



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR LECKHAMPTON C of E PRIMARY SCHOOL

Name of School:	Leckhampton C of E Primary School
Headteacher/Principal:	Samantha Porter
Hub:	Bengeworth Hub
School type:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	09/03/2020
Overall Estimate at last QA Review (if applicable)	Outstanding
Date of last QA Review (if applicable)	25/03/2019
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 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 (if applicable) Accredited

**Previously accredited valid Areas
of Excellence (if applicable)** None previously submitted.

Overall Peer Evaluation Estimate Leading

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Leckhampton C of E Primary School is a successful, highly popular primary school located in an area of low deprivation in Cheltenham. It is larger than the average primary school and is growing in size year on year. There is currently a 'bulge' class in Year 4. The extensive building programme that has started will accommodate the school as it increases to three forms of entry over time. At the moment, there are already three classes in each of the Reception and Year 1 cohorts.

The proportion of disadvantaged pupils in the school is below the national average, as is the proportion who have special educational needs and/or disabilities (SEND). Few pupils come from minority ethnic backgrounds; those of White British heritage constitute by far the largest group. A small minority of pupils have English as an additional language.

The school's vision statement reads, 'An outstanding, values driven school, preparing children for modern Britain and a changing world'. This is a key driver for all staff, as is maintaining the homely feeling and sense of belonging that permeates the school. As one member of staff stated, 'this school is in my bones!'

2.1 Leadership at all levels - What went well

- The school is exceptionally well-led by a passionate senior leadership team. Team members are guided by an experienced headteacher who knows her school, knows her staff and knows exactly how to get the best from them. This results in a caring and ambitious school where pupils receive a high quality education.
- The headteacher stated, 'there is an expectation that leaders lead'. Staff are given high levels of accountability that are monitored closely to keep the school moving forward. This approach shares the school's vision and leads to greater consistency.
- The aim to develop a highly effective senior leadership team has been successful. Because leadership has been devolved to include a talented group of middle leaders, everyone works closely to support each other so that leaders at all levels perform more efficiently.
- Middle leaders play an important role in improving the quality of teaching and learning, ensuring that the impact of all strategies is maintained across all teachers in each phase. Relationships among all leaders in the school are exceptionally strong because, as one middle leader mentioned, 'we know we're listened to'. The model for developing middle leadership works exceptionally well

and contributes directly to the continuing success of the school. Such is the strength of this group that they are confident to challenge their senior colleagues, when necessary. This is actively encouraged! Success is celebrated and support is tailored to need.

- Middle leaders monitor consistency across parallel classes in their phases. Joint planning, work scrutiny between classes and moderation discussions ensure that teachers work more effectively together. This sharing of best practice leads to a more consistent approach, which will take on increased importance as all year groups move to three classes. Leaders are planning strategically for this transition.
- Staff wellbeing has a high profile in the school. 'Stripping back' the curriculum, where teachers are teaching more about less, has been beneficial. A reduction in meetings and staff-led clubs gives more time for staff to have a more forensic focus on specific aspects of pedagogy. This has had the dual effect of improving the quality of teaching and learning and contributing to improved staff wellbeing.
- Although the school is growing in size, leaders are keen to retain the 'Leckhampton family' ethos. Relationships among staff, and with pupils and parents, are extremely strong and are valued. Staff are working hard to ensure that the school's growth will impact positively on its future development. The overwhelming desire that changes in the school will have an upbeat effect is palpable. As the headteacher commented, 'we are determined that the quality of the Leckhampton offer to pupils will not change!'
- Leaders take an innovative view in enhancing pupils' cultural capital by focusing on real-life issues through literature and the PSHE curriculum. Recently, Year 6 pupils led a Holocaust project, giving them the responsibility for exploring this sensitive subject. Trips to art galleries, local studies of Cheltenham and the wider county, as well as musical explorations and a plethora of clubs, broaden pupils' experiences in developing modern, local culture, in addition to areas that are linked to national heritage.

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

...leaders continued to develop teachers' pedagogical content knowledge.

3.1 Quality of provision and outcomes - What went well

- The quality of teaching and learning is high in the school; it is a major strength. Teachers exhibit extensive subject knowledge and, because they have a real passion for their teaching, this leads to exciting lessons. In a Year 6 science lesson, the teacher demonstrated unbounded enthusiasm for the subject and confidence in his ability; consequently, the pupils were gripped by every word. Similarly, in a Year 4 art lesson, the teacher skilfully imparted knowledge and

techniques that enhanced pupils' knowledge of, and ignited their curiosity about, impressionism.

- The structured sequencing of lessons is a dominant feature in the classroom. Teachers routinely model the school's approach of 'I do, we do, you do' and this was apparent in many classroom visits, where learning opportunities were enriched.
- Teachers set consistently high expectations, particularly of pupils' use of scientific and mathematical vocabulary, insisting on terms such as 'metamorphosis' in the correct context, and 'numerator and denominator' accurately applied in younger classes.
- Questioning capably probes pupils' understanding. In a Year 1 English lesson, in order to elicit deeper responses, the teacher asked 'what might happen?', 'what kind of magic?' to stretch pupils' thinking. In a Year 1 mathematics lesson, the teacher extended conceptual understanding by enquiring, 'so, what is it telling us about heavier objects?'
- Eager attitudes to learning are commonplace across all phases. High levels of engagement are the norm. Pupils are enthusiastic learners because explicit 'hooks' capture their interest and motivate them to produce excellent work.
- Working relationships are wonderful! High levels of mutual respect between pupils and adults result in a calm, productive learning environment. Classroom routines are fully embedded and seamless transitions ensure that no learning time is lost.
- Independence is promoted at every turn, and pupils relish the opportunity to find things out for themselves. They are equally happy to share their knowledge. Learning with their neighbour and the use of talk partners are regularly and appropriately used.
- Books reveal progression across the curriculum, linked closely to the school's intent. Learning is well-sequenced, building on prior knowledge and, as pupils move up the school, they are able to exhibit the greater depth that their maturity determines. Work is always well-presented.
- The curriculum is subject specific and skills and vocabulary-rich. Breadth and balance are evident, demonstrating clarity for staff. Thus, they have a confident understanding of how the requirements in Year 1 lead to an end point in Year 6. There is certainly ambition in the curriculum at Leckhampton because it expands pupils' horizons to provide them with a wider view of the world. It enables pupils to learn more, remember more and know how that will inform future learning.
- Outcomes at Leckhampton are exceptional. Children join the school with levels of development that are higher than typically expected. Their journey through the school enables them to make commensurate progress. Almost all children achieved a good level of development by the end of Reception. Every pupil passed the Year 1 phonics screening check.
- Key Stage 1 performance in 2019 was excellent. Attainment in reading, writing and mathematics was well above national measures at the expected and greater depth standards. In Key Stage 2, progress measures for reading, writing and

mathematics were in line with the national averages, sustaining the three year trend. Attainment was impressive. All three individual areas at both levels exceeded the national averages and the combined attainment figure outperformed the national benchmark.

- High expectations of staff and pupils contribute to continued high outcomes in all phases of the school. Collectively, staff and pupils rise to the challenge and this prepares pupils successfully for the next stage in their education.

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

...teachers devoted increased time to permit pupils to think and reflect without slowing down learning, 'digging deeper' to lead to greater independence.

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

- The very small numbers of disadvantaged pupils in each year group make strong progress. Measures at Key Stage 2 last year were comfortably in the upper reaches of the confidence intervals for reading, writing and mathematics. Attainment was lower than that of non-disadvantaged pupils nationally but nevertheless, they performed well when compared with their non-disadvantaged peers in school. The personalised learning mentor sessions pupils receive, including pre- and post teaching, contribute positively to their development.
- Pupils with SEND are similarly few and they too make strong progress from their starting points. They access the full curriculum and are well-supported to help overcome any barriers to learning. Teachers are fully aware of the needs of pupils in their class and skilfully include them in all aspects of learning. Where it is required, individualised learning supports pupils with SEND to make strong progress.
- The appropriate use of scaffolding and modelling, when it is needed, helps these groups of pupils to learn more effectively. Building pedagogical content knowledge benefits all pupils, and teachers at Leckhampton use their talents to adapt learning to suit vulnerable pupils. This helps them to make the best possible progress.
- A focus on training teaching partners ensures that these staff play a full role in supporting disadvantaged pupils and those with vulnerabilities. Teachers deploy support staff sympathetically so that they can work more effectively. Clicker 7 is a very valuable software tool that provides in-class support and this is used well to support pupils, for example, those with dyslexia to improve their writing. Continuing professional development (CPD) for teaching partners throughout the year adds to the impact they make.

- The powerful work that the SENCo and the pastoral support worker undertake cannot be underestimated. They ensure that support for these pupils is bespoke and has impact. Standardised testing, for example in spelling, enables them to track progress accurately and intervene when it is necessary.

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

No EBIs emerged on this review.

5. Area of Excellence

Curriculum Development at Key Stage 1 and 2 in a high-performing school.

Accredited

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

Leckhampton has developed a bespoke curriculum for Key Stage 1 and 2 which is highly ambitious, knowledge-rich and specifically meets the needs of high attaining pupils. It has a clear intent and is consistently implemented across the school, leading to exceptional outcomes for pupils. A unique aspect of the curriculum is that in addition to teachers extending pupils' understanding, it instils all the associated skills they will need in preparing them to become valuable citizens in modern Britain.

Subject-specific visions and statements, developed by subject leaders, are complemented by a set of clear principles which are the key drivers for the school. Comprehensive long and medium term plans map out the knowledge, skills and vocabulary necessary for each year group, building progressively to ensure that pupils remember and understand more, and are able to recall this information, when needed.

Leaders have shared their practice with other schools in the Challenge Partners network. This has supported these schools in developing their own knowledge-based curriculum. Leaders are outward facing, and visits to schools and settings across the country enable the most recent research and practice to be reflected on and adopted, when necessary. Other trips and local opportunities provide learning that would not be sustained in school alone, for example a visit to IKEA was a market research exercise. The learning on that occasion was particularly effective because it was 'in the moment'.

The development of a bespoke, knowledge-rich curriculum, which is progressively challenging and ambitious, enables pupils to remember more over time. Content is pitched highly in order to stretch all abilities and prepares pupils well for transition into secondary school. It builds on their above average starting points to provide high level challenge. By the time they leave Leckhampton, they have a skill set ensuring that they are truly 'secondary ready'.

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

Outcomes remain consistently high at Key Stage 1 and 2 and have exceeded local authority and national figures for several years, both at expected and greater depth standards. This strong performance is borne out of the effectiveness and value of the curriculum. Pupils achieve well across all subject areas, the Key Stage 2 combined attainment score in 2019 reflecting this success. Work books and journals additionally exhibit high quality outcomes. Subject leaders and teachers are clear about the end points for pupils and understand how they are progressing through the curriculum. Teachers demonstrate their extensive subject knowledge in lessons, introducing exciting learning experiences whenever they can. Leaders are continually reflective, evaluating the effectiveness of the curriculum with critical eyes. They are aware that updating areas over time can only continue the success of the curriculum. Other schools in a similar context would benefit from learning about the excellent practice at Leckhampton Primary School.

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

Name: Samantha Porter

Title: Headteacher

Email: head@leckhampton.gloucs.sch.uk

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

Nothing at this time.

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.