



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FOXFIELD PRIMARY SCHOOL

Name of School:	Foxfield Primary School
Headteacher/Principal:	Rupinder Bansil
Hub:	Inspire Partnership Hub
School type:	Academy Converter
MAT (if applicable):	Inspire Partnership

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	03/02/2020
Overall Estimate at last QA Review (if applicable)	Outstanding
Date of last QA Review (if applicable)	28/01/2019
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	29/09/2015 for the predecessor school

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 Leading

AND

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

Area of Excellence (if applicable) Accredited
High quality teaching sequences and
learning journeys in English and
maths to enable depth for all children

**Previously accredited valid Areas
of Excellence (if applicable)** Curriculum Design, 28/01/2019
Mathematics cycle and reasoning
stickers, 30/11/2017

Overall Peer Evaluation Estimate Leading

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

Foxfield is a larger than average three form entry primary school with 718 pupils. The school has a nursery which provides morning and afternoon sessions. There is a designated specialist provision which provides 10 places for pupils with autistic spectrum disorder (ASD). Foxfield Primary became an academy in 2017. The school belongs to the Inspire Trust which currently has five primary schools and has plans to take on 4 more schools in 2020.

Foxfield Primary is a popular, oversubscribed and very diverse school. Almost 30 % of its pupils are disadvantaged and approximately 20 % have SEND. The proportion of pupils with English as an additional language (EAL) is higher than the average nationally as is the proportion of pupils from minority ethnic backgrounds. The largest significant group of Pupils is of Black heritage, who make up just over 30 % of the school population. Pupils of Black African origin comprise 20% and those from white British backgrounds form almost 19 %. White European Pupils make up a further 10%. Pupils from other Asian backgrounds constitute almost 15 % of pupils on roll. There is a wide range of Pupils from other backgrounds.

2.1 Leadership at all levels - What went well

- School leaders have responded fully to the EBIs from the previous review. The impact of innovative live research projects is systematically gathered. Successes are shared widely across the trust and beyond. Staff regularly host 'excellence days' for schools across the United Kingdom and beyond to share Foxfield's approach to curriculum design. In Autumn 2019, Foxfield Primary School leaders provided acclaimed training events for British and overseas school leaders. Additionally, staff shared the school's area of excellence (curriculum and character skills) through the Inspire curriculum conference and the Challenge Partners initiative 'Growing the Top'. Leaders systematically analyse feedback to inform further bespoke support for the participant's organisation.
- Relationships come first in this principled organisation. Therefore, staff retention is high, pupils come to school eagerly and attendance at Foxfield has exceeded national averages over the last three years.
- This is an outward facing, ethically-led school. Senior staff emphasised 'we give away our good ideas, we all gain by that'
- Inspirational leaders are evident at every level in this exceptional school which is closely aligned with partner schools within the trust. Everyone can be a leader in this vibrant learning community. For example, early career teachers have developed systematic sequences of learning such as multiplication exercises which are used throughout the school.

- Individuals at every level have meaningful opportunities to grow. Staff and pupils recently participated in an Education Endowment Foundation research programme that enabled pupils to further develop their writing strategies and create high quality texts for a specific audience and purpose. As a result, top quality writing is beautifully displayed across the school. This includes eloquent scripts about endangered species prepared by Key Stage 2 pupils.
- Well established, highly motivated staff fully understand the needs and background of each child. Consequently, relevant, well-planned lessons and exciting curriculum enrichment activities capture learners' attention. Pupils enjoy a wide range of stimulating experiences including recent trips to The Science Museum and visits from those with different perspectives such as Amnesty International visitors. This means pupils are well informed and tolerant.
- Pupils of all stages participate in activities that give them the chance to develop their known and untapped talents and aptitudes. This means all youngsters at this school can discover and develop their potential. Pupils of different ages enjoy violin lessons and participate in a range of accessible sports activities. Leaders stated 'we are always looking for the best for our children'
- Pupils make rapid progress both within lessons and over time. For example, over the last three years pupils have made excellent progress across reading, writing and mathematics from low starting points. Key Stage 2 results significantly exceed national averages in mathematics and writing.

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

... leaders continued to embed a research culture amongst support staff.

3.1 Quality of provision and outcomes - What went well

- Leaders have fully addressed the EBI from the last review. The scrutiny of pupils' work confirmed that teachers ensure pupils' written responses to reading text are as strong as their deep, well-reasoned verbal responses.
- Teachers have developed an innovative, values-led global curriculum that arouses pupils' interest and actively engages them in exploring contemporary issues such as the lived experience of refugees. In a Year 5, lesson learners had superb opportunities to recognise inference and bias within a piece of prose. Pupils confidently expressed their own views about different attitudes to immigration.
- Leaders ensure every opportunity is taken to further develop pupils' reading skills and actively cultivate their love of literature. The youngest children are introduced to high quality books and systematically taught to link sounds and letters accurately. Year 1 pupils proudly sounded out split digraphs and used these in

their writing. Pupils of all ages experience highly focused daily supported reading. Teams of well briefed adults assisted individuals and small groups of Key Stage 1 pupils to learn and apply specific reading skills. This has resulted in rapid pupil progress in reading from low starting points.

- Teachers apply a 'teaching backwards' approach that starts with a clear end goal to ensure pupils know what is expected from the start of a learning episode and the final destination. In a Year 4 French lesson, a pupil ambassador explained '...we are now learning nouns and verbs in action... it means when I visit France ...I can talk to people and they will respect that I have learned the language'.
- Staff enable pupils to take responsibility for their own learning. Every classroom has a wealth of visible learning prompts that challenge pupils to reflect on and improve their work. Pupils in a Key Stage 2 class used helpful mathematics learning walls. Young mathematicians referred to clear, worked examples of problems and explanations of number operations to support their calculations.
- Teachers continually assess pupils' understanding and where necessary stop the class and clarify a concept. For example, in a Year 6 class, the teacher revisited different ways of proving how many right angles make a full turn. This meant misconceptions were addressed swiftly and pupils made remarkable progress. Progress in writing and mathematics over time is well above the national average at Foxfield Primary.
- Pupils gain depth through carefully planned progressive steps. In the Early Years Foundation Stage (EYFS) children systematically learned about different shapes and could recognise a cylinder.
- Leaders ensure changes to the curriculum are informed by the needs of pupils, relevant literature and teachers' feedback about class-based trials. This means learning is secure and ultimately improves pupils' life chances.
- Pupils are well prepared for later life because teachers ensure that all have a diverse range of superb opportunities to become leaders in relevant contexts. For example, junior leaders represent their peers and collaboratively solve problems. Pupil subject leaders help monitor their subject and the playground buddies watch out for their peers. Young leaders relish these character-building opportunities and speak fluently and passionately about their roles. One pupil proudly exclaimed 'we have the power to change things in the school'.

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

...teachers continued to disseminate best practice around the teaching of oracy.

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

- Senior leaders are determined all learners will have first class opportunities to discover and develop their unique aptitudes. One teacher said 'no barriers are allowed to impede the progress of any pupil regardless of needs or circumstances'.
- Foxfield staff ensure all learners experience quality first teaching. Teachers are aware of vulnerable pupils in their classes and hold the highest expectations of them. In lessons staff provide the appropriate level of challenge for each learner. Teaching assistants are vigilant. In Key Stage 1 and 2 practical sessions, assistants quietly and respectfully supported those with SEND giving them sufficient thinking time to grasp new concepts and the confidence to contribute ideas. This means pupils have equal chances to access learning and make solid progress from their starting points.
- Disadvantaged pupils receive extra support such as mentoring, specific interventions and additional opportunities. Leaders have introduced tried and tested initiatives to meet specific needs. These include a dedicated speech and language assistant, additional educational psychologist time and music lessons for vulnerable groups. Motivating projects that build relationships and aspirations through street dance have successfully engaged Key Stage 2 pupils and the behaviour of participants has improved. Leadership through sports was launched in 2019 for targeted groups of older pupils. Boys reading clubs, a careers event and off-site learning including trips to the theatre, Wimbledon and Wembley have broadened pupils' experiences and raised aspirations.
- Staff rigorously analyse the impact of all initiatives to inform further developments.
- The percentage of Key Stage 2 disadvantaged pupils at Foxfield who achieved expected standards in reading writing and mathematics exceeded the national average for all pupils in 2019. This was because staff ensured the programme of intervention and support for disadvantaged pupils has been carefully researched, rigorously evaluated and expertly delivered to achieve maximum benefit for all participants.

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

None identified in this review

5. Area of Excellence

High Quality teaching sequences and learning journeys in English and maths to enable depth for all children.

Accredited

Category: Teaching

Sub-Category: Planning

Accredited

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

Teachers at Foxfield Primary have designed carefully crafted sequences of lessons which focus on a clear outcome in English and mathematics. This means pupils' learning journeys are active, engaging and inspiring. Consequently, learners develop a deep understanding of the subject. These well thought-out teaching sequences promote the affective and cognitive domain whilst enabling students to develop 21st century skills such as research, collaboration, innovation, presentation, evaluation and reflection. Pupils of all ages at Foxfield immerse themselves in high quality texts, engage in rich dialogue and link their learning to the real world and the community. Learners at this school engage in rich dialogue about their learning with peers and adults. This provides a secure basis for problem solving, investigating and evaluating. By using carefully planned questions teachers guide children towards a secure conceptual understanding. Curriculum design is underpinned by research, literature and trials. Teachers trial and evaluate new ideas and their feedback informs the changes. This 'bottom up' leadership model empowers staff to create a meaningful, risk taking curriculum for Foxfield's learners. Leaders are relentless in the pursuit of excellence. The whole staff team shares a collective commitment to improving pupils' outcomes. Teachers have developed invaluable curriculum maps to support planning. These clear maps identify the relevant knowledge, understanding, skills and attitudes pupils will gain as they progress through the unit

Staff use a 'teaching backwards' approach whereby teachers plan with a clear well-defined destination in mind. Learning focuses on small steps of progression. By intentionally slowing down the learning, teachers ensure depth of learning. Teachers have developed a wide range of valuable resources including exemplar sequences of learning in English and mathematics that others would find extremely useful.

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

The impact of quality teaching sequences is evident within classes across all key stages at Foxfield. For example, A Key Stage 2 pupil said, 'At the end of a learning journey, we use everything we have learnt to solve a problem linked to the topic. We have to use the strategies and reasoning we have developed and our problem-solving skills.'

The overwhelmingly positive outcomes for pupils at Foxfield at the end of Key Stages 1 and 2 in 2019 illustrate the impact of this approach. For example,

In 2019 at Key Stage 1, 77 % of pupils at Foxfield achieved expected standards in writing and 33 % achieved greater depth. This was above the national average.

In 2019 at Key Stage 2, 86% of pupils at Foxfield achieved expected standards in writing and 44% achieved greater depth. This was significantly above the national average.

In 2019 at Key Stage 1: 76 % of pupils at Foxfield achieved expected standards in mathematics and 26 % achieved greater depth. This was above the national average.

In 2019 at Key Stage 2: 87% of pupils at Foxfield achieved expected standards in mathematics and 69% achieved greater depth This was significantly above the national average.

Outcomes in Key Stage 2 have improved impressively over three years as a result of this approach.

	2016	2017	2018	2019
KS2 Writing Greater Depth	22%	29%	24%	44%
KS2 Maths Greater Depth	12%	24%	43%	69%

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

Name: Sunita Vyas and Idil Yusuf

Title: Assistant Headteachers

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

Leaders are fully committed to the Challenge Partner network and intend to continue to participate in the full range of programmes including 'Growing the Top' and the Quality Assurance Review programmes.

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.