



**VIRTUAL LEADERSHIP QUALITY
ASSURANCE REVIEW**

**REVIEW REPORT FOR
FOXFIELD PRIMARY SCHOOL**

Name of School:	Foxfield Primary School
Headteacher/Principal:	Megan Minnett and Tatum Ward
Hub:	Inspire Partnership Hub
School phase:	Academy Converter
MAT (if applicable):	Inspire Partnership

Overall Peer Evaluation Estimate at this virtual Leadership Quality Assurance Review:	Leading
Date of this Review:	07/06/2021
Overall Estimate at last QA Review	Leading
Date of last QA Review	03/02/2020
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	29/09/2015



VIRTUAL LEADERSHIP QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FOXFIELD PRIMARY 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
School Improvement Strategies	Leading
Approach to recovery and remote learning	Not applicable
Area of Excellence	Fostering a culture of inclusion and celebrating diversity
Previously accredited valid Areas of Excellence	High quality teaching sequences and learning journeys in English and maths to enable depth for all children 03/02/2020 Curriculum Design 28/01/2019
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.

The peer evaluation estimate included on this report has been collectively agreed between the lead reviewer, review team and host school. The estimate is based on the evidence seen as part of the virtual Leadership Quality Assurance Review.

Whilst every effort has been made to triangulate the evidence presented during the review, it is important to note that the nature of working remotely means that the estimate given only encompasses that which is able to be explored virtually.

1. Context and character of the school

Foxfield Primary school is a larger than average three form entry school. The school also has a designated specialist resource provision (The Meadow) which caters for up to 10 pupils with autistic spectrum disorder (ASD). Foxfield Primary became an academy in 2017 and is part of the Inspire Trust.

This popular and diverse school has an excellent reputation in the community. The proportion of pupils who speak English as an additional language (EAL) is considerably higher than the national comparator. The school serves one of the most deprived communities across the country. The percentage of disadvantaged pupils at Foxfield Primary is significantly above the national average as is the number of pupils with special educational needs and/or disabilities (SEND). The school has also identified a large number of 'hidden disadvantaged pupils' whose families do not have recourse to public funds. Typically, this is a stable school, however over the lockdown period, the school experienced an increase in pupil mobility. The two largest ethnic groups represented in the school community are from Black (British or African) and White British backgrounds.

The co-headteachers took on the substantive role in January 2021. Previously they were both deputy headteachers at the school.

2.1 Leadership at all Levels - What went well

- The quietly confident yet dynamic co-headteachers relentlessly pursue and model a culture of high expectations for all. Their vision of 'excellence' is consistently echoed by all stakeholders. For example, a teacher stated, 'We provide a high quality of education for ALL our pupils, not the select few.'
- The carefully crafted bespoke 'Global curriculum' enables pupils to sensitively explore what is going on in their immediate community and the world around them. A pupil stated, 'Our topics aren't just about what teachers want to do but are about what we want to learn.'
- There is an excellent take up of the wide range of extracurricular clubs on offer. Pupils with SEND and disadvantaged pupils equally enjoy attending the various clubs. One pupil commented, 'Everyone is made to feel welcome at clubs and we can demonstrate our talents and skills.'
- Debating skills are threaded across the curriculum. This helps pupils to formulate reasoned views. For example, pupils were able to provide a clear rationale to justify their views about whether Brazil was invaded or discovered.

- Carefully chosen projects are used to enhance the culture of high expectations that exists. For example, 'Limitless minds' is another successful initiative that has reduced pupils' barriers to learning. A pupil reported, 'I am more able to 'give it a go' and take risks when I learn.'
- Disadvantaged pupils and pupils with SEND are thriving. This is because of the targeted strategies that are in place to close pupils' gaps in learning. For example, the 'planning backwards' strategy ensures that pupils are clear about expectations because teachers define the destination and provide high quality models.
- Through high quality continuing professional development (CPD) middle leaders have become autonomous leaders of learning. They routinely monitor and evaluate their areas of responsibility, ensuring that pupils are receiving an equitable curriculum offer. Where they find that this is not the case, they take immediate action, and to excellent effect.
- Leaders have fully addressed the 'even better if' aspect identified at the previous review. A successful professional learning community has been established, ensuring that all staff, including support staff engage with innovative research. Staff value the CPD and can evidence how this is making a significant difference to pupils. A teaching assistant stated, 'I'm developing my understanding of widgets. This will really support the EAL pupils to make rapid gains.'
- Governors are determined that the school continues to build on its accomplishments. They ask probing questions of leaders whilst nurturing the strong relationships that exist. One of the governors said, 'We never feel like we have arrived, we always want to push the boundaries for our children.'

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

...foundation subject leaders continued to monitor and evaluate how successfully pupils are learning (alteration of long-term memory) the intended curriculum.

3.1 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs- What went well

- Leaders have an accurate understanding of the strengths and areas for improvement in the school. This is because of the robust layers of quality assurance in place. In addition to the well-established monitoring and evaluation cycle, the Trust undertakes various vetting activities. An external school improvement partner also reviews key aspects of the school.

- Professional development is a key driver for sustaining high quality, equitable delivery of the school's curriculum. Action research and any new initiatives are embedded into practice by providing staff with the necessary tools to effectively deliver the curriculum. For example, in mathematics all staff have received training on how to teach for depth of understanding of mathematical concepts. Consequently, work in pupils' books evidence that staff are consistently using the 'depth prompt' stickers.
- Promoting positive mental health and wellbeing is central to the curriculum offer at Foxfield. A wide range of effective strategies are in place including 'chance to talk', learning mentors, a counsellor and play therapists. Work in pupils' PSHE books further evidence that pupils are building their knowledge and skills in many areas including relationships, living in the wider world, respecting ourselves and others. As a result, pupils are building high self-esteem as well as forming positive relationships with each other and with adults. The impact of the school's work can be best described in the words of a Year 2 pupil, 'I use the Zones of Regulation to remind me about emotions and to keep me relaxed.'
- Ambitious targets are set for all pupils. Teachers remain resolute that no caps should be placed on pupils' learning. High quality teaching, complemented with targeted interventions ensures that pupils are making accelerated progress and closing gaps in their learning. For example, the overwhelming majority of disadvantaged pupils accessing tuition have already met their targets.
- Through SEND reviews and pupil progress meetings, pupils' needs are identified and where necessary additional support is put in place. This support includes learning and pastoral based interventions. As a result, pupils with SEND make strong gains in their learning. Parents also agreed that the school supports their children well. One parent said, 'When I raised concerns about my son's difficulties, I was listened to. The school is open and it's a two-way conversation where we work in partnership'.
- Early reading skills are a core priority. There is a dogged determination that every pupil will become a fluent reader. A raft of measures is in place to support pupils, including Bug Club and Daily Supported Reader. Consequently, the overwhelming majority of pupils are working at age related expectations, despite the setbacks of the lockdown periods.

3.2 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs - Even better if...

...leaders continued to develop performance indicators to measure and evaluate the impact of the many strategies in place that go beyond academic subjects.

4.1 Approach to recovery and remote learning - What went well

- Leaders' high expectations were also reflected in the remote learning offer. As a result, teachers delivered the full breadth of the curriculum, including peripatetic music lessons. There was a mixture of live lessons and recordings so that parents could flexibly support pupils at home. As a result, there was no disparity in achievement between pupils attending school and those who accessed their learning remotely. Further, pupils' feedback reflected how much they valued the opportunity to engage with their peers.
- Leaders proactively accessed laptops for pupils to use at home. They worked closely with local businesses and charities to ensure that every pupil had a laptop for their sole use. Consequently, all pupils fully engaged in remote learning by the end of the third week. Parental feedback was extremely positive, and one parent noted, 'The remote learning and support has been brilliant. Thank you to all the teachers.'
- Suitable adaptations to the remote learning offer were made for pupils with additional needs, including pupils with SEND. A guidance document was created to support teachers in using on-line differentiating strategies to support pupils with SEND. Consequently, on returning to school, pupils with SEND evidenced minimal loss of learning.
- The staff wellness team planned events for staff. Leaders also made themselves available to listen to staff. Therefore, staff felt well supported. A member of staff said, 'Emotional wellbeing is valued and important across the school. We are always asked how we are doing and if we have any concerns senior leaders are always available to listen.'

4.2 Approach to recovery and remote learning - Even better if...

...none identified in this review.

5. Area of Excellence

Fostering a culture of inclusion and celebrating diversity

Accredited

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

- This large multicultural school is representative of a global community. Leaders and staff are fiercely determined to celebrate the diversity represented within the school community. There is a multifaceted approach to making this a reality, including working with and beyond the community.
- Every opportunity is taken to enable pupils to see themselves represented in what they learn. Diversity is woven through the Humanities curriculum. For example, pupils explore the lives of Black Tudors, multicultural Roman Britain and the hidden Black and Asian suffragettes. A pupil survey showed an exponential increase in the proportion of pupils who reported that they felt represented in the curriculum.
- The curriculum is sensitively adapted to reflect current issues that pupils are interested in. The Year 6 topic for art week was on peaceful protest. This was deliberately planned to support pupils as they learnt about the Black Lives Matter movement. Consequently, pupils place value on what they learn in school as they can see the impact that this has on their lives. A pupil stated, 'Our learning makes me realise we can make changes in the world.'
- There has been a particular focus on purposefully challenging and dismantling stereotypes in the books that pupils are exposed to. Core texts closely match the diverse make-up of the school community. For example, pupils in Year 4 read the text, 'Wonder' by Palacio, where they explore the themes of difference and tolerance.
- The skilled pastoral team members successfully work with families who request it and mentor families who are identified as needing support due to equity. For example, through the 'Listening Campaign' the school identified parents who were struggling with their mental health and successfully supported them.
- The school has also fostered a presence as a civic leader in the community. For example, pupils created vignettes and sent them to the local council to lobby them to keep social housing locally as this directly affects a large number of families at the school.

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

The diverse curriculum coupled with research accelerates the progress of minoritized groups. The most vulnerable pupils are placed at the centre of conversations around success and excellence. Effectively addressing their unequal starting points and attainment gaps is a core priority for all staff. As a result, the school has a proven track record of progress and attainment scores that are well above the national benchmarks in all areas. Of note, pupils' successful writing outcomes evidence the impact of pupils' being immersed in and making deep connections to the high-quality texts that they are



VIRTUAL LEADERSHIP QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FOXFIELD PRIMARY SCHOOL

exposed to. In addition, in-school assessments show that pupils have retained their knowledge and skills through the lockdown and their stamina for learning remains. The majority of parents agree that the school's work to promote diversity and equality is having a positive impact on their children. Reflective of parents' views one parent commented, 'I feel smug that my child attends Foxfield because he is helped to talk effectively about issues of race'.

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

Name: Courtney Grollé

Title: Assistant Headteacher

Email: cgrolle@foxfield.greenwich.sch.uk

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

None identified at this review.

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.

Schools can also 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.