

Name of School:	Knighton Fields Primary Academy
Head teacher/Principal:	Gary Aldred
Hub:	East Midlands South
School type:	Convertor Academy
MAT (if applicable):	Rushey Mead Educational Multi Academy Trust

Estimate at this QA Review:	Good
Date of this QA review	24-26 January 2018
Estimate at last QA Review	Good
Date of last QA Review	9-10 March 2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	10-11 February 2016

Quality Assurance Review

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

School Improvement Strategies	Good
Outcomes for Pupils	Good
Quality of Teaching, Learning and Assessment	Good
Area of Excellence	Removing Barriers to Learning
Previously accredited valid Areas of Excellence	N/A
Overall Estimate	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. Information about the school

- Knighton Fields is a one-form entry primary academy which is smaller than the average sized primary school. The school caters for pupils in the 3-11 age range, including a nursery.
- The school converted into an academy in 2016 joining the Rushey Mead Educational Multi Academy Trust at the same time.
- The principal was appointed in September 2016; he is supported by two assistant principals with phase leadership responsibility.
- The proportion of disadvantaged pupils is significantly above the national average. The school's deprivation indicator is also above the national average.
- Children come from a range of minority ethnic groups although the majority are from White British households.
- The proportion of pupils with English as an additional language (EAL) is above the national average and rising.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is above the national average; the number of pupils with an education and health care plan (EHCP) is in line with the national average.
- There are more girls than boys, particularly high in Year 4 where two thirds of the year group are girls.
- Pupils enter the school with below average levels of ability when measured against the early learning goals.

2.1 School Improvement Strategies - Follow up from previous review

- Leaders have developed a range of strategies aimed at improving pupil progress. The focus on outcomes for disadvantaged pupils has been sharpened and the impact of interventions tracked. The academy has developed further capacity in the middle leadership team to plan strategically and implement well-targeted action plans.
- Since the last review, leaders have ensured that systems for tracking pupil data make close reference to the progress that different groups of pupils make in relation to their starting points.

2.2 School Improvement Strategies - What went well

- The school is well led by a headteacher who expresses an ambitious and enthusiastic vision for improvement. The restructuring of the leadership team has helped to establish the strategic direction of the school. Leadership roles and

responsibilities are now well defined and there is clear capacity to implement change.

- School improvement documentation articulates clear and relevant priorities and leaders are tracking the implementation of well-designed action plans
- Pupils benefit from a well-resourced environment, including a range of specialist facilities designed to enhance learning including a well-stocked library, extensive book sets and science resources. Highly creative displays are evident around school.
- Relationships between pupils and adults are very positive. There is significant evidence of appropriate social and collaborative behaviours, including in assemblies and unstructured times.
- Quality assurance systems for teaching and learning have been carefully designed and implemented and include the participation of a range of leaders. This is helping to drive consistency across the school.
- Robust systems for recording assessment data and tracking progress allow leaders to identify trends and respond to them swiftly and effectively. Assessment judgements are robustly moderated within key stages, teams and across the trust schools.
- Provision for the most vulnerable pupils is strategic, well led and focussed on achieving quality first teaching, with a clear focus on appropriate interventions.
- Parents are beginning to engage more proactively with the school. There is a range of opportunities for parents to attend assemblies, reading workshops and social events. Engagement with the family learning service is also helping to support parents to promote the academic progress of their children. There is a strong pastoral commitment to meeting the holistic needs of all pupils.
- The school draws judiciously on appropriate sources of external support. This includes the use of lead practitioners who work across trust schools and subject level training which is offered through the Teaching School.
- The school has invested significant resource in the development of a range of strategies to engage pupils in reading. Leadership of this area of the school is particularly strong and there is a number of early indications of the impact of the investment in training and resources.
- Pupils speak enthusiastically about their experiences in school and place significant value on the range of opportunities to gain reward, go on trips and participate in creative writing. They have a clear-sighted understanding of the importance of the many opportunities offered by the school to extend their learning. They benefit from a broad and balanced curriculum including well-designed, cross-curricular learning in a range of subjects.
- Leaders are investing in a range of leadership development programmes,

including those designed to develop subject leadership. A number of middle and senior leaders have participated in national professional qualifications offered through the Teaching School.

2.3 School Improvement Strategies - Even better if...

...school improvement documentation was refined further to enable leaders to monitor the impact of action plans with greater precision.

...there was greater coherence in the tracking of the full range of interventions to maximise the full scope of the school's resource.

...leaders focussed sharply on the next stage in the development of plans to improve reading to ensure that outcomes for pupils improve more rapidly.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Leaders have implemented a robust monitoring strategy, including targeted learning walks focussed on identifying opportunities for challenge for higher attaining pupils. It is clear that there is further work to do to improve the level of consistency in this aspect of teaching and learning
- There is good evidence that relationships between adults are highly effective. In the most effective lessons, additional adults are well deployed in the various stages of learning.
- In the Early Years Foundation Stage (EYFS) and Key Stage 1 leaders have used well-designed training and best practice sharing to ensure that teachers are more confident in the use of modelling to support below average attaining pupils.

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

- Leaders have developed positive working relationships between adults and pupils and a calm and purposeful atmosphere prevails around the school.
- The school has invested significantly in developing effective behaviours for learning including, notably, the '5 Rs of resilient learning'. Pupils respond well to the high expectations and clear routines established by their teachers and demonstrate positive attitudes. They speak enthusiastically about their classroom experiences.

- There is some evidence that teachers are able to differentiate well to meet the needs of pupils. Teachers make clear links to prior learning and the introduction of the 'Mr Stretch' initiative is helping to highlight opportunities for pupils to engage in challenging activities.
- Pupils benefit from creative and well-designed physical and pictorial resources which are helping to enhance conceptual understanding.
- Learning environments are well designed and pupils benefit from the effective use of working walls. In Year 5, for example, targeted support of literacy includes reference to displays of examples of figurative language. In every classroom, pupils' work is carefully displayed helping to set aspirations and celebrate achievement.
- In the best teaching of mathematics and English, teachers effectively model key skills. The next steps in learning are clear sequenced and there are a number of opportunities to review and recall.
- Teachers follow the school's marking policy and, in the best examples, provide clear feedback to which pupils respond.
- Interventions designed to develop academic literacy and learning skills have a significant impact on pupils' capacity to access whole class teaching. In a number of classrooms, pupils' readiness to learn is now having a positive impact on the pace of learning.
- Leaders have developed an effective creative curriculum template. The coordinator has worked hard to design and implement an effective curriculum which is beginning to make an impact on pupil engagement in the classroom.
- Some teachers use assessment for learning strategies to check on pupils' understanding, with some evidence of effective questioning to probe and develop thinking.
- Across many areas of the school, teachers demonstrate good subject knowledge and detailed understanding of what pupils need to know. This manifests itself in the effective use of subject-specific language.
- In well-presented pupil books, there is clear evidence of the impact of a range of strategies to improve consistency in planning and delivery. Over time, it is clear that pupils are making sound progress.

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

...within whole class teaching, there were further opportunities to stretch and challenge the most able pupils through maximising available time to ensure that no learning is lost.

...there was enhanced consistency in the deployment of additional adults in whole class

teaching to ensure that barriers to learning can be more sharply addressed.

...teachers in EYFS provided additional scaffolding for pupils to develop further the skills of independence and resilience.

4. Outcomes for Pupils

- In 2017, the proportion of EYFS children who achieved a good level of development was above the national average.
- Outcomes for children in the phonics screening test were broadly in line with the national average in 2017, with a slight dip from the 2016 result.
- In 2017, in the Key Stage 1 combined measure of reading, writing and mathematics, the proportion of pupils who achieved the expected standard was broadly in line with the national average.
- In 2017 at Key Stage 1, reading outcomes for the school were well below the national average; the performance of boys was a particular concern. In writing and mathematics, the school moved much closer to the national average although there was a significant gap between the performance of disadvantaged pupils and other pupils nationally.
- At Key Stage 2 in the combined score for reading, writing and mathematics, the proportion of pupils achieving both the expected standard and greater depth was below the national average although an improvement on the previous year.
- In 2017, the proportion of Key Stage 2 pupils who met the expected standard in reading was significantly below the national average. Progress scores have been in the bottom quintile of schools for at least the last two years, particularly with the progress of middle prior attaining pupils.
- In Key Stage 2 writing, the proportion of pupils who met the expected standard and achieved greater depth in 2017 was below the national average. However, lower prior attainers and disadvantaged pupils performed more favourably.
- In Key Stage 2 mathematics, the proportion of pupils who met the expected standard was below the national average although a greater proportion achieved at greater depth. The school has eliminated the gap between the performance of disadvantaged pupils and other pupils nationally in mathematics.
- At Key Stage 1 and 2, pupils attain less well in science than pupils nationally with a significant gap between the performance of disadvantaged pupils and other pupils at Key Stage 1.
- At Key Stage 2, the progress of EAL pupils is significantly below that of other pupils nationally. Tracking the progress of these pupils is a key priority for the school.

- Current school data suggests that Year 6 pupils are on track to achieve improved outcomes across all subjects. Close monitoring suggests that pupils' progress is accelerating from all starting points.
- The number of absences are higher than the national average and have been for some time. Leaders are particularly focussed on reducing the numbers of persistent absences and are closely tracking of the attendance of specific groups with recent success in bringing attendance closer to the national average.
- Fixed term exclusions are also higher than the national average and have remained high over the last three years. In 2017, the school was able to reduce this to zero.

5. Area of Excellence: Removing Barriers to Learning

5.1 Why has this area been identified as a strength?

- The Knighton Fields community includes a significant proportion of disadvantaged pupils. The school has developed a multi faceted whole school approach to supporting disadvantaged pupils in all aspects of their education. The ethos permeates throughout school. This is evidenced in class displays, assemblies and teaching and learning in classrooms and was referred to widely throughout the review.
- A wide range of initiatives has been implemented and teachers articulate clearly the school's holistic approach to removing barriers to learning. A recent review of SEND provision in the school highlighted the positive work of the school in supporting vulnerable pupils. As a result, outcomes for these pupils are improving although the progress of disadvantaged pupils in Key Stage 2 is improving more rapidly than that of their peers in Key Stage 1.

5.2 What actions has the school taken to establish expertise in this area?

- The school has developed strong 'nurture' provision which includes a range of interventions delivered by specialist inclusion officers. Leaders collaborate to ensure that the planned approach to the welfare of children is coherent, consistent and provides continuity for pupils. From the 'wake and shake' breakfast club, designed to provide pupils with a clear start to the day, to the range of extra curricular clubs which target fitness and wellbeing, there is clear evidence that staff are committed to improving social and emotional health and communication skills.
- Leaders have invested significantly in a number of well-qualified additional adults who work in a targeted way to deliver appropriate interventions. High levels of trust exist between children and adults as well as a level of challenge in some of

the targeted group work. The work of the team of behaviour mentors on the development of positive attitudes to learning is also key to the continuing improvement of the school. The '5 Rs' are effectively embedded across all year groups and pupils recognise the language of learning that staff use to improve their resilience. The school recently received reaccreditation as an Anti-Bullying School.

- The school has also invested heavily in developing parental engagement to ensure that the holistic needs of pupils are understood well. Leaders have redefined the roles and responsibilities of pastoral staff, including the attendance officer, to enable them to communicate confidently with families. Parents are invited in to attend celebration assemblies and consultation events and the levels of participation are increasing. Positive community cohesion work has also enhanced the reported satisfaction levels of a range of stakeholders.

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

- The school has identified a range of impacts of their strategic work in this area. Most recent attendance data suggests that key messages about the impact of absence from school are starting to take effect. The numbers of exclusions are also significantly reduced reflecting the relevance of the targeted work on improving behaviour. The conduct of pupils in unstructured times also suggests that they have the skills to self-regulate.
- The school has taken a number of opportunities to disseminate good practice and it is regularly leading continuing professional development and best practice sharing opportunities. Close relationships with a range of external agencies, including the Family Support Service, are also making an impact on the promotion of a positive climate for learning around school.

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

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

The headteacher would like to reflect on the areas for improvement identified in this report. In partnership with other members of the Hub, leaders are seeking opportunities to disseminate best practice.

This review will support the school's continuing improvement and collaborative work within the Trust. The main findings will be shared within the school's hub in order that it can inform future activities.