



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR LECKHAMPTON CE PRIMARY SCHOOL

<b>Name of School:</b>	Leckhampton CE Primary School
<b>Headteacher/Principal:</b>	Samantha Porter
<b>Hub:</b>	Bengeworth Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	N/A

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	03/07/2023
<b>Overall Estimate at last QA Review</b>	Leading
<b>Date of last QA Review</b>	09/03/2020
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	22/11/2022



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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**                      Not applicable

**Previously accredited valid areas  
of excellence**                      Curriculum Development at Key  
Stage 1 and 2 in a high-performing  
school.

**Overall peer evaluation estimate**      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**

Leckhampton Church of England Primary School is a successful, highly popular primary school, located in an area of low deprivation in Cheltenham. In recent years it has expanded, and in September 2024 there will be three classes in each year group. Deprivation locally is low. There are very few disadvantaged pupils. Although the proportion of pupils with special educational needs and/or disabilities (SEND) is below average, several have complex needs. The vast majority of pupils are of White British heritage.

The building has been extended imaginatively to accommodate the larger numbers. Many areas have been refurbished. Year 6 pupils, for example, now benefit from spacious classrooms that are furnished with large tables and individual swivel chairs. Old and new have been skilfully mixed to provide a wide range of learning spaces. There is a well equipped hall and a well stocked library complete with 'snug'. Recently a building known as the iQuad, previously used as an IT base, has been converted into a specialist area for supporting pupils with additional needs.

The school grounds provide extensive facilities for sport and recreation, plus spaces for quiet activities, including a 'calm zone' building accessible to pupils at lunch times. The innovative 'Ow, Wow, Now' facility, based on Kintsugi<sup>1</sup>, a sheltered space complete with imaginatively designed wooden furniture, provides an inviting area for reflection and relaxation.

The family feeling and sense of belonging identified during the previous review continue to pervade the school, reflecting the school's Christian values.

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

- The headteacher's inspirational leadership is the golden thread that sustains the school as a beacon of excellence. She epitomises the school's core values of perseverance, respect, compassion, and responsibility, and is held in high esteem by the whole school community. These principles, alongside the motto, 'Open Hearts, Open Minds, Open Doors' underpin every decision made by leaders at all levels.

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<sup>1</sup> Kintsugi is the Japanese art of putting broken pottery pieces back together with gold - a metaphor for embracing your flaws and imperfections.

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- Leaders work unstintingly to sustain a culture where all members of the school community have the support and encouragement necessary to excel. Pupils and staff rise to the high expectations that leaders set. This is evident in pupils' exceptionally positive attitudes, their compassion, and their resilience. Adults model these characteristics, creating an environment where pupils thrive.
- Middle leaders described a culture of respect and trust. Although rightly proud of their achievements, they share a relentless determination to ensure the outstanding quality of education is sustained. They have a high degree of expertise, a contagious enthusiasm, and lead by example. One remarked, 'We are guardians of our phase; our job is to champion and celebrate the people we work with.'
- Strong relationships between middle leaders and class teachers and teaching partners<sup>2</sup>, developed through a collaborative approach, ensure that staff feel valued. The notion of 'open minds' means even the most recently qualified teachers are willing to innovate, take risks, and contribute their ideas for improvement.
- During discussions with members of the school parliament, pupils demonstrated all four of the school's values. They spoke eloquently and sensitively about their roles in the 'wellbeing ministry' roles, for example. Members of the 'eco ministry' showed a genuine sense of responsibility for the environment.
- Personal development is supported by a wide variety of activities, such as lunchtime dance, the craze of the week, the woodland area, trim trail, and calm zone. Extensive outdoor facilities provide pupils with opportunities to experience freedom, take risks, have fun, or simply relax. Leaders leave no stone unturned when providing stimulating and challenging sports activities.
- Pupils were eager to describe the 'Agents of Change' scheme that was launched in January. Pupils are awarded stickers for small acts such as tidying or being helpful, and have opportunities to earn a bronze, silver, or gold badge for initiating a change. This includes pupils completing a submission form linked to the school 'open hearts, open minds, open doors' maxim.

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<sup>2</sup> Teaching assistants are known as teaching partners at the school.

- The school's reputation as a ground-breaking institution means leaders are increasingly contributing to developments at other schools locally and more widely. Notably, this has included the reading champion providing guidance to schools in Gloucestershire, London, and the North East on reading spines and how cultural capital, diversity and inclusion can be integrated into the whole curriculum. The school's Vision Curriculum document has been shared with Gloucestershire Healthy Living and Learning to use as a framework for other schools.

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

... subject leaders were more proactive in celebrating and sharing current initiatives within the school and beyond.

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

- The curriculum has been developed through extensive research. The Stonewall project, for example, shaped the creation of the 'vision curriculum' in relation to promoting inclusivity and respect for diversity. The ambitious curriculum maps out both essential and disciplinary knowledge in each subject area through identified strands. Pupils are challenged to utilise their disciplinary knowledge to 'think like a geographer', for example, and to use and apply their skills in a range of contexts. This pioneering work includes the identification of what constitutes a greater depth of learning in every foundation subject. Pupils rise to the challenges and draw on their subject specific knowledge and skills to produce high quality responses.
- The impact of the challenging curriculum and the first-rate learning and teaching is clear. Children make rapid progress in Reception and build extremely well on this secure start to achieve high standards. At both key stages, outcomes in reading, writing, mathematics, and grammar, punctuation, and spelling, were in the top 20% nationally in 2022 at both expected and greater depth standards.
- Pupils achieve similar high standards across the curriculum. High quality materials contribute to the sense of importance and value of learning in the foundation subjects. Pupils rise to the challenges in history, for example. Writing about the 'forest law' of the Normans, one wrote: 'Furthermore, many more crimes associated with forest were put in place. If someone stole from the forest, they would be executed'.

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- Pupils' sketch books show how they acquire skills cumulatively. Many pupils, including disadvantaged pupils and those with complex needs, produce stunning work in art.
- Pupils show great pride in their achievements and make every effort to present their work accurately and imaginatively. Writing a summary of her in-depth studies of lungs and blood vessels, for example, one pupil produced complex charts and tables, and wrote, 'When you exercise, your organs and muscles are demanding far more oxygen to keep them moving. Therefore, your heart has to pump faster than usual'.
- Visits to lessons revealed a remarkable degree of consistency in pupils' learning behaviour and in teachers' expertise. In Reception, for example, teachers and teaching partners showed strong fidelity to the Little Wandle scheme, moving at a brisk pace, and fully engaging the children.
- Teachers routinely provide opportunities for pupils to recap on previous learning. Year 4 pupils, for example, identified links between historical eras, building on their previous study of the Bronze Age.
- Open-ended 'how and why' questions feature strongly and enable pupils to reach a greater depth in both the core and foundation subjects. Pupils in Year 5 showed a genuine interest in language as they explored the meaning of words such as 'subtlety', 'vaulted' and 'vantage'. Skilful questioning by teachers enabled all pupils to offer suggestions. One pupil commented, 'I really enjoy looking for the definitions of words I don't know'.
- The astute selection of core texts stimulates pupils' engagement and deepens their thinking. Year 6 pupils were fully engaged as the teacher read aloud extracts from 'Can You See Me?' by Libby Scott and Rebecca Westcott. She generated an atmosphere where pupils felt able to explore sensitive issues, including pathological demand avoidance. Her adroit questioning drew out many insightful comments about how the authors used figurative language.
- An agreed set of symbols for feedback works very well. One pupil explained, 'My teacher will add a shape into my book, so I know the next day what I need to work on. For example, if I have a square in my book, I look at the board and it might say squares means 'need to add fronted adverbials.'

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

No significant areas for improvement were identified during the review.

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

- The deputy headteacher is the pupil premium champion. She keeps a close eye on the provision for disadvantaged pupils to help ensure any barriers to their learning are addressed. She visits classes regularly to check in and monitor pupils' engagement. Action plans identify specific barriers, such as difficulties in fluency in reading, retrieval, inference, and vocabulary, followed by 'what, when, who' statements. Funding is used judiciously to ensure pupils do not miss out on clubs and educational trips, and families are helped to access additional funding where appropriate. The impact of the support for disadvantaged pupils is evident, not least in the fact that over a third of pupils across the school are working at a greater depth in the core subjects.
- Since her appointment in September, the SENDCo has worked tirelessly to review the provision for pupils with additional needs. In addition to guiding class teachers on strategies to meet pupils' needs during lessons, she has rekindled valuable links with a wide range of external agencies. This has meant that pupils' individual needs are fully investigated. Parents have felt listened to and, in many cases, reassured.
- Staff training in the Zones of Regulation<sup>3</sup> curriculum, together with the SENDCo's workshops for parents are proving beneficial. All pupils, not just those with additional needs, make use of peaceful zones in classrooms, plus the calm zone building and the 'Ow, Wow, Now' facility.
- Pupils described how teachers help them to feel comfortable while they are learning. They explained how they were able to choose a seating position, a fidget toy, or 'wobble cushion'. They spoke passionately about the availability of the calm zone and peaceful places in the classroom, adding movingly about the impact on their well-being and learning.
- Three learning mentors are on hand to support the wellbeing of both disadvantaged pupils and those with additional needs. Teachers in the iQuad show incredible expertise and enviable patience when supporting pupils with complex needs. Teaching partners make a valuable contribution to the learning of all pupils. They keep well-informed, use their initiative, and share the same compassion and commitment to ensuring pupils' wellbeing as all adults in the school.

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<sup>3</sup> The Zones of Regulation is a social-emotional learning curriculum, created to teach children self-regulation and emotional control.



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

... leaders further explored how pupils with additional needs can be supported in retaining essential knowledge.

#### **5. Area of Excellence**

Not applicable

#### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, 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 (SLP) 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.





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Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)