

REVIEW REPORT FOR
ASHTON KEYNES CHURCH OF
ENGLAND PRIMARY SCHOOL

Name of School:	Ashton Keynes Church of England Primary School
Head teacher/Principal:	Samantha Saville
Hub:	Wootton Bassett Hub
School type:	Primary voluntary controlled school
MAT (if applicable):	N/A

Estimate at this QA Review:	Outstanding
Date of this Review:	30 January 2018
Estimate at last QA Review	Good
Date of last QA Review	1 February 2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	4 July 2017

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	Accredited Teaching and learning of writing across the school
Previously accredited valid Areas of Excellence	N/A
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. Information about the school

- Ashton Keynes Primary School is a smaller than average-sized primary school, with one class in each year group from Reception to Year 6.
- Most pupils are of White British heritage, with very few speaking English as an additional language. A very small minority of pupils have Traveller heritage.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is broadly average, as is the proportion of pupils with a statement or education and health care plan.
- The school provides a well-attended breakfast club from 8am daily, which is run by school staff. Pupils also have access to 'Acorns', an after-school club, which is run by a private provider.
- The deputy headteacher has been in post for 18 months and the SEN coordinator, who works at the school for one day per week, joined in September 2017.

2.1 School Improvement Strategies - Follow up from previous review

- Leaders have responded promptly and effectively to address the two 'even better ifs' identified at the last review. They have had a very positive external review of Early Years Foundation Stage (EYFS) provision and have successfully ensured that writing quality is consistent across all subjects.

2.2 School Improvement Strategies - What went well

- Senior leaders work extremely well together under the energetic and inspirational leadership of the headteacher. Leaders have established a culture of high expectations across the school, for staff and pupils; they only accept 'doing our best'.
- Leaders have focused relentlessly on improving the quality of teaching and pupils' outcomes, with much success. Their uncompromising approach has brought about rapid improvement in standards, for example, in writing. Leaders and other staff also demonstrate a clear willingness to continue learning and improving.
- Leaders look after the well-being of staff. They also ensure that the part-time members of staff and job-sharers are deployed effectively with time for communication.
- Staff feel valued and trusted. They are encouraged to use their initiative and to research new ideas and best practice. There is a strong programme of continuous professional development, including coaching and mentoring, for teachers and teaching assistants. Staff speak about 'up-skilling', a phrase that reflects their uncompromising approach, which is also used by the pupils.
- The school is outward-looking and has established good links with other schools in the local cluster and further afield. The headteacher has been asked by the local authority to support other headteachers.
- Relationships are a strength and pupils spoke about how they love the school and all their teachers.
- Leaders have an accurate view of the school's strengths and where further

improvements are needed. They make good use of historic and current information about pupils' progress and attainment. They are tracking the progression of skills in all curriculum subjects.

- Subject leadership is developing well, and middle leaders are given time to monitor teaching and learning in their areas. They are expected to take the lead in their subjects and, for example, to train colleagues.
- Pupils benefit from a very rich, broad and balanced curriculum, with an excellent range of clubs and educational trips. Pupils take part in activities such as mindfulness, forest schools, engineering design and enterprise projects. They have also experienced mock trials and science and world awareness weeks. Music is a strength of the school with an active choir, regular singing during assemblies, as well as music lessons and individual instrument tuition. All these things have served to enrich pupils' experiences.
- Pupils are given many opportunities for leadership roles, including as e-cadets, school councillors, sports leaders, learning ambassadors, house captains and mentors. They spoke with confidence and pride about their roles.
- Local business people visit the school to speak to pupils about the world of work.

2.3 School Improvement Strategies - Even better if...

...middle leaders reported to the governing board using an 'impact report'
...leaders considered enhancing the provision even further by, for example, adopting Philosophy for Children and/or the UNICEF Rights Respecting Schools award.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- Leaders have responded well to address all the EBIs in the last review. There is now a clear and consistent application of 'polishing pens' by pupils in response to feedback in books. Opportunities for pupils to write have increased throughout the school, including in EYFS.

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

- There is a good degree of consistency across the school in the approach to lessons; planning and implementation are coherent with strong practice in all year groups.
- Staff manage pupils' behaviour extremely well and relationships are a strength. Pupils are polite, respectful and eager to learn. They are developing independence and resilience from EYFS onwards.
- Teachers have high expectations of pupils and provide tasks and activities that are engaging and challenging. They set 'star challenges' and pupils choose the level to work at, being very clear about the 'non-negotiables'.
- Lessons proceed at a good pace and pupils work hard throughout. Their attitude to work is excellent. This was evident in lessons and in the presentation in their

books.

- Teachers and teaching assistants use questioning effectively to make pupils think and work out things for themselves. They use an approach they call 'up-levelling' whereby they challenge responses from pupils and ask others to suggest improvements. Pupils made good use of their 'thinking books' to record ideas in all subjects.
- Subject specific skills are well developed in a wide range of subjects, including the foundation subjects. Teachers use subject-specific language accurately and expect pupils to do the same. They are enthusiastic and passionate about the subjects they are teaching. They model language, concepts and skills well for pupils and provide appropriate scaffolding where necessary.
- Teachers assess pupils' progress and understanding regularly in lessons. They provide mini plenaries where they identify misconceptions or when some pupils are struggling. The teaching assistants provide effective support to individuals, small groups or across the whole class.
- Pupils are given clear and apposite feedback in their books by staff. There is a consistent application of the school's policy of purple and green pens. Pupils respond well to teachers' questions, 'next steps' or corrections using their pink 'polishing' pens. This approach could be seen to have a positive impact on progress.
- The teaching of writing is a strength and pupils are given ample opportunities to write for a range of purposes. Staff ensure that writing is of a consistently good quality in all subjects. They also provide appropriate subject-specific feedback in topic and science books, as well as commenting on the quality of the literacy. Teachers provide adaptations to support pupils with particular special needs. For example, the use of a yellow highlighter on lines in one child's exercise book significantly improved their writing.

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

...the excellent practice seen in some classes, where pupils used hand signals to show whether they agreed, disagreed or wanted to add a comment, was shared across all classes.

...the use of 'top tips' and 'flexi table', as seen in Year 6, was adopted more widely.

...there was more evidence of teachers and teaching assistants providing ongoing feedback and challenges for pupils during lessons.

4. Outcomes for Pupils

- Children join the Reception class with skills that are broadly in line with those expected for their age. Children make rapid progress in Reception from their individual starting points across all areas of learning. This is because provision is of a high quality.
- The proportion of children that achieved a good level of development fell between 2015 and 2017, when it was just below the national average. However, cohort

sizes are very small, so these results need to be treated with caution. Last year, half of the Reception children were summer-born, which had a significant impact on their starting points. These children are now making positive progress in Year 1 and catching up with their peers.

- The results in the phonics screening check have been well above the national average in the last two years. Only three pupils failed to meet the 'pass' criteria last year.
- Pupils have achieved well at the end of Key Stage 1 with results being above the national average in reading, writing and mathematics, both in terms of the proportion reaching the expected standard and in attaining greater depth.
- The historic data indicates that Year 6 pupils have made consistently strong progress in reading, writing and mathematics over the past two years, with significant improvements since the results in 2015. In 2017, progress in all three subjects was significantly above average and in the highest 10% of schools nationally.
- Pupils' attainment was also above the national average in reading, writing and mathematics in 2017, in terms of both the expected standard and greater depth.
- Results in writing have been particularly strong as a result of the increased focus since the current headteacher took up post. In 2017, all of the middle and high prior attainers attained the expected standard and all of high attainers reached greater depth.
- These results appear to have been sustained as evidenced by the school's tracking data, and the quality of work seen in lessons and pupils' work. The school has also made good use of opportunities to moderate teachers' assessments with other schools.
- Pupils enjoy reading and make good use of the school's library. They hear adults reading and read to adults regularly.
- Disadvantaged pupils and those with SEND are monitored very closely and a range of effective interventions and other strategies are provided to support them. Teaching assistants are trained to provide the individual help that pupils need, for example, in language and communication, as seen to good effect during the review. Staff make good use of pre-teaching, which helps pupils get off to a better start in lessons. Disadvantaged pupils achieve extremely well and above others nationally, but numbers are very low.

5. Area of Excellence

Teaching and learning of writing across the school

5.1 Why has this area been identified as a strength?

- The school has improved pupils' progress and attainment in writing dramatically in the past three years. In 2017, the end of Year 6 results placed the school first in Wiltshire for progress in writing and second nationally compared to schools with similar starting points. The school has already shared its excellent practice with other schools and leaders in Wiltshire and beyond. This area has also been

identified as a key strength across the school by Challenge Partners' review teams.

5.2 What actions has the school taken to establish expertise in this area?

- The headteacher is an English specialist. She has worked previously as an English consultant, with a particular focus on writing. When she joined the school in 2014, the results in writing were below the national average. Through a careful audit and analysis of practice and outcomes, the leadership has worked with governors and staff to dramatically improve writing outcomes for the school. They achieved this through more rigorous school planning, higher expectations for all pupils and raising the profile and enjoyment of reading and writing. They have invited authors into the school and introduced quality texts that are used to drive the teaching of writing across the whole school.
- Regular opportunities for pupils to write are in place from Reception upwards and examples of pupils' writing are evident in classrooms and corridors. This past year the school has focused on ensuring that the quality of writing across the curriculum is to the same standard as in literacy books. It was evident during the review that this approach has been successful as work of a high standard was seen in all subjects.
- Leaders relentlessly monitor the quality and quantity of writing through 'book looks', observations and regular learning walks.

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

- The quality of current pupils' work confirms that pupils make strong progress in writing across the school. Pupils are attaining high standards by the end of the key stages. There has been a significant improvement in outcomes, particularly of boys, between 2014 and 2017. The progress score for writing in 2017 at the end of Year 6 was well above the national average and in the top 10% nationally. The proportions of pupils that attained age related expectations and greater depth were well above the national average in 2017. Disadvantaged pupils and those with SEND also achieve well in writing across the school.
- There is strong evidence of high quality writing in pupils' books, in classrooms and around the school.

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

Samantha Saville, headteacher
Email: s.saville@ashtonkeynes.wilts.sch.uk

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

Leaders will continue to work with the hub and have no particular need for support at the moment.

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.