently strong progress.
- Leaders and staff make excellent use of being so near to London and organise frequent trips to museums, galleries and the theatre. Year 6 pupils are visiting the RAF museum this week to link with their topic on World War 2. Rich texts are matched to learning, such as 'Goodnight Mr. Tom' in Year 6.

- An extensive range of extra-curricular clubs and activities are well attended (many pupils were seen enjoying playing tennis in the rain after school!). These include robotics, Lego, coding, chess, science, French, Bollywood dance, choir, theatre, cooking, orchestra and art.

## 2.2 Leadership at all levels - Even better if…

…the school's planning and development documentation more overtly reflected and celebrated the uniqueness and impact of the quality of leadership at all levels.

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

- From low starting points, pupils leave the school with standards that are above or well above national averages. The daily 8.30 am 'soft start' sets the purposeful tone for the day.
- Provision in EYFS is exceptional. The large indoor and outdoor areas are well-used, providing an extensive wealth of appealing activities that inspire children's curiosity. Children's progress across all areas of learning is accelerated because adults model ambitious vocabulary through play and make timely interventions that reinforce understanding and deepen learning. The consistency of the buzz of learning was striking.
- The school's exciting curriculum provides a wealth of learning opportunities for pupils of all ability levels. Lessons are regularly linked to real life experiences. In a Year 4 science lesson, pupils' knowledge and understanding of the digestive system was consolidated through squeezing bananas, water and bread to simulate digestion.
- All staff have secure subject knowledge which enables them to probe and deepen pupils' understanding across the curriculum, including foundation subjects. Established routines and clear timescales ensure that no learning time is wasted.
- Learning is underpinned by the facilitation of Growth Mindset, challenge, resilience and independence. Pupils reflect on their learning and progress by self and peer marking using De Bono's Thinking Hats. Pupils say that they enjoy making mistakes 'so that we can learn more.' Pupils are respectful, courteous and hungry to learn. They soak up all tasks and support each other's well-being and progress. For example, a Year 2 pupil voluntarily helped his classmate to design spines for her hedgehog collage; 'they need to look sharp so shall we try this?'

- The variety and use of resources across the school enable pupils to make strong progress. In a Year 3 mathematics lesson, pupils independently selected their own resources to support their calculation work. They were able to explain reasons for their choices. iPads and computers allow pupils to undertake their own research.
- Reading is at the heart of the curriculum. 'Read Aloud, Think Aloud' (RATA) is helping pupils to broaden and reinforce their knowledge of language. For example, in Year 6, one pupil said that this strategy 'really helps me to think, listen and understand the text better.'
- Pupils' books show progression, consistency of curriculum implementation and appropriate pitch and challenge across all subjects, demonstrating the consistency of pedagogy. Pupils' responses to feedback move learning on. For example, one pupil had responded, 'I am going to improve the speed of my multiplication tables.'
- Parental and community links are strong. There are many opportunities for pupils to develop their leadership skills by holding roles of responsibility, including school councillor, librarian, prefect, eco warrior and well-being ambassador. The school recently featured in the local press for pupils' work with local residents on a biodiversity project. One pupil said, 'We are transforming an overgrown dump into a beautiful place!' In a Year 5 challenging computing lesson on coding, higher attaining pupils proudly acted as technicians to reinforce the understanding of others.
- Questioning is well targeted in all subjects because of the powerful sequencing of the curriculum. Well-planned questions enable retention and application of knowledge, thus improving and deepening learning. Pupils collaborate and discuss in pairs and groups, leading to high engagement and a tangible buzz of dynamic chatter.
- Support staff are experienced and highly trained. They are a valuable workforce, supporting individuals and groups with competence.

## 3.2 Quality of provision and outcomes - Even better if…

**…**opportunities for collaboration were further maximised in order to deepen pupils' thinking and enable them to articulate their knowledge and understanding with clarity and confidence.

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

- Strong leadership leads to an inclusive culture where there are high expectations of every pupil to make good progress. Disadvantaged pupils and those with SEND are already on their second large writing book this term! Their beautifully presented work demonstrates their pride, stamina and engagement, leading to accelerated progress over time.
- Disadvantaged pupils and those with SEND are difficult to identify in lessons as provision for their development is so subtly bespoke. These pupils are taught within class, including pupils with autism and other complex needs. Resources such as play therapy, sensory circuits, the national tutoring programme and Lego club provide an exciting dimension to learning.
- During the lockdown periods, learning continued as usual; blended learning now forms an integral part of the curriculum. Staff had daily contact with vulnerable families during school closures which ensured that the flow of learning was as smooth as possible. Parents were extremely grateful for the excellent guidance they received.
- Learning support assistants and teaching assistants are highly trained so are competent when supporting groups and individuals. One pupil in Key Stage 1 was fully included in the lesson about prepositions because he was learning the appropriate vocabulary through placing toy characters in soapy water.
- The EYFS staff make personal home visits to identified children and the feedback from families about the value of these visits is exceptionally positive. The impact is evident in the good progress made as a result of identifying needs so early. Support from outside agencies such as an educational psychologist and a speech and language specialist meet pupils' complex needs and offer guidance to staff. One assistant headteacher said, 'It is about matching the right adult to the right pupil at the right time.'
- Well-being ambassadors in Year 6 act as 'mini teachers', teaching younger pupils to enjoy healthy lifestyles and happy playtimes.

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

There were no EBIs identified.

## 5. Area of Excellence

Excellence in Early Years - igniting young children's passions.

## Accredited

## 5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

There is a wealth of evidence to substantiate the accreditation of the EYFS as an area of excellence. These include:

- Sustained end of year outcomes in Nursery and Reception are above local and national outcomes
- Strong parental engagement and support focuses on whole family support
- The enabling environment meets needs of all learners and there is provision of challenge for all through open ended activities, ensuring that young children become independent, resilient and successful learners
- There are multiple opportunities for children to access learning in different ways
- There is a successful fusion of purposeful adult initiated, child initiated and peer to peer learning
- Targeted interventions result in accelerated learning in language, phonics and reading for disadvantaged children and underachieving children
- The high priority placed on high expectations in language ensures the use of ambitious vocabulary
- The flexible transition that is based on children's individual needs enables learning to start quickly

- There is autonomous and deep level learning based on children's individual interests
- Successful CPD training for Brent practitioners in Nursery and Reception resulted in positive evaluations and feedback
- The Assistant Headteacher/Early Years Leader provided CPD training for Brent practitioners at Brent Early Years conference
- As part of the Brent Teaching Alliance – NQTs visited and observed modelled lessons for the last five years and came to see best practice in school. This elicited excellent feedback from practitioners
- The leader was a SLE in Phonics and EYFS. Practitioners from various schools in Brent and Harrow have visited the school to see sustained shared thinking, parental engagement in EYFS, observed guided reading, phonics sessions and sessions to promote critical thinking. This has taken place over a period of six years prior to Covid-19 restrictions
- After moderation events and CPD, Uxendon's practice was shared, and schools visited the EYFS
- There is evidence of improved practice in several Brent primary schools through school to school support for the last seven years. There is highly positive feedback from all headteachers with lasting and sustained impact in their own schools
- Brent EYFS consultants quality assured Uxendon's practice and the report recommended that other nurseries and schools in Brent visit to see good practice. Other consultants visited to observe sustained shared thinking
- The leader led on in-borough and cross-borough moderation with different schools in Brent to share best practice and also to validate end of year judgements from 2012 to 2018. This led to a rigorous validation of judgements
- The high quality of the proformas used with children with SEND and SEND provision as a whole has been identified by the Brent SEND team to be exemplary and has been used to share with other schools in Brent as excellent practice.

## 5.2 What evidence is there of the impact on pupils' outcomes?

There is unequivocal evidence that children make accelerated progress through the EYFS from low starting points on entry. The EYFS lays strong, proven foundations for future academic success in Key Stage 1 and beyond. For example, results of the phonics screening test are consistently above the national average, as are the end of Key Stage 2 results.

## 5.3 What is the name, job title and email address of the staff lead in this area?

| Who is the staff lead in this area? | |
|---|---|
| Name: | Shushila Bhanderi |
| Title: | Assistant Headteacher |
| Email address: | shushila.bhanderi@uxendonmanor.com |

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

Leaders are happy with the support to which they have access.

**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.**

**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 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.**