QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR UXENDON MANOR PRIMARY SCHOOL

Name of School:	Uxendon Manor Primary School
Headteacher/Principal:	Jon Parry
Hub:	Chrysalis
School type:	Primary
MAT:	N/A

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	06/03/2020
Overall Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	11/07/2017

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	Leading
Quality of provision and outcomes	Effective
AND	
Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs	
Area of Excellence	None submitted
Previously accredited valid Areas of Excellence	N/A
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

Uxendon Manor is a larger than average-sized primary school with 658 pupils, including 52 children in its Nursery. There are currently two forms of entry in Years 6, three in Years 5, 2, 1 and Reception and four in Years 3 and 4. In preparation for the school's increasing numbers on roll, a building programme is 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). They collectively 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.

2.1 Leadership at all levels - What went well

- The well-established headteacher and his senior team are passionate to go on improving their school. They have revised their vision for the curriculum to ensure it better matches the full range of pupils´ needs.
- Self-evaluation documents carefully set out most of the school´s strengths and areas for improvement.
- There is a very detailed development plan, which includes separate sets of objectives for each subject. Where these are clearest, deadlines for actions and associated impact measures are made explicit across the year.
- Governors know the school well. They visit regularly and offer constructive challenge and support.
- Leadership roles are set out clearly. Senior leaders have a strong overview of teaching and learning across the school. Their systematic monitoring informs staff training priorities and has a positive impact on raising standards, especially in Key Stage 2.
- Subject leaders share an infectious enthusiasm for their subjects and the school. They plan expected progression in their subjects and monitor learning quality effectively. Phase or year leaders ensure intentions are implemented consistently across classes in most year groups.
- Strategies implemented in recent years have had a positive impact on raising standards in reading and maintaining high outcomes in mathematics.

- A high priority is given to involving parents in their children´s learning through a wide range of activities, including assemblies and school and community events. Additional, bespoke programmes for targeted groups strengthen parenting skills, help develop early literacy and enable large numbers of parents to gain national English as a second language qualifications.
- Partly as a result of these strengthening relationships, most pupils attend school regularly. Through surveys and informal communication, parents regularly share their positive views of the school.
- There is a comprehensive personal, social and health education programme that encourages pupils to keep themselves safe and develop healthy lifestyles.
- Regular, research-based training and coaching support enable most staff to have a consistently positive impact on provision and outcomes for pupils.
- New teachers to the school or the profession are carefully deployed in teams with more experienced staff. Strong links with other schools and the teaching school alliance underpin the quality of their continuing professional development programme and the school´s strategies to retain, recruit and develop all staff.
- High numbers of pupils participate in a range of clubs held before school, during lunch and after school to develop their interests, talents and characters. Their pupil voice is heard as school council members and in future leader roles, such as eco warriors, house captains and prefects.

2.2 Leadership at all levels - Even better if…

…the revised vision for the curriculum were articulated more clearly and embedded more widely to enable governors and middle leaders to gain an even clearer understanding of how well different groups of pupils are doing.

…the development plan were refined to focus on the school´s key priorities and included staged action points that would enable all staff to realise how well objectives were being met during the academic year.

3.1 Quality of provision and outcomes - What went well

- Relationships between pupils are exceptionally strong. They show mutual respect and collaborate well.
- Pupils' attitudes to learning are very positive. They are keen to answer questions without fear of failing, affirming, 'We make mistakes, but it is ok. It is good for learning'.
- The school´s values of respecting others, making the right choices and working hard are reinforced in all areas, encouraging pupils to succeed in most lessons.
- The Early Years Foundation Stage (EYFS) curriculum both excites and challenges children. For example, children were engrossed in making their own cakes, reading the recipe and measuring and weighing ingredients independently.

- Provision is well balanced to meet the needs of the majority of pupils. A greater emphasis on all national curriculum subjects from last year is helping to keep it broad. Themed weeks - planned by subject and phase representative 'teams to transform' - make meaningful links between subjects.
- The personal, social and health education programme teaches pupils to tolerate those who have different views and beliefs from their own, keep themselves safe and develop as effective citizens.
- Residential and day trips, and visitors to the school enhance pupils' understanding of the world of work and give them role models to aspire to in future years.
- Teachers regularly update their subject knowledge and pedagogical skills in school-based workshops and through external training.
- Work set most often challenges pupils, matching their needs through 'mild and spicy' challenges and different levels of support for different pupil groups.
- In lessons, most teachers use questions well to check pupils´ understanding and deepen learning. In the best teaching, teachers model answers to develop independence and use pupils´ answers to identify the next steps of the lesson.
- A common 'receive, reinforce, review' structure in most lessons encourages pupils to self-assess. In Year 4, pupils applied 'thinking hats' techniques to consider how they felt during the mathematics lesson as their understanding progressed.
- Support from teaching assistants and learning support assistants has a positive impact on achievement. In the best practice, assistants intervene only where appropriate to ensure pupils develop independence in their learning.
- Classrooms and corridor displays reinforce the school´s values and expectations and celebrate pupils´ learning.
- Resources are mainly used effectively to engage pupils´ interest and practise their skills. In Year 1, pupils enthusiastically used magic mini-microscopes to spot adjectives in their writing.
- Pupils appreciate verbal feedback from teachers in lessons, such as in mathematics in Year 6. They understand the school´s colour-coded marking system and respond well to teachers´ written comments.
- Improvements in reading through 'read aloud, think allowed' and guided reading sessions have strengthened comprehension and encouraged the love of reading evident in Years 2 and 4.
- Effective phonics teaching in the EYFS, along with activities that develop their interest in books, gives children a strong basis for future learning.
- Teachers read to pupils with enthusiasm, bringing excitement in learning that underpins pupils' use of language across the curriculum.

- On entry, children's skills are below what is typical, partly because there is a high proportion of pupils with EAL. Younger children get off to a good start in their learning. By the time they leave school, progress rates overall are strongest in mathematics. Progress has improved significantly in reading over the last year. Middle prior attaining pupils made the strongest progress. Gaps between different groups of pupils are closing across the school.

3.2 Quality of provision and outcomes - Even better if…

…new or improved plans for learning in other than core areas were embedded to underpin strong progress across the curriculum for all groups of pupils.
…the rates of progress were improved overall, especially in Key Stage 1, in writing across the school and for pupils with high prior attainment.

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

- Disadvantaged pupils and pupils with additional needs have the same entitlement for learning as other pupils. The planned curriculum ensures all pupils have similar experiences, but the different levels of support provided for them enable these pupils to achieve well.
- In lessons, disadvantaged pupils and those with additional needs make strong progress through a combination of quality first teaching and additional help provided by teaching or learning support assistants.
- Bespoke early morning support helps disadvantaged pupils and those with additional needs to catch up on areas they may not have understood fully or completed confidently.
- In power learning groups in lessons, teachers seat disadvantaged pupils and those with additional needs with other pupils, helping to stimulate learning and engage them effectively in paired or group activities.
- Teachers and teaching assistants are very aware of the pupils who are disadvantaged or who have additional needs. They ensure they participate fully and are challenged effectively, particularly those who have prior middle attainment.
- There is very close communication between the special educational needs coordinator, the inclusion team and class teachers to ensure all staff are aware of and plan to address the details in EHCPs, or the school´s plans for pupils with particular needs.

- A range of effective additional interventions supports disadvantaged pupils or those with EAL or SEND.
- Pupils on the autistic spectrum are supported well through sensory sessions led by three members of staff trained as emotional literacy support assistants. These sessions help pupils to self-regulate and build their language and communication skills.
- Outcomes indicate that disadvantaged pupils and those with additional needs make strong progress and gaps in achievement continue to close.

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

…the good work in closing attainment gaps were reinforced, especially for pupils with prior higher attainment.

5. Area of Excellence

None submitted.

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

Leaders would like to access different examples of development plan models and ways of presenting a school´s leadership structure.

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.