



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR KNIGHTON MEAD PRIMARY ACADEMY

|                               |                               |
|-------------------------------|-------------------------------|
| <b>Name of School:</b>        | Knighton Mead Primary Academy |
| <b>Headteacher/Principal:</b> | Jenny Slinger                 |
| <b>Hub:</b>                   | East Midlands South Hub       |
| <b>School phase:</b>          | Primary                       |
| <b>MAT (if applicable):</b>   | The Mead Education Trust      |

|  |             |
|--|-------------|
| <b>Overall Peer Evaluation Estimate at this QA Review:</b> | Leading     |
| <b>Date of this Review:</b>                                | 30/01/2023  |
| <b>Overall Estimate at last QA Review:</b>                 | Outstanding |
| <b>Date of last QA Review:</b>                             | 25/02/2019  |
| <b>Grade at last Ofsted inspection:</b>                    | Good        |
| <b>Date of last Ofsted inspection:</b>                     | 02/05/2019  |

## Quality Assurance Review

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

|                                 |         |
|---------------------------------|---------|
| <b>Leadership at all levels</b> | Leading |
|---------------------------------|---------|

|  |         |
|--|---------|
| <b>Quality of provision and outcomes</b> | Leading |
|--|---------|

**AND**

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

|                           |            |
|---------------------------|------------|
| <b>Area of excellence</b> | Accredited |
|---------------------------|------------|

|  |                |
|--|----------------|
| <b>Previously accredited valid areas<br/>of excellence</b> | Not Applicable |
|--|----------------|

|   |         |
|---|---------|
| <b>Overall peer evaluation estimate</b> | 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

Knighton Mead is a primary school set in a Georgian Building, surrounded by terraced residential housing, close to the Leicester city centre. While the school has limited green space, every effort has been put into making the school appealing and welcoming.

Pupils at the school are drawn from the surrounding areas. To help pupils recognise and celebrate their community, all of the classes are named after local streets. At the start of the new academic year, the school holds an 'Establishing Fortnight'. During this time the curriculum is designed to build relationships, gives classes time to co-produce classroom rules, set up learning partners and talk tables, elect Primary Leadership Representatives and get to know everyone in the school.

The number of pupils with special educational needs and/or disabilities (SEND) is higher than the average number for England. This is the same for pupils who are English speakers of other languages (ESOL). The number of pupils who are in receipt of pupil premium is double the national average accounting for more than half of the pupils at the school.

Knighton Mead is a well regarded and trusted school within its community. The Early Years Foundation Stage (EYFS) nursery class was full from the first week of the year and there is a waiting list for places. As one parent explained, 'I was so lucky. We had to go to appeal but I'm so glad we got a place'.

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

- Leaders at Knighton Mead have a vision for their school that is embedded within its community. Pupils and staff talk about a school where 'everyone's welcome'. With this belief, all members of this diversified community can be included.
- The weight leaders have given to pupils developing 'Character Muscles' is hugely important to pupils and staff. The 'character muscles' include a range of character traits linked to appropriate emojis. Pupils talk openly about aspects of their character muscles that shine through, such as enthusiasm or optimism. They also have learnt to recognise and give a name to other character muscles they are working on improving, including managing impulsivity or resilience. These aspects can then be developed as transferable skills, from the school to the home and out into the community, if needed.
- Subject leaders are knowledgeable about their subjects. They are available to support other teachers and ensure high quality of their subject's provision. Subject leaders have an understanding of how the content of the EYFS curriculum links into the Key Stage 1 curriculum.

- Leaders have taken careful steps to ensure that there is continuity across the school. This has been planned to aid pupils' communication and understanding of what the school expects from them. Within the school's teacher guide, leaders make it completely clear what the 'non-negotiables' are for each classroom.
- Leaders are focussed on developing their staff. Anecdotal discussions about staff development quickly uncovers the rich vein of teaching assistants that have gone on to become qualified teachers. Early careers teachers are very well supported. As one explained, 'At Knighton [Mead] there is a real drive to make our community better, you know, a real willingness to improve'.
- Speaking with pupils they talk about the great trips and residentials that the school has organised for them. This illustrates the leaders' drive to increase each pupil's cultural capital. Leaders are aware that these cultural experiences can be life-changing and raise the aspirations of pupils and their families. This year, leaders have made the decision to raise pupil involvement by making all trips and activities free to all pupils.
- Leaders have done an amazing job getting the best from the school's limited space. All of the EYFS and Key Stage 1 classes have well designed and creative outdoor spaces. Inside the school, the environment is fun but supportive of learning, including the unusual and clever Duplo and Lego walls.
- The academy councillors are a real strength of the school. The chairperson of the councillors is an experienced teacher from the local area who can evidence the improvement journey of the school over time. The councillors want the school to be the best it can be for their community and are supporting the headteacher and the leadership team to achieve this.

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

...subject leaders had clear evidence of how their subjects are developed both in EYFS, and on into Key Stage 3, so there is clear evidence of pupils being well prepared to flourish at the next stage of their education, wherever that may be.

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

- With the introduction of the 'Establishing Fortnight', pupil behaviour is exceptional. Walking down any corridor, pupils stop to have discussions about every aspect of school life. This is not accidental but is the solid base from which language acquisition is supported.
- Knighton Mead has used its synthetic phonics package for a long time. The results achieved at Knighton Mead seen in the Phonics Screening Check weren't to the standard required. This year, the scheme was relaunched with its catch-up

programme. To do this all staff participated in September training. The school day, and use of spaces across the school, have been amended to apply full fidelity to the programme.

- The curriculum ambition is to ensure that pupils are well-prepared for the next stage of their education. To this end the school has chosen a range of curricula approaches to support pupils. Mathematics outcomes are comparable to the national cohort. For English, the model is a 'Novel Led English Curriculum'. Relationships and Sex Education is taught in two week blocks. Personal, Social, Health, Economic Education is linked directly into British Values.
- Speaking to the youngest pupils, they reflect on the class books they are reading as part of the English curriculum. Year 2 pupils explained that their current class book was 'Jim and The Big Fish' by Clare Welsh. Year 5 pupils shared their excitement at the adventure 'Stormbreaker (Alex Rider)', by Anthony Horowitz. Pupils also talked about DEAR times, a time to 'Drop Everything and Read', when everything stops for private reading for 15 minutes.
- Careers education and guidance can't start young enough at Knighton Mead. The school has a 'job centre'. Pupils can apply for any of the school jobs advertised including the tidy team, the green team or the reading team. If pupils can evidence that they have the skills to deliver on these important jobs, they get the opportunity to make a positive contribution. Once they have completed their 'contract' they gain either one, two or three rewards to celebrate their success.
- Pupil attendance at Knighton Mead is above the national average. The school works closely with the education welfare officer to improve this wherever possible. For every pupil who has persistent absence, there is a clear chronology to explain the pupil's situation, and what the school is doing about this.
- Pupil mobility is higher than the national average. More pupils leave in-year than is normally expected. There is a clear methodology in place to ensure that all of these in-year moves are explained and ensure that no pupil group is overrepresented in this data.
- The school's library corridor, which supports a love of reading, is superb. Pupils come to the library to choose books. The environment contains fantastic wall paintings that show famous children's book characters looking on. They include The BFG, Aliens Love Underpants, Harry Potter, Tracy Beaker and Mr Tickle, to name just a few.
- At Knighton Mead, subject leaders carry out work scrutinies with pupils. It is in these discussions that subject leaders celebrate what each pupil has achieved.

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

...the school's self-evaluation form was further refined, to fully inform the reader of the extensive range and impact the school is having on pupils' outcomes.

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

- The school understands that one third of pupils coming to the school are ESOL. To this end there are specialist interventions for Voice 21, developing oracy and Votes for Schools, to allow pupils to build their lexicon of language through debating.
- Leaders organise and promote a huge range of extracurricular activities. Walking through the school after home time there is a buzz of pupils working diligently to improve their skills at their clubs. These include dance, homework, football or skipping with 'Henry, the skipping coach'. Attendance at these clubs is tracked in detail by leaders and pupils in receipt of pupil premium are targeted for involvement.
- Knighton Mead has a series of provisions within the school to support pupils who have SEND. These include the rainbow room, the communication room and Removing Barriers 2 Learning (RB2L) room. In the rainbow room pupils who are falling behind have specialist interventions to help them catch up. In the communication room specialist support can be given to pupils that relate to pupils' complex SEND needs, such as those with autism. The RB2L room allows pupils to have a time-out so they can reflect and readjust their emotional regulation.
- The special educational needs co-ordinator at the school has a key role. She articulates the distinct profile of the range of SEND needs at the school and leaders' plans to support these pupils to get the best outcomes they can.
- The use of 'Greenhouse Sports' is a proven intervention for pupils with more challenging behaviour. This was developed in Tower Hamlets and has now been bought to Leicester by Knighton Mead. Within this intervention, pupils with social emotional and mental health (SEMH) needs have the opportunity to use sport and physical activity to re-engage with their learning.

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

None identified.

## **5. Area of Excellence**

Nurturing Exceptional Character in Pupils.

### **Accredited**

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

In 2018, leaders implemented Routes to Resilience and the 5Rs. This was the school's early work on developing pupils' behaviour and attitudes.

Since this time Knighton Mead has developed a definitive approach to supporting pupils' understanding of themselves in society, and the range of emotions and feelings we all have.

To achieve this they have developed Character Education, underpinned by the use of 'Character Muscles'. This has been embedded as a common language to recognise what each individual's strengths are and the areas they may be working on, for example, impulsiveness.

Leaders have bought Greenhouse Sports to Leicester from Tower Hamlets. This intervention work is targeted at getting more engagement from pupils with SEMH needs.

Leaders also work beyond the school with Leicester City Football Club, Leicester Tigers, Foxes Friday (a support group for pupils with SEMH), Brolay Farm and Soft Touch. The school also employs a play therapist weekly.

With this becoming embedded, leaders have evidenced a reduction in behaviour incidents, including exclusions.

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

The impact of this work has been extensive including:

- Evidence of improved outcomes via an online survey for children's anxiety, feelings about resilience to learning, and well-being, results and analysis.
- Pupil voice and leadership skills raised, including 'Job Centre', Play leaders, Pupil Leadership Team minutes, positive contributions and making a change, Sports News in assemblies and Eco award.

- RB2L work – minutes from meetings and CPOMs records show improvement in pupil's outcomes, over time.
- School's inclusion ethos being recognised within the community and across wider partnership organisations.
- RB2L meetings have raised staff awareness of pupils' ongoing and developmental needs. This reviewing provides additional support that can be offered to pupils, utilising funding streams to support the individual needs of pupils better. This sharper support has led to improved academic outcomes.
- Excellent communication between the RB2L team on a daily basis ensures that vulnerable children are in school (at times collected by the attendance officer and the pastoral support lead). Teachers are made aware of pupils' needs and therefore can adapt to help that child to succeed that day.
- A reduced and considerably low number of exclusions.
- Positive findings and outcome of internal multi-academy trust SEND Review.
- Behaviour and attitudes of pupils is exceptional – especially regarding self-regulation.
- Significant engagement and success with child protection and child in need families.
- Measurable and significant improvements in attendance.
- Academic? progress of vulnerable children evidenced through internal and external data.

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

Jennifer Slinger

Principal

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

For leaders to utilise the work of similar Challenge Partner schools, regionally and nationally, that have similar contextual issues to share great practice.

### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

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.