



QUALITY ASSURANCE REVIEW

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:	Royal Wootton Bassett
School type:	Primary
MAT (if applicable):	N/A

Estimate at this QA Review:	Outstanding
Date of this Review:	12/06/2019
Estimate at last QA Review	Outstanding
Date of last QA Review	01/02/2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	Short inspection – 04/07/2017



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ASHTON KEYNES CHURCH of ENGLAND PRIMARY SCHOOL

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	None submitted for this review.
Previously accredited valid Areas of Excellence	Teaching and learning of writing across the school 01/02/2017
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

- Ashton Keynes Church of England Primary School is smaller than average although its success has led to numbers increasing considerably in recent years. The school is heavily over-subscribed.
- The vast majority of pupils are from White British backgrounds. The proportion of pupils who are from minority ethnic groups, or who have English as an additional language is well below the national average.
- The proportion of disadvantaged pupils in the school is below average.
- The proportion of pupils in receipt of support for special educational needs and/or disabilities (SEND) is broadly average, as is the proportion who have an education, health and care plan.
- Leaders, pupils and parents are very excited by the proposed re-development of the Key Stage 1 area, with work due to start over the coming summer holiday.
- The school motto is "Shine Bright * Reach for The Stars" which all staff enforce relentlessly to instil in pupils that everything is possible if they work hard and do their best.
- The school recently received a letter from the Department for Education congratulating staff on the progress pupils made from Key Stage 1 to 2, placing the school in the top 3% in the country.

2.1 School Improvement Strategies - Progress from previous EBIs

- Since the last review, middle leaders are now required to submit subject impact reports to governors which has met with great success, in addition to developing the roles and responsibilities of those members of staff. Increasing the depth of learning has resulted in the establishment of a Global Advocacy project with the intention of gaining the national award in this area. Curricular enrichment and increased parental involvement have assisted greatly in further developing this aspect.

2.2 School Improvement Strategies - What went well

- The school is exceptionally well-led. The headteacher's passion is contagious and all staff share in her drive to provide the best possible opportunities for their pupils. The senior leadership team forms a cohesive unit, and its members know the pupils and their individual needs extremely well. This ensures that learning is personalised and thus highly effective.

REVIEW REPORT FOR ASHTON KEYNES CHURCH of ENGLAND PRIMARY SCHOOL

- Senior leaders set aspirational targets for all staff to work towards, resulting in the entire workforce moving in the same direction. The examples leaders set are wholly adopted by all so that the school continues to achieve high-level outcomes. This is echoed in the concise school improvement plan, where the course for the main priorities is charted to ensure continuity and further improvement.
- The devolved leadership model employed by senior leaders ensures a there is a valid succession pattern established but also empowers the middle leader group to thrive in their roles. The additional responsibilities delegated to them results in their contribution to driving the school forward, becoming vital and valued in equal measure.
- To ensure smooth transition between classes and phases, staff work collaboratively in planning and monitoring, for example Year 3 and 4 staff liaise closely to guarantee progression in skills and knowledge. Year 2 and 3 teachers also work together effectively to bring certainty to the movement of pupils from one phase to the next.
- The school's philosophy encompasses the notion - 'every teacher a leader' - and relies on close communication throughout the whole staff and the distribution of responsibility. This enhances teachers' autonomy, ownership and accountability. Opportunities for leadership spread to the pupil population, and this group has the chance to adopt these roles in many guises.
- Improving outcomes in writing has been a whole-school issue but especially so in Key Stage 1. As a result of the strategies leaders have embedded, there is now no difference in the quality of writing in core and foundation books. Additional support already in place in Year 2 is set to continue when that group moves into Year 3 in order to sustain improvement.
- The school is embarking on a project related to Global Advocacy with the aim of gaining the national award in this aspect. This is intended to further develop pupils' awareness and understanding of social, moral and spiritual matters. One aspect of this scheme comes in the spirited art competition the school and pupils have already started completing high-quality artwork that represents their beliefs.
- Because leaders are fully focused on maintaining high standards of teaching and learning, their joint 'book looks' with teachers result in EBIs that are then reviewed in subsequent meetings. This ensures that areas that may require development are continuously monitored.
- The school's Shine Curriculum is based on a 'seven-year journey' from Reception to Year 6, the summary of which states the intention to "lift the lid on learning and opportunities; there are no limits which enables children to thrive and excel." The breadth, depth and range of learning experiences the curriculum offers certainly enables pupils to develop into inquisitive, confident life-long learners.

2.3 School Improvement Strategies - Even better if...

After discussion, no EBIs emerged from this review.

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

- The use of hand signals to monitor pupils' understanding and agreement/disagreement during discussion has been adopted school-wide, as has the use of 'top-tips'. Further development of the role of teaching assistants (TAs) has enabled this group of staff to provide ongoing feedback and increased challenge for pupils in lessons.

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

- Teaching is consistently strong across all phases. Leaders have established a culture where all staff are encouraged to take risks in their planning and execution. This ensures that staff morale is high, but everyone is aware that support is readily available if it should be required.
- High quality teaching and learning begins in the Early Years Foundation Stage (EYFS), where highly skilled teachers and other adults ensure that children receive a broad range of learning experiences using the well-resourced indoor and outdoor areas. The whole-school focus on writing begins here because children are given every opportunity to write or mark-make, such that they quickly become enthusiastic writers. Children are definitely 'Year 1-ready' by the end of Reception.
- Highly-skilled teaching assistants are effectively deployed in class to ensure that pupils who require support get the best. The plethora of training and guidance additional adults receive enables them to make a difference in school, and they relish the further responsibilities they are entrusted with.
- A true sense of love and nurture pervades the school. Pupils are intensely proud of their school and are fully committed to their learning. One said, "The school is amazing". Mutual relationships are dominant features in all classrooms, based on respect and willingness to learn. Teachers have a strong bond with their classes but pupils too, have positive interaction with their classmates. They support each other in their learning but are also quick to pick each other up on any minor attentional lapses. A girl in the Reception class reminded her neighbour to sit up straight in assembly, reinforcing the school's values. This ethos contributes to a highly purposeful learning environment.

- The whole school focus on raising standards in writing was evident in all classrooms and pupils' books. This was particularly evident in Year 6, where pupils were writing extended pieces from a video clip stimulus and skilfully alternating first and third person narrative into their work.
- Teachers exhibit strong subject knowledge that enables them to bring learning to life. Modelling is equally a strength, which was exemplified in a Year 1 mathematics lessons where the teacher initiated the activity clearly so that pupils were quickly able to work independently.
- On that theme, independence is a feature in all classes. The self-selection of resources leading to sustained learning in a Reception class indicates that this aspect is developed from the start.
- High levels of engagement are always the norm and the use of hand-signals to gauge learning and understanding leads to full attention. Because teachers have exceptionally high expectations, off-task behaviour is a rare occurrence: pupils universally portray positive behaviours for learning.
- Differentiation and challenge are appropriate. In a Year 6 English lesson, the teacher enabled pupils to individually challenge themselves – one boy boasted, "Look at the progress I've made" when a reviewer looked in his book.
- Books reveal pupils at all age groups fulfilling the teachers' expectations regarding the quality of work. The focus on improving writing is tangible and all staff continue to maintain and insist on the highest standards of writing. Strong levels of progress are clearly evident.

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

...teachers provided further opportunities for pupils to act on open-ended questions in order to deepen their reasoning and understanding through their responses.

4. Outcomes for Pupils

- The school's catchment area comprises varied levels of deprivation, but children enter at levels of development that are broadly what would be expected. That they make significant progress over time is testament to the high-quality teaching they receive. This commences in the vibrant Reception class, where children achieved a good level of development that exceeded the national average in 2018.
- Virtually all 'headline' measures exhibit a trend of improvement over recent years. This was exemplified in the percentage of pupils who achieved the Year 1 phonics screening check, which was much higher than the national average; almost all pupils passed.

- Last year's Key Stage 1 results continued the upward trend, where at the expected standard, reading, writing and mathematics easily bettered the national averages, the latter especially so. At the greater depth level, writing was below the national average, but the other two areas were well above.
- The progress pupils make by the time they reach Year 6 is remarkable. Key Stage 2 progress scores for reading, writing and mathematics rated well above average levels; again, mathematics being the strongest of the three, closely followed by reading.
- Attainment at the expected level crushed the national averages for reading, writing and mathematics; almost all pupils gained age-related expectations. The percentages of pupils gaining the higher standard was equally astounding, with over half the pupils gaining this measure in reading and mathematics. Similarly, high levels of attainment were gained in the English Grammar, Punctuation and Spelling test at both standards.
- Disadvantaged pupils and those with SEND constitute small numbers across the school, hence their attainment is not statistically significant. However, from their individual starting points, they make strong progress.
- Assessment and tracking systems are accurate, enabling leaders to confidently portray current data that reveals that high levels of progress and attainment are set to be maintained this summer. Figures indicate that the vast majority of Key Stage 1 pupils are in line to achieve at least age-related expectations and many are expected to gain the higher standard. Even higher numbers of pupils are on track for success at Key Stage 2. All are expected to achieve at least age-related expectations in mathematics, and most are to do so in reading and writing.
- Pupils are closely tracked from Year 2 to ensure their progress is linear and progressive. Effective pupil progress meetings are geared to focusing on all pupils, which enables early intervention where it is required to avoid any decreases.
- One-to-one teaching and pre-teaching ensure that disadvantaged pupils and those with SEND make strong progress. Staff have high aspirations for pupils and strategies they have established ensure that all make progress commensurate with their ability and no pupil is left behind. Independent targets are set and very specific interventions support pupils' development.

5. Area of Excellence

None submitted for this review.



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ASHTON KEYNES CHURCH of ENGLAND PRIMARY SCHOOL

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

Nothing at this time, but leaders are aware where to gain support when required.

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.