CONSULTANCY REPORT FOR UXENDON MANOR PRIMARY SCHOOL

Name of School:	Uxendon Manor Primary School
Headteacher/Principal:	Jon Parry
Hub:	Chrysalis
School type:	Primary
MAT (if applicable):	Not applicable

Date of this visit:	01/07/2021
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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1. Information about the visit

In place of a QA Review, Uxendon Manor Primary School was visited by a Lead Reviewer who spent two days reviewing the following areas with them:

- Leadership
- Remote Learning

2. Information about the school

Uxendon Manor is a larger than average-sized primary school with 675 pupils, including 46 children in its Nursery. There are currently three forms of entry in Year 6, four forms in Years 4 and 5, and three forms in Years 1, 2, 3 and Reception. In preparation for the school's increasing numbers on roll, a building programme is very slowly being completed.

Pupils come from a diverse range of minority ethnic groups, including from Indian, Pakistani and African backgrounds. The largest ethnic group is White Eastern European. A very high proportion of pupils speak English as an additional language (EAL). Collectively, they speak 25 languages. The proportions of pupils who are disadvantaged or with special education needs and/or disabilities (SEND) or who have an education, health and care plan (EHCP) are all below the national average

Through its values of 'we show respect for others'; 'we make the right choices'; and, 'we roll up our sleeves', the school aims to provide learning that enables pupils to be the best they can be. The school is working towards becoming a Rights Respecting School.

The headteacher was appointed in September 2009. The school holds the Healthy School status and Eco Award.

3.1 Leadership – What went well

- Despite having experienced the vicissitudes of a prolonged school building programme, which has still not complete, the headteacher and senior leaders have steadfastly and valiantly focused on the welfare and progress of all pupils in this very caring and forward-thinking school.
- The headteacher has set an ethos of ambition for, and commitment to, the pupils at Uxendon Primary School. As a result of his clarity of vision and infectious

determination to bring about improvements, all senior leaders subscribe to their roles, working well together to achieve the aims.

- Leaders at all levels speak with confidence about their roles and responsibilities, due to clarity surrounding their professional expectations and the close, constructive working relationships apparent between members of the school team.
- The school is committed to distributed leadership, with senior, middle and year group leaders monitoring teaching and learning, and producing exceptionally detailed action plans which inform, and are informed by, comprehensive development planning. All subject action plans are carefully evaluated by senior leaders to ensure that action points have led to the appropriate impact.
- Incisive monitoring and quality assurance practices across the leadership team help ensure that pupils' achievement is consistently strong. For example, leaders have targeted reading and writing as key areas for improvement and introduced new initiatives, such as 'Read Aloud, Think Aloud' to improve pupils' standards. This has led to a rise in pupils' attainment in Key Stage 2.
- Professional development conversations are held with all staff three times annually. These connect closely to school development planning, with the prime focus on constantly developing pedagogy and subject knowledge. For example, one member of staff undertook a project which led to marked improvements in pupils' reading skills.
- The enthusiastic and resilient leader of the Early Years Foundation Stage (EYFS) has introduced many initiatives and strategies to improve the standards of the youngest children. For example, NELI has been extremely successful in rapidly helping these children to improve their communication skills.
- The knowledge-rich curriculum inspires all groups of pupils to learn. High-attaining pupils respond well to ambitious texts, discussions, and debates and older pupils in Year 6 enter for the UK mathematics challenge. In the recent past, several pupils have been successfully entered early for GCSE mathematics. Discrete, well-sequenced lessons in each subject help to build pupils' knowledge, with purposeful connections made between subjects and across year groups.
- Senior leaders have high expectations of staff and pupils and create a strong climate for learning. They have identified continued improvement in the quality of teaching and learning as one key priority and introduced responsive marking, which is markedly improving the quality of teachers' feedback to pupils.
- The school's inclusive ethos consistently focuses on meeting pupils' individual needs. As a result, learning gaps diminish significantly during pupils' time at Uxendon and case studies are testimony to the strong progress that disadvantaged and SEND pupils make.
- Staff encourage pupils to take responsibility for their own learning, providing many stimulating opportunities for them. There are interesting units of work which are carefully planned and sequenced around pupil voice and interests: for example, the enriched curriculum unit on 'Infinity and Beyond' in Year 4 and 'Lights, Camera and Action' in Year 5.

3.2 Area 1 – Even better if…

...none identified during the consultancy.

4.1 Remote Learning - What went well

- The school's approach to recovery and remote learning, led by the assiduous deputy headteacher, is highly effective. As a result, pupils thrived during the enforced closures and settled quickly back into school life, with attendance above the national average since reopening.
- Staff put the needs of disadvantaged pupils and those with SEND at the heart of their planning. The school is truly inclusive and one prominent reason for this is that provision for disadvantaged and SEND pupils is exceptionally well led. Consequently, at Uxendon school there are no significant differences in the outcomes of pupils. Disadvantaged pupils, those with additional learning needs and their peers perform equally well in this vibrant ambience.
- The regular curriculum continued with similar provision for pupils working at home and in school. Online learning included live modelling and pastoral support, and intervention programmes continued for those identified pupils. A total of 64 computer devices were sent to pupils in need, 46 of which were donated by the local community.
- The teaching team made continual adaptations to improve the school's provision with regular written feedback given. Numerous examples include Reception pupils benefiting from phonics, literacy, mathematics and topic work; and Year 2 teachers uploading a variety of tasks relating to English, mathematics and topic work. Notably, leaders' monitoring continued as usual to help ensure consistency in the quality of teaching and learning.
- The remote learning plan is exceptionally detailed, informative and creative, with a range of strategies and digital platforms. The base platform for the EYFS and Key Stage 1 was Seesaw, and Google Classroom was provided for Key Stage 2. Numerous other platforms were also deployed to enhance pupils' learning and across the school there were daily English and mathematics lessons, including a daily phonics lesson for Reception and Year 1.
- The school provided Zoom instrumental lessons for pupils, which included sessions on guitars, violins and keyboards. There were stimulating digital 'spell your name sports days' when pupils participated in star jumps, crab walks, push-ups and sit-ups. Virtual school trips were based on the theme of visits to zoos in different parts of the world, such as San Diego, Australia and the Netherlands and pupils were set writing and investigative tasks based on their 'virtual' visits.

- Pupils' learning and emotional needs were continually assessed remotely, with many more pupils invited to work in school than recommended. In addition, all pupils received regular telephone calls to check on their well-being.
- The school continuously and relentlessly focuses on the impact of their imaginative and varied strategies. Their forensic and exceptionally detailed assessments in the EYFS, Key Stages 1 and 2 demonstrate clearly leaders carefully and meticulously analysed pupils' language, reading, writing and mathematical skills throughout the process. As a result, pupils' progress is comfortably above local and national averages.
- The strong relationships which the school enjoyed with families continued and parental engagement was a pivotal part of the remote learning programme. During the lockdown, the school continued to provide free digital English for Speakers of Other Languages (ESOL) classes for parents, parent gym sessions aimed at strengthening the family unit and European Settlement Scheme parent workshops. Other strategies included the purchase of phonics workbooks for parents to use at home for every child in Reception and Key Stage 1. Parents are also becoming far more involved in planning in the EYFS and in their children's assessment.
- The staff team benefited from a programme of online professional development, for both technological up-skilling and subject knowledge input. This strong, collaborative and supportive approach helped ensure that all members of staff were also carefully considered and catered for.
- Exceptional provision was made for staff and pupils' well-being. Pupils' mental health was a high priority. For example, specialist counselling was sometimes included in pupils' support programmes. There are 'well-being check-in' boards outside each class so that pupils can record their feelings each day, well-being half days are arranged and there is a well-being team on Zoom. Staff and pupils are kept very well informed on all matters in the warm, friendly, family atmosphere of this school.

4.2 Area 2 – Even better if…

... the school shared its excellent practices with other schools and submitted an area of excellence on this.

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

- Following discussions with the headteacher, the school would like to reflect further about what support they might like.

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This visit 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.