



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR BRAUNSTONE FRITH PRIMARY SCHOOL

<b>Name of School:</b>	BRAUNSTONE FRITH PRIMARY SCHOOL
<b>Head teacher/Principal:</b>	Amelia Smith
<b>Hub:</b>	East Midlands South
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	N/A

<b>Estimate at this QA Review:</b>	Good
<b>Date of this Review:</b>	13/02/2019
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	04/12/2017
<b>Grade at last Ofsted inspection:</b>	Requires improvement
<b>Date of last Ofsted inspection:</b>	21/02/2018



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR BRAUNSTONE FRITH PRIMARY SCHOOL

#### Quality Assurance Review

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

<b>School Improvement Strategies</b>	Good
<b>Outcomes for Pupils</b>	Good
<b>Quality of Teaching, Learning and Assessment</b>	Good
<b>Area of Excellence</b>	None submitted for this review.
<b>Previously accredited valid Areas of Excellence</b>	Phonics 07/11/2016
<b>Overall Estimate</b>	Good

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

## **1. Context and character of the school**

- Braunstone Frith Primary School is much a larger than average primary school. It is situated in an area of high social deprivation in Leicester. There are marginally more boys than girls in the school.
- The proportion of disadvantaged pupils is much higher than the national average. Almost half the pupils on roll are in this category.
- The proportion of pupils from minority ethnic backgrounds is higher than the national average, while those for whom English is an additional language (EAL) is broadly in line.
- A higher than average proportion of pupils have special educational needs and/or disabilities.
- Mobility is high, with a larger than average proportion of pupils joining or leaving the school at other than the usual times.
- As befits a school of this size, the large senior leadership team (SLT) comprises the headteacher and her deputy, who is responsible for Years 5 and 6. There are four assistant headteachers responsible for the Early Years Foundation Stage (EYFS), Key Stage 1, Year 3 and Year 4 respectively.
- The school is currently in the process of converting to academy status, which is scheduled to be completed by the summer of 2019.

## **2.1 School Improvement Strategies - Progress from previous EBIs**

- The previous EBI has been recognised by leaders. Pupils have greater independence and are more focused on extending their own learning by setting their own challenges in class. Progress is effectively tracked through 'data drops' every six weeks. Detailed pupil progress meetings highlight general progress and identify the support that individual pupils or groups require.

## **2.2 School Improvement Strategies - What went well**

- The school is exceptionally well-led by the headteacher who really knows her school. The SLT is a strong, cohesive unit that has a unified drive to raise standards in all phases and provide the best possible learning experiences for pupils. They consistently promote the school's motto, 'Positive Thinkers and Lifelong Learners'. There is a clear vision for improvement which is shared by all staff. School improvement is less about making radical changes, but more a case of making fine adjustments to existing practice to bring improved results.

- The REACH IT (Resilience, Engaged actively, Accountable, Challenged, Have a go, Independent and Teamwork) model has been introduced by the deputy headteacher, re-vamping the behaviour policy to re-shape learning behaviours. Following widespread consultation in the city and with the local authority, this programme has improved classroom behaviour in the first instance, but in addition, has raised attitudes to learning. Teachers have taken ownership of this strategy so that it works effectively according to the age of their pupils. Points are awarded and cumulatively rewarded with stickers and certificates. This practice was observed repeatedly in class throughout the review.
- Learning Wheels were introduced in the Autumn Term to monitor the quality of teaching. These enable leaders, in their coaching roles, to give a clearer overview of teaching and provide support where it is necessary. This also facilitates the sharing of good practice by individual teachers or whole phase teams.
- Reading results have improved because there has been a greater focus on more sophisticated texts and genres. This has resulted in pupils having a greater depth of understanding so that they are able to ask, and answer, more complex questions. Girls have been a group who have improved because strategies to boost their confidence in reading have been successful.
- Work on oracy is a recent initiative across the school to further boost reading but also to raise standards in writing. The leader of this strategy is a member of the National Oracy Leaders training programme and is developing this area because as the headteacher stated, "if pupils can speak it, they can write it". The impact is beginning to be seen, and the recent data collection reveals progress in most year groups.
- The quality of planning is improving because leaders have introduced a system where in each year group, one member of staff plans for literacy and disseminates it to other staff through coaching and support sessions, while another plans for numeracy. This is in its early stages, but positive impact is already evident.
- The school's approach to the teaching of mathematics has been successfully refined to improve the consistency of the teaching of this subject, with a corresponding improvement in outcomes. Continuing professional development (CPD) around the structure for the teaching of mathematics has helped staff to accelerate learning for all pupils but especially the 'rapid graspers'.

### **2.3 School Improvement Strategies - Even better if...**

- ...leaders included headline data for disadvantaged pupils within the self-evaluation documentation to celebrate success and indicate areas for further development.
- ...leaders ensured that all strategies were applied consistently by all staff in order to accelerate progress.

### **3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs**

- There were no EBIs under this heading.

### **3.2 Quality of Teaching, Learning and Assessment - What went well**

- Teaching and learning are consistently strong across all phases. A wide range of CPD focusing on planning and the delivery of lessons has improved the quality of teaching and learning. Reading, writing and mathematics have all received some form of focus, resulting in better outcomes. As a result, more pupils are achieving greater depth standards in these subjects.
- Teachers have high expectations of their pupils. Behaviour management strategies are appropriate and effectively applied when necessary. Positive relationships are commonplace, and pupils enjoy their learning experiences; teachers make learning fun.
- The focus that has been placed on teachers' planning is evident. Lessons are well-paced so that no learning time is lost. Tasks are differentiated so that all abilities are catered for, and the challenges teachers set test the understanding of all pupils. This was particularly evident in a Year 4 lesson where the fluid grouping enabled each group to be stretched, especially those said to be 'rapid graspers'.
- Questioning is a strength. Teachers skilfully probe pupils' knowledge, as was exemplified in a Year 6 mathematics lesson where the teacher frequently extended questions by stating, "how, why, prove it?"
- High engagement is a common feature in classrooms. Pupils are fully focused on their work for most of the time. Late in the afternoon, pupils in a Year 6 lesson were palpably excited when the teacher announced that they were moving on to some fractions problems! The consistent application of the REACH IT strategy also contributes to high levels of behaviour and positive attitudes to learning.
- There is widespread application of effective assessment for learning strategies, including the use of 'resident experts' in class to provide useful peer-to-peer support. Wherever possible, teachers apply learning to real-life situations. Year 4 work on micro-electronics resulted in the pupils 'qualifying' as apprentice electricians.
- Pupils' books, across all phases, indicate positive progress, reflecting teachers' high expectations and the appropriate level of differentiation.
- There is effective use of additional adults in the classroom. Learning assistants are well-deployed and make a positive contribution to the learning of disadvantaged pupils and those with SEND.
- Teaching in EYFS is strong, with indoor and outdoor areas utilised to the full. Particularly noteworthy is the plentiful writing activities to engage boys in this aspect of their development.

- The specific teaching of oracy is adding to pupils' language development, with older pupils teaching younger ones ways to express themselves through their writing and speaking. Consequently, this is leading to improvements in pupils' conversational language and purposeful talk, as well as their written work.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

- ... teachers exploited opportunities to enable pupils to begin their work sooner if additional support or scaffolding was not required.
- ... teachers ensured that consistent modelling made the task clear so that pupils had no misconceptions and thus maximised the impact of the learning.

## **4. Outcomes for Pupils**

- Children enter EYFS at levels of development that are well below what would normally be expected. In Reception last year, the average developmental age was eighteen months behind children's chronological age. It is testament to the high-quality teaching and learning that children receive in this provision, because they made strong progress. In 2018, the three-year trend of improvement continued, with 64% achieving a good level of development, which was approaching the national average.
- A similar pattern of improvement over time occurred in the Year 1 phonics screening check, where the proportion who passed the test was above the local authority and national measures. The average score was also higher.
- Performance at Key Stage 1 saw a decline over previous years in reading and writing at the expected level although mathematics improved somewhat. Attainment in writing at the higher standard plateaued but improved significantly in reading and mathematics. Scores were generally below the national figures, but the age-related expectation gap narrowed, especially in reading and mathematics.
- Results at Key Stage 2 indicated significant improvement. The strong progress pupils made was illustrated by figures for reading and writing that were comfortably within the average progress confidence intervals, with mathematics higher. Progress was much improved over the past three years. Attainment figures in all three areas showed improvement over the previous year at the expected and greater depth standards; mathematics dramatically so. This was mirrored in the grammar, punctuation and spelling test, although the score was below the national average at the expected level; it was in line at the higher standard.
- The attainment of disadvantaged pupils at Key Stage 2 was some way below that of non-disadvantaged pupils nationally, although progress measures reflected strong results. Average figures were well within the confidence interval range, again, with mathematics the strongest of the three areas. Leaders are resolute in diminishing differences further.

- The attainment of pupils with SEND at Key Stage 2 was understandably below national averages but their progress in reading and mathematics was strong. Writing trailed the other two subjects by some considerable margin, though.
- Combined results have improved because upper Key Stage 2 staff have a clearer understanding of where gaps in knowledge exist and can skilfully apply the appropriate interventions to raise outcomes.
- Leaders forensically analyse data regularly on a class-by-class basis so that any under-performance can be identified, and any common groups can be the subject of quality-first teaching as opposed to individual interventions led by learning assistants.
- Current data indicates improvement at Key Stage 1 over last year's results, and with a cohort with less severe needs, leaders are confident that attainment will see more pupils reaching age related expectations. Other headline measures are positive so that continued improvement is evident in EYFS and at Key Stage 2. Writing continues to be a main focus to raise these outcomes further.

## **5. Area of Excellence**

None submitted for this review.

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

Senior leaders are already arranging a visit to one of the team reviewer's school.

**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.**