



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR BRAUNSTONE FRITH PRIMARY ACADEMY

Name of School:	Braunstone Frith Primary Academy
Headteacher/Principal:	Amelia Smith
Hub:	East Midlands Hub
School phase:	Primary
MAT (if applicable):	Life Multi Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	02/03/2022
Overall Estimate at last QA Review	N/A
Date of last QA Review	15/01/2020
Grade at last Ofsted inspection:	N/A (Requires Improvement prior to academisation)
Date of last Ofsted inspection:	N/A



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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:

Leadership at all levels Effective

Quality of provision and outcomes Effective

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence Oracy: Learning to talk and learning
through talk.

**Previously accredited valid areas
of excellence** None

Overall peer evaluation estimate Effective

***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.***

1. Context and character of the school

Braunstone Frith is a large primary school on the edge of Leicester. The school has a very stable staff who are deeply committed to their community.

Just under half of the pupils at the school are in the disadvantaged group. The number of pupils with special educational needs and/or disabilities (SEND) is double the national average.

This academic year the school opened a designated specialist provision (DSP) for pupils with social, emotional and mental health needs (SEMH). All of the pupils attending are on the Braunstone Frith roll. Admissions is via a local authority panel. All pupils have to have an education health and care plan (EHCP) with SEMH as the primary diagnosis. The staff at the DSP have had specialist training to support the pupils' learning that includes attachment and trauma training.

The headteacher has developed a stable extended leadership team.

2.1 Leadership at all levels - What went well

- Leaders at Braunstone Frith are steeped in developing the pedagogy at the school based on a research approach. Staff here have a dialogue that is rich in referencing the research they are using to develop a scientific approach to learning. This is articulated through the school's self-evaluation form (SEF) and in the school development plan (SDP). This is then transferred into the professional development that is taking place at the school to achieve the SDP's aims.
- Subject leaders show their deep understanding of the Braunstone Frith curriculum for every year group across the school. For example, leaders could discuss in detail the new Early Years Foundation Stage (EYFS) science topics found in the 'Understanding the World' strand and how the Year 6 pupils were starting a project that would take place both at the school and at the local secondary school with teachers from both provisions.
- The pedagogy used at the school is driven by the school's context. Many children arrive at Braunstone Frith with lower than expected levels of receptive and expressive communication. This has been exacerbated by the bumpy start many children have had during the pandemic.
- Leaders have chosen to focus on developing the pupils' ability to communicate their wants and needs through targeted work developing the pupils' oracy. A member of the leadership team is now a school oracy lead and works closely with

Voice 21. There are trained oracy 'pioneers' within the staffing to help drive this focus in all aspects of the pupils' learning. Teachers are trained on the best ways to develop oracy through discussion guidelines. Pupils have roles at different points to build their oracy skills. For example, as a 'builder', 'clarifier' or 'challenger'. This methodology is in every classroom and is consistently rehearsed and revisited. For example, pupils could talk about these roles once they had been reminded about the 'discussion rules' they had learnt.

- This then links to the drive by leaders to ensure that disadvantaged pupils and those with SEND benefit the most from this. Leaders have carefully planned the curriculum to keep pupils in their lessons for the most time possible. Leaders believe that this is where the pupils can be exposed to the highest quality teaching. Overall, interventions outside the classroom are reducing. Those that do take place serve to build the pupils' skill sets so they are more able to support themselves within the classroom.

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

...leaders wrote the SEF linking evidence to each statement to clearly show the impact of their drive for school improvement.

3.1 Quality of provision and outcomes - What went well

- At Braunstone Frith leaders are constantly working to refine the pedagogy used in the school. The driver for this is ensuring that pupils at Braunstone Frith are well prepared for the next stage of their education. Subject leaders talk confidently about curriculum content and pupils build specialist subject knowledge over time.
- Quality teaching using the school's oracy and broader communication approach helps pupils understand the expectations within each lesson. For example, in every classroom there is a clearly marked science display with a laboratory coat. When it is time for science, the teacher puts on the coat and a large badge that explains the science activity taking place.
- In class the pupils are exposed to 'Anchor Charts'. These show the previous learning that the class has covered and ensures that the pupils can see the structured progress within their learning. Pupils are taught how to review what they have learnt and how that 'sticky knowledge' will help them complete the challenge of today's lesson.
- Even the youngest pupils can achieve high quality work. For example, Year 1 pupils had a 'real life mission' to set up an art gallery in the school. To achieve this, they visited an online gallery using virtual reality headsets. They could talk about how they then learnt the process of pointillism, being encouraged and

coached in 'crews' to create beautiful pictures of sea creatures. Pupils measured their pictures with Multilink and made wooden frames for their artwork. These were displayed with information labels written to a high standard by every pupil. This work was then displayed for an opening night with parents and carers in the school foyer.

- The behaviour of the pupils at the school and their love of learning is exceptional. A third of the pupils on the SEN register have SEMH. Leaders have engineered an environment with clear and unambiguous communication. Throughout the school pupils are calm and studious. They are polite and are keen to discuss their work with anyone visiting the classroom. There are reduced instances of pupils being upset, unable to articulate their feelings, wants and needs. Pupils understand the school environment and are not overloaded, confused or threatened by the high expectations set for them. For example, during one afternoon all of the classes in the main building had the general hubbub of diligent working while at the same time the fabulous sound of a steel drum band rang out across the school. Pupils with SEMH in the specialist class beavered away in the cookery room linking their learning in mathematics to life skills. The pupils baked chocolate cupcakes with the support of specialist staff using their oracy skills to discuss their work.

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

... leaders evidenced the progress all pupils made in every Braunston Frith curriculum subject.

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

- Pupils who are disadvantaged at the school are exceptionally well supported. Leaders have developed a 'hierarchy of needs' for pupils who are disadvantaged in any way. This is based on Maslow's Hierarchy of Needs concept and is a pyramid with the addition of a safety net. Teachers have thought through where all disadvantaged pupils sit on this hierarchy of needs. Within the safety net, pupils have weekly support to ensure that they read, complete a reading quiz, complete their spellings and practise their timetables. Closer to the top of the pyramid, more targeted interventions happen to enable disadvantaged pupils to make accelerated progress, so that their outcomes match the rest of the cohort.
- Because of this approach, pupils across the school build deep, trusting relationships. The pupils love their school and could not hold back their feelings.

When asked, a group of Year 3 and Year 4 pupils shouted out that 'We love our school!'

- This is the eighth year that leaders have striven to improve oracy, moving from a focus on learning to talk to learning through talk. This is planned and orchestrated to ensure that disadvantaged pupils are given the skills they need so they are well prepared for through every transition in their education.
- Braunstone Frith is a school where pupils have been taught the skills and have the scaffolding they need to fully access their learning. For example, in Year 2 science, pupils with SEND used sentence stems to help them articulate the differences between animals and could explain how this linked into a habitat topic.

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

...leaders ensured that the sex and relationships curriculum was fully integrated into the personal, social, health and economic education curriculum.

5. Area of Excellence

Oracy: Learning to talk and learning through talk.

Developing

5.1 How is this area developing to be a strength? What actions is the school taking to grow expertise in this area?

Leaders have been developing oracy with the group Voice 21 since 2014. The school has a trained oracy lead and trained oracy 'pioneers' across the curriculum. The drive to develop oracy for pupils at the school has been a reaction to the high levels of disadvantaged and SEND pupils coming onto the roll. Leaders have evidenced increasing low starting points for expressive and receptive communication.

5.2 What are the next steps to work towards accredited status next year?

The evidence that leaders have for the impact of oracy for behaviour and personal

development is clear. The evidence of the impact of oracy for pupil progress across every subject within the curriculum is less clear. Leaders are in the process of putting this into place, but the raw evidence of every pupil's progress across the school for every subject within the curriculum is not yet fully available.

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

For the school to link leaders with other similar schools to moderate standards of high quality teaching.

For Braunstone Frith to link with schools with similar cohorts and share like-for-like information on attendance and progress tracking across the curriculum.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

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.