



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KNIGHTON FIELDS PRIMARY ACADEMY

Name of School:	Knighton Fields Primary Academy
Acting Principal:	Jenny Slinger
Hub:	East Midlands South
School type:	Academy Converter
MAT (if applicable):	The Mead Educational Trust

Estimate at this QA Review:	Outstanding
Date of this Review:	25/02/2019
Estimate at last QA Review	Good
Date of last QA Review	24/01/2018
Grade at last Ofsted inspection:	Not yet inspected as an academy (Good as predecessor school)
Date of last Ofsted inspection:	Not applicable (10/02/2016 as predecessor school)



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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	Outstanding
Outcomes for Pupils	Good
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Not submitted for this review
Previously accredited valid Areas of Excellence	Removing barriers to learning, 24/01/2018
Overall Estimate	Outstanding

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. Context and character of the school

Knighton Fields is a one-form entry academy for pupils aged from 3 to 11 years of age which is smaller than the average-sized primary school. The school converted into an academy in 2016 joining what was then called the Rushey Mead Educational Trust. The current acting principal, appointed in January 2019, was previously the vice-principal at another school in the trust and has initially been seconded to Knighton Fields for two terms. She is supported by one vice principal and one assistant principal, each with phase leadership responsibilities.

The proportion of disadvantaged pupils is significantly above the national average. The school's deprivation indicator is also above the national average. Pupils come from a range of minority ethnic groups although the majority are from White British backgrounds. There are more girls than boys, particularly in Year 5 where two-thirds of the year group are girls.

The proportion of pupils who speak English as an additional language 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 proportion of pupils with an education health and care plan is in line with the national average.

The proportion of pupils joining or leaving the school other than at the normal time of admission is relatively small.

2.1 School Improvement Strategies - Progress from previous EBIs

- The school's work in addressing the EBIs from the previous review has ensured that school improvement documentation, intervention tracking and planning to improve reading are now strengths of school improvement practice that are described below.

2.2 School Improvement Strategies - What went well

- Leaders have changed the school improvement plan format so that there is less need to cross reference between different documents. This enables staff to use time more effectively because the single document is clearer about the next steps. Meetings are now used more constructively to address the areas identified in the academy improvement plan.
- There is now greater clarity around what constitutes an intervention and how quantifiable data is used to show progress. This has allowed the school to stop using interventions which were not having sufficient impact on learning, which has

in turn allowed more effective deployment of support staff. There are now opportunities on a weekly basis for teaching assistants to review the impact of interventions with their teachers. This meeting also allows them to disseminate learning from continued professional development opportunities.

- The school's approach to accelerating pupils' progress in reading has focused both on securing greater consistency and developing pupils' love of reading alongside their comprehension skills. There has been an increase in the range of complementary texts available to pupils that support the main quality learning text.
- In order to secure improved outcomes in writing for disadvantaged pupils, leaders have devised a range of systems and approaches, based around a principle of teaching to the top and providing scaffolding to support all pupils to reach this level. There has been a focus on ensuring that the novel-led approach is based on materials which will secure and maintain the interest of boys who make up the larger part of this group. English leads are working together across the trust's primary schools to develop the consistent use of a number of approaches and commercial packages.
- The school is also providing more time in the creative writing cycle by moving away from doing a piece of extended writing every week. The emphasis is now on using the second week for pupils to edit and review their writing with a view to extending their learning. This has had a positive impact on both the quality of pupils' writing and teacher workload. Cross-curricular links have been established to give purpose to writing, and these have been implemented, for example, during enterprise week.
- Senior leaders have recently held an off-site team day, which led to the development of a curriculum intent and implementation document, including an enrichment offer. Their approach to designing the school's curriculum takes into account the need to build pupils' cultural capital and range of experiences outside the school environment, while taking into account the vision established by the trust for all of their schools.
- Professional development supports newly-qualified teachers and experienced staff equally well. For example, in-house training focusing on 'in the moment' feedback rather than written feedback has helped pupils to make better progress and reduced teacher workload. Staff studying for national professional qualifications ensure their projects have a positive impact on pupils' outcomes, such as increasing the proportion of pupils working at greater depth in mathematics.

2.3 School Improvement Strategies - Even better if...

...leaders ensured that the evidence of impact was clearly shown in the periodic evaluation of the academy improvement plan, particularly for outcomes.

...leaders developed further the current provision for improving pupils' range of authentic life experiences.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- The school's work in addressing the EBIs from the previous review has ensured that stretch and challenge for the more able, the deployment of additional adults and scaffolding for independence in EYFS are now strengths of teaching, learning and assessment that are described below.

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

- The school's use of the route to resilience programme and the character muscles approach have been introduced gradually. This work is helping to create positive learning environments and prevent issues arising, so that lessons can be purposeful and focused on learning. As a result, pupils' attitudes, behaviour and engagement are strong.
- Teachers use their knowledge of pupils' assessment information and developmental needs to plan appropriate learning experiences and interventions. Differentiation is based on the principle of challenge for all, with pupils starting their learning in each lesson from a point which is relevant to them.
- Teachers plan lessons which have a clear purpose and fit into a progressive sequence of learning. Pupils are encouraged to make mistakes as part of the learning process, which lead to them being more confident. In the best lessons, the use of mini-plenaries is well-judged, using pupils' own examples as models for other pupils to follow.
- Teachers understand the process of learning. The impact of this can be seen, for example, in pupils who are enthusiastic writers who, as a result of strong teaching, are able to use supporting resources to become increasingly independent learners.
- Questioning is a key way in which leaders have secured more consistent stretch and challenge for more able pupils, using higher order questions and subject-specific vocabulary to extend their thinking. Targeted open questions engage pupils working at different levels and challenge them to think more deeply, such as in Year 3 where pupils were asked, "How is a circle different from an oval?" Teachers often use questions to develop pupils' responses further.
- The language of questions enables pupils to give their own opinions, allowing them to independently apply previous learning and use specific language accurately. For low prior attainers, small group questioning prepares pupils well for making a meaningful contribution during whole class questioning.
- The deployment of teaching assistants (TAs), both strategically by senior leaders as well as operationally by teachers, focuses on where there is greatest need. For example, additional adults are provided to support mathematics in Years 3 and 5.
- The work of TAs enables pupils of different abilities to make progress towards similar, but tailored, learning objectives. They liaise effectively with their teachers

but are also able to work on their own initiative, modelling the accurate use of terminology and encouraging pupils to think for themselves. For example, in a Year 1 writing lesson for five pupils, the TA leading a group of pupils working independently was rehearsing with them, assessing their learning and guiding them onto their next steps by pointing out the sound mat to find the required sounds.

- Teachers make very effective use of familiar resources to facilitate pupils' independent learning. For example, there is equipment in Nursery available for children to self-select, text maps help to deepen pupils' understanding from the working wall and information technology is used well to support pupils with special educational needs.

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

...teachers ensured that pupils' learning in writing is enhanced, by giving them opportunities to draw on experiences from other aspects of the curriculum.

4. Outcomes for Pupils

- Children join the Early Years Foundation Stage (EYFS) with levels of development that are below that typically expected for their age group. The proportion of children leaving the EYFS in 2018 who achieved a good level of development was below the national average.
- The school's most recent formal assessment data point was in November 2018. This showed that, in Foundation 2, around half of the children were working at or above age-related expectations (ARE) in reading and writing, with a higher proportion reaching at least ARE in number. Fewer girls than boys had achieved age-related expectations in the core areas of learning. In lessons, children currently in the EYFS are typically making accelerated progress across all areas of learning.
- The proportion of Year 1 pupils achieving the expected standard in the 2018 phonics screening check was a little below average.
- In November 2018, all Year 1 pupils were on track to achieve their year-end target in all three core subjects. This represents significant improvements over previous performance for this group, and rapid progress in writing in particular.
- The proportion of pupils reaching the expected standard by the end of Key Stage 1 in 2018 was in line with national averages in writing, but a little lower in reading and mathematics.
- Currently, pupils in Key Stage 1 are making good progress. Higher prior attainers are making excellent progress. A slightly smaller proportion of boys than girls are on track in reading, and this is being addressed through additional sessions of building reading power for those in need.

- Outcomes for middle prior attaining pupils completing Key Stage 2 in 2018 showed that progress in reading and writing was broadly average, while progress in mathematics was well above average. Other prior attainment groups were too small for the results to be statistically significant. The progress of disadvantaged pupils was even stronger than that of their peers.
- The proportion of pupils reaching the expected standard in reading, writing and mathematics combined has seen a sustained trend of improvement over the past three years from below national averages in 2016 and 2017 to above national average in 2018. The rate of improvement is significantly faster than that seen nationally. There has been a similarly significant trend of improvement in the proportion of pupils attaining the higher standard in reading, writing and mathematics combined.
- Pupils in Key Stage 2, including pupils for whom English is an additional language, are also currently making good progress. There is a small group of White British disadvantaged pupils with SEND that is receiving additional provision to address underperformance. More able pupils in Years 3 and 4 are all currently on track to meet their end of key stage target in reading although progress in mathematics remains a concern. In Year 6, White British pupils perform better than their peers in reading although there is no difference between them in writing.

5. Area of Excellence

Not submitted for this review.

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

The school would like to investigate how other schools in areas with similar demographics develop pupils' cultural capital.

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.