



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR FOXFIELD PRIMARY SCHOOL

<b>Name of School:</b>	Foxfield Primary
<b>Headteacher/Principal:</b>	Megan Minnett and Tatum Sharp (Co-headteachers)
<b>Hub:</b>	Inspire Partnership
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Inspire Partnership

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	23/02/2022
<b>Overall Estimate at last QA Review</b>	Leading
<b>Date of last QA Review</b>	07/06/2021
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	14/09/2021

## **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** Not applicable

**Previously accredited valid areas of excellence** Fostering a culture of inclusion and celebrating diversity 07/06/2021.  
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

*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**

Foxfield is a three-form entry primary school. The early years is made up of part time Nursery and full time Reception classes. Currently, 681 pupils attend the school.

The 'Meadow' designated specialist provision, catering for ten Foxfield pupils with autistic spectrum disorders, is part of the main school building. Each pupil integrates into mainstream learning via a tailored timetable. Approximately one in every six pupils has a special educational need and /or disability (SEND), with 24 pupils having an education, health and care plan.

Pupils represent a wide range of ethnic groups, the two largest being Black African and White British. Curriculum thinking and design ensures that diversity is celebrated. Approximately 30% of pupils are disadvantaged, with local statistical evidence suggesting that a far greater proportion could qualify for pupil premium funding. One leader stated, 'Foxfield is a second loving home for children'.

Leaders with a wide range of skills and experiences make up the senior leadership team. Together with Foxfield staff, they have co-constructed the curriculum offer. 'Restless ambition' reflects the aspirational approach to curriculum planning. Eleven school values, including respect and collaboration, underpin curriculum design.

### **2.1 Leadership at all levels - What went well**

- The co-headteachers together with leaders have created, and continue to evolve, a secure setting driven by moral purpose. Words spoken are frequently seen in action around the setting. For example, 'the standard you walk past is the standard you accept', with leaders modelling high expectations. Staff understand and buy into this culture, which means that 'leading through love, compassion and trust' thrives.
- Leaders recognise and understand the needs of the community well. Pastoral support is tailored for any pupil who would benefit from it. Examples of support include interventions, such as drawing and talking, and the creation of memory books to help pupils come to terms with bereavement. As a result, these pupils more frequently engage in learning as they attend school more often. Leaders are committed to Foxfield and the community it serves.
- Leaders ensure that decision-making is grounded in secure research. This is achieved through leaders willingly reading pertinent leadership texts and engaging with relevant networks. Consequently, when leaders evaluate provision, they reference what they want to see, sound in the knowledge that such ambition will lead to the pupils benefitting from a great deal at Foxfield.
- Character development balances well with subject disciplines. Each subject is led

by leaders who are passionate about their subject. These leaders are well supported both by senior leaders at Foxfield and by Trust colleagues (through working parties and networks). This results in pupils developing character and being well prepared for learning in subjects as they move into secondary education.

- Senior leaders empower phase and subject leaders. These leaders know what they want to see in lessons – in terms of teaching and learning. They are given the time and support to monitor the effectiveness of the curriculum. Their learning from monitoring informs both developmental conversations with staff about their teaching and in identifying objectives and actions in their own subject action plans. Phase and subject leaders have wider influence, for example by facilitating discussion across the Trust.
- Governors are seen as an extension of the school leadership team. Governors build their knowledge of the curriculum and its effectiveness by visiting lessons and discussing with pupils before governors' meetings. They know what they are looking for as they receive information, reports and training which help clarify expectation and ambition. An example is looking for fidelity to the recently introduced early reading scheme. A very strong relationship thrives between school and Trust colleagues.
- Leaders recognise the importance of evaluating teaching in light of the curriculum offer. All leaders co-construct the self-evaluation schedule, which always includes a focus on early years provision. Subject scrap books illustrate what learning in the subject should look like in the early years. All leaders spend a high proportion of their time in lessons. Subsequently, subject and phase action plans are well informed by robust evidence about the teaching and learning in subjects and phases.
- All schools in the Inspire Partnership have recently implemented a new phonics scheme. Foxfield leaders have facilitated a range of professional development for all teaching staff, which has resulted in pupils benefitting quickly from the new scheme. Further, leaders and staff have ensured that fully decodable books are matched well to each pupil's current understanding.

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

...senior leaders reflected on the wording in the school development plan and modified it to ensure it clarifies specific ambitions.

### **3.1 Quality of provision and outcomes - What went well**

- A global curriculum is embedded. This is about pupils connecting with their learning – reflecting on their place and role in society. The model celebrates diversity, with many displays around school illustrating how pupils grapple with global themes. An example of effective progression mapping for each of the six curriculum themes, including human rights, identity and diversity, is the choice of texts in different year groups. This ensures that pupils deepen and broaden their understanding of the world in which they live as they progress through the school.
- The stunning learning environment reflects the culture at Foxfield. The full breadth of the curriculum is celebrated, including pupils' artistic creations and their reflections about diversity. It is clearly evident that staff and pupils care about their learning environment.
- Staff understand the rationale of planning backwards from end point thinking. Learning journeys are well sequenced which results in pupils producing high quality outcomes. Publishing enables pupils to present their learning, for example, through writing and verbally presenting chronological reports.
- Whilst the curriculum offer is established, staff continue to evolve practice. A current focus is enabling pupils to better recall and retain taught knowledge and skills. This is achieved through a range of pedagogical approaches, including spaced practice, interleaving, concept mapping and knowledge organisers. Consequently, pupils talk about their prior learning fluently, recalling pertinent information and applying it in different contexts.
- Pupils demonstrate excellent attitudes to learning, owing to a range of effective teaching provision. This includes pupils having a safe space to debate, to agree and disagree with classmates' views without fear of ridicule, pupils adhering to high expectations continually modelled by staff, and pupils motivated by what they are learning.
- Staff and pupils use correct subject specific language in their teaching and learning. In all year groups, pupils use ambitious language when articulating their understanding, for example referring to the impact of inflation and which legacies remain from invasions. This enables pupils to deepen their learning. Such vocabulary is captured on knowledge organisers, which means that leaders are well placed to check the impact on learning from the taught curriculum.
- The ambitious curriculum is illustrated well through end-point thinking – the key knowledge and skills teachers require pupils to acquire and secure. In lessons, there are frequent and varied examples of activities which require pupils to recall and retain prior learning. The carefully co-constructed curriculum means that pupils are able to secure their understanding as they draw on aspects taught in different subjects. Consequently, pupils make connections in their learning well.
- Teaching staff are skilled in employing strategies designed to support pupils in their learning. One example is modelling, with staff using sentence stems (verbally and in written form) in writing and working through the thinking process

in order to construct shapes in mathematics. This results in all pupils, including those with additional needs, being well placed to rehearse their own learning.

- Staff have embedded learning routines and expectations in their classrooms. This means that pupils can pursue academic excellence and develop secure personal and social skills effectively. Such provision, coupled with staff using strong subject knowledge to anticipate pupils' misconceptions as they progress through a sequence of learning, means that the ambitious curriculum intent is well served through its implementation.

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

...leaders continued to evaluate the implementation of the recently introduced phonics scheme to ensure every child becomes a fluent reader.

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

- All leaders ensure that provision for pupils with SEND is at the forefront of their thinking. When leaders monitor the curriculum, sampled pupils always include those representing the SEND cohort. This results in senior leaders being well informed about how well pupils with SEND engage with the curriculum offer.
- The five overarching character skills of wonder, integrity, leadership, relationships and mindset influence the curriculum offer well for vulnerable learners, including those who are disadvantaged. Character is taught and modelled as part of day-to-day provision. This is because character can be learned. For many vulnerable learners, developing early communication and language is pivotal for future learning and happiness. Hence, there is a continual drive to ensure that all pupils thrive in a language-rich curriculum.
- Senior leaders facilitate planning, preparation and assessment release time so that year group colleagues can spend time with each other to collaborate, reflect and plan. This means that year group colleagues consider how well disadvantaged pupils engage with, and thrive in, the curriculum offer. Teachers know what the key 'sticky' knowledge is in each learning journey and use this to help consider changes in upcoming teaching.
- Early years Trust documentation, including 'everyday excellence in the early years', enables colleagues to tailor provision to best suit all learners, notably the most vulnerable. Trust colleagues have visited excellent practice around the UK to influence this in light of the revised early years curriculum. The well researched documents have informed the continual development of provision in the early years, with early language, oracy and communication central to the work.
- Pupils with SEND are supported well in their learning through a variety of strategies. For example, staff vary teaching pace to enable pupils more time to

assimilate. This leads to pupils feeling well supported which in turn means they value and cherish their school.

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

...leaders further strengthened their evidence base, regarding the extent to which pupils with SEND thrive in the curriculum, by tracking sampled pupils through a single learning sequence.

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

Foxfield leaders engage fully with the Challenge Partners hub.

**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 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.**