



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR LECKHAMPTON CE PRIMARY SCHOOL

Name of School:	Leckhampton Church of England Primary School
Head teacher/Principal:	Samantha Porter
Hub:	Bengeworth
School type:	Voluntary controlled

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	25/03/2019
Estimate at last QA Review	This is the school's first review.
Grade at last Ofsted inspection:	OUTSTANDING
Date of last Ofsted inspection:	11/03/2008



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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	OUTSTANDING
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	Not applicable
Previously accredited valid Areas of Excellence	Not applicable
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

- Leckhampton CE Primary School is above average in size and situated in an area of low deprivation on the outskirts of Cheltenham. Plans are in hand to increase to three form entry from September 2019.
- The largest ethnic group is White British. Around 10% of pupils are from minority ethnic backgrounds. Very few pupils have English as an additional language (EAL).
- The proportion of pupils in receipt of support for special educational needs and/or disabilities (SEND) is below average. The proportion of disadvantaged pupils is well below average.
- The school has received accreditations for its work supporting healthy living and mental health, including the Gloucestershire Healthy Living and Learning (GHLL) and Mental Health Champion Awards. For tackling and preventing homophobic, transphobic and biphobic bullying, the school is recognised as a Stonewall Champion.

2.1 School Improvement Strategies - Progress from previous EBIs

- This is the school's first review.

2.2 School Improvement Strategies - What went well

- Leaders are determined in their pursuit of excellence and have the highest of aspirations for pupils and a passionate commitment to inclusion. Leaders' ambition to reflect the motto 'open hearts, open minds, open doors' and the core values of respect, compassion, responsibility and perseverance are integral to all leaders do.
- Leaders successfully promote high standards of professionalism and encourage the development of reflective practice. The 'Leckhampton model' of teaching, learning and assessment has continued to promote professional dialogue. There are many opportunities to share best practice within and beyond the school.
- Leadership is devolved to project leaders rather than subject leaders, who work with small teams of staff. This approach means that initiatives are well thought out. Teams undertake research and are encouraged to 'think outside the box' by focusing on the specific characteristics and aptitudes of Leckhampton pupils. An example is the recent work on marking. This resulted in staff adopting an 'in the moment', personalised and relevant approach to providing feedback.
- The induction of new staff is sensitive, with an 'ask, talk, share' approach which is much appreciated. One recently appointed teacher described leaders as 'brilliantly supportive, no matter what'.

- Self-evaluation is rigorous and accurate. Alongside informal monitoring and an effective 'management by walking about' approach, leaders keep a close eye on the quality of teaching and learning and their impact on achievement. The views of stakeholders are taken seriously. For example, during a meeting with members of the 'Pupil Parliament', pupils from the 'ministry of curriculum and learning' described how they had been influential in setting up an art club.
- Over the last year or so, leaders have undertaken a thorough review of the curriculum. They are confident that the ambitious, knowledge-rich curriculum reflects the school values and prepares pupils for 'modern Britain in a changing world'. Medium term plans are impressive. The design is symbiotically linked to the school's approach to teaching, learning and assessment, expressed succinctly as, 'we teach fewer things in greater depth'. The implications for teachers' subject knowledge are spelled out; 'we need to know stuff to teach stuff' is a recurrent mantra.
- The impact of the curriculum changes is evident in pupils' high-quality responses. The work of Year 5 pupils during a design technology project on fashion, among many examples, was more akin to a GCSE course. Pupils developed insights into the impact of culture, music and gender on design, and compared haute couture with high street products. Their own designs were well-informed, authentic and unique.
- The creative arts are a major strength. The sound of enthusiastic brass, wind, string and percussion players is heard daily, and pupils' efforts are rewarded as they perform publicly alongside the school choirs. Pupils' sketch books and displays of artwork reflect the many opportunities pupils have to develop their creativity and technical skills.

2.3 School Improvement Strategies - Even better if...

...leaders explored the role of the highly skilled teaching partners in the context of the Leckhampton curriculum.

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

- Not applicable.

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

- Pupils have extremely positive attitudes. They enjoy learning and are ambitious to do well. They take great pride in their work and standards of handwriting and presentation are high.
- High levels of engagement are the norm, underpinned by excellent relationships. Pupils see themselves as partners with teachers in moving their learning forward. They were eager to talk about how well their teachers support and help them.
- Pupils show mutual respect and listen to each other with courtesy. They work together very well and support each other in their learning. Several examples were seen of pupils coaching their classmates and helping them develop their understanding. In Year 1, a pupil said to her neighbour, 'how many tens are there? You need to put them into the tens column, not the ones.'
- Pupils articulate their ideas clearly because teachers take every opportunity to promote their vocabulary and use of precise language. One pupil explained, 'the calculations are OK but it's the interpretation of the question that's the tricky bit.' Another remarked, 'I like the two sides of geography – the locations, and the people and cultures.'
- Pupils are increasingly independent because teachers ensure the learning environment facilitates individual enquiry. Pupils relish challenges and are resilient, showing great stamina.
- Teachers routinely reflect on pupils' prior learning and understanding before introducing something new. For their part, pupils use their existing knowledge and skills well in new contexts. For example, Year 6 pupils astutely used the bar method to represent ratio problems.
- Staff are aware of the importance of their own subject knowledge in ensuring tasks are pitched at an appropriate level. They do not simply ensure that the most able pupils are challenged. They set the bar high and scaffold learning to enable all pupils to succeed, including those pupils with SEND.
- A significant element of assessment is teachers' in-depth knowledge of each pupil. Assessment is more of a continuous dialogue rather than the traditional marking/response approach. This is possible because both teachers and pupils are clear about the key performance indicators that apply in each subject.
- Some excellent examples of modelling, including self-review were seen. One Reception child, looking at the teacher's sentence, said, 'I'm not happy with that sentence, you need a full stop.'
- Teaching assistants are referred to as teaching partners and live up to this designation. They make a valuable contribution within and outside classrooms. They support disadvantaged pupils, for example, as learning mentors each morning before school, introducing the key vocabulary pupils will need in lessons during the day. A group of five high flying pupils benefited from the excellent support of a teaching partner as they explored the literary devices used by Malorie Blackman in *Tell Me No Lies*.

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

...the balance of the teaching of different elements of the mathematics mastery model was refined.

4. Outcomes for Pupils

- As children enter Reception, their personal development, language and number skills are at least as typically expected. They make rapid progress and the proportion reaching a good level of development is typically well above the national average. Children enthusiastically and confidently talked about their learning. 'We're doing space', explained one, 'I'm designing a rocket. Did you know Saturn is the coldest planet?' Another child remarked, 'I can count to a hundred and I'm only four'. Children make effective progress in phonics and most, by the end of Reception, write in well-structured sentences.
- Pupils in Key Stage 1 build very well on the secure start they make in Reception. They do exceedingly well in the Year 1 phonics check. Scores have been well above the national average since the checks were introduced. In 2018, almost all reached the expected standard, including disadvantaged and EAL pupils.
- Progress through Year 1 and 2 moves on apace. In the last three years, pupils have surpassed the end of key stage national averages in reading, writing and mathematics by a substantial margin, both at expected and greater depth levels. Pupils in Year 2 were making rapid progress, for example, when trying to resolve a 'conjunction crisis', extending and refining their vocabulary in preparation for writing a letter. In mathematics, they were making effective headway as they explored equivalence between fractions and division.
- The outcomes of recent Year 6 cohorts when in Key Stage 1 have been generally well above average. Despite the potential 'ceiling' regarding progress through Key Stage 2, SAT results show that pupils typically fulfil their potential. Results in 2018 were no exception. The proportion of pupils reaching the expected standard was over 90% in reading, writing, mathematics and also spelling, punctuation and grammar. The combined outcomes were 20 percentage points above the national figure. The picture is similar regarding the combined higher standards, with over twice the national average reaching greater depth.
- Many pupils show great flair in their writing, using literary devices they come across in their wide reading. A Year 6 pupil wrote, for example, 'A swirling helix was spinning right before Ella's very eyes, sucking her forward until she came to a deserted canyon filled with dust and crooked houses'.
- The small number of disadvantaged pupils in each year group means that comparisons with national averages are inappropriate. However, leaders' meticulous tracking indicates that they make similar progress to other pupils.



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5. Area of Excellence

Not applicable.

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

Leaders would like to work with other schools in the partnership to share ideas about mathematics mastery.

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.