



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ASHTON KEYNES CHURCH OF ENGLAND PRIMARY SCHOOL

Name of School:	Ashton Keynes Church of England Primary School
Headteacher/Principal:	Samantha Saville
Hub:	Royal Wootton Bassett
School type:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	03/02/2020
Overall Estimate at last QA Review (if applicable)	Outstanding
Date of last QA Review (if applicable)	12/06/2019
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	04/07/2017



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ASHTON KEYNES CHURCH OF ENGLAND PRIMARY SCHOOL

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) The Culture of Challenge Accredited

Previously accredited valid Areas of Excellence (if applicable) Teaching and learning of writing across the school. 01/02/2017

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

Ashton Keynes Church of England Primary School is a one form entry, smaller than average sized primary school that has increased in size over the last few years. The school is having an extensive new building comprising three classrooms, a music suite, meeting rooms and an innovative learning hub.

The vast majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups and/or who speak English as an additional language is very low. The proportion of disadvantaged pupils is well below the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is broadly average, as is the proportion with an education, health and care plan (EHCP).

The school's motto, 'shine bright, reach for the stars' permeates all aspects of school life because 'the shine is shared' with the whole community.

The school recently received a letter from the Department for Education recognising that 100% of pupils reached or exceeded the expected standard in reading at the end of Key Stage 2 in 2019. The school also made the Sunday Times' top 250 schools' list, placing them in the top 1.5% of highest performing schools in the country. Other awards include the widening inclusion and RE award (WIRE), Pride of the Cotswolds School of the Year and regional winners for a mathematics competition.

The school regularly hosts visits from other schools to learn from the excellent practice at Ashton Keynes in writing, massage (massage in schools programme) and Forest School. The headteacher is currently undertaking the NPQEL course and supports seven local schools with writing. The deputy headteacher is leaving to take up a headship at Easter. The vice-chairman of governors joined the final meeting.

2.1 Leadership at all levels - What went well

- Senior leaders and other leaders are united in having the highest aspirations for pupils by 'taking the lid off learning' through the embedded culture of challenge. The three-star challenge even extends to governors! Leadership is characterised by genuine passion and ambition for every pupil to achieve the highest levels. The headteacher's infectious enthusiasm and conviction ensure that pupils' well being is truly at the heart of the school's vision. The proficient senior leadership team (SLT) supports and challenges all staff to have consistently aspirational expectations for every pupil. Leaders have their 'finger on the pulse' and the leadership of teaching and learning is exemplary. This is why pupils thrive and

REVIEW REPORT FOR ASHTON KEYNES CHURCH OF ENGLAND PRIMARY SCHOOL

excel.

- Leaders at all levels, including governors, know their school exceptionally well. Key priorities improve the quality and consistency of pedagogy and outcomes, including for disadvantaged pupils. Inclusivity is palpable. The school feels like a warm family, where every stakeholder is cared about - and cared for.
- Subject leaders feel empowered to initiate their own ideas and are strong leaders who support others through effective monitoring. They said, 'we are given airtime to suggest and share ideas'. Motivational continuing professional development (CPD) drives succession planning.
- Leaders' relentless tracking of pupils' progress focuses on the 'power of three' (combined core subjects) which have now become the 'power of ten+' (subjects) to ensure that pupils achieve equally highly across all subjects.
- Leaders are committed to providing a holistic curriculum which maximises opportunities for purposeful cross-curricular links. The Shine curriculum enables all pupils to 'shine' across a broad variety of experiences. Extraordinary enrichment activities make learning meaningful and memorable. Residential visits include camping on the school field for Year 4, Viney Hill for Year 5 and London for Year 6. Pupils said, 'staying away helps to cement our friendships and develop our confidence'. Pupils said that their school is unique because of the 'style of learning, the inspirational teaching and interesting challenges'.
- Leaders go above and beyond to create exciting spiritual, moral, social and cultural experiences to broaden pupils' character development. For example, one pupil explained how being a librarian has 'helped me to be much more organised'. Pupils articulated how the extensive range of leadership roles enhances their skills and personal qualities such as empathy and confidence. Pupils unanimously love the staff. Typical comments included, 'the headteacher never covers up mistakes, she is always herself'; 'she is the reason I want to be a teacher because she is so inspiring'; 'teachers are fun, sparkly; they bring out the best in everyone'.
- The dynamic leadership of global advocacy brings to life the vision to create thoughtful, responsible citizens. 'Awareness of the world' activities help pupils understand how their own lives contribute to 'keeping our world clean and safe'. Pupils wrote to David Attenborough and Coca Cola about possible small but significant changes. One Year 4 pupil said, 'when we are older it is going to be our job to reduce climate change so, for instance, we try to use less plastic now'.

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

...given the staffing changes, leaders maintained consistently strong teaching and learning and high outcomes.

3.1 Quality of provision and outcomes - What went well

- There has been a continuous upward trajectory over several years for both attainment and progress at the end of Key Stage 2. Attainment is significantly above national averages at expected and higher standard levels. Books of current pupils demonstrate consistently high outcomes across the school. This equips pupils with everything they need to succeed in their next stage and in later life. By the time pupils reach Year 6, they are self-motivated, independent learners whose mature attitudes cultivate ownership of their learning.
- Relationships are quite exceptional, demonstrating mutual respect and trust, peppered with humour and integrity. Attendance is consistently above the national average because attending Ashton Keynes feels like a genuine privilege.
- Older pupils increasingly write like published authors. They incorporate sophisticated imagery in creating their own books, such as, 'wafting through the dim, muggy cave, the scent of sweet, bloody nectar drifted into his nostrils'.
- Not a moment of learning time is wasted. Through metacognition, staff teach pupils to 'think about thinking' and 'learn about learning'. The risk-taking culture encourages mistakes to allow for growth. Pupils spoke enthusiastically how support and improvement time (SIT) and instant feedback supports their learning.
- Pupils' books are immaculate. Curriculum content is advanced and deepened across each year group - and across all curriculum areas. Pupils call upon prior learning to extend their thinking, such as in a Year 4 writing lesson when discussing sentences from 'Arthur and the golden rope'.
- Pupils demonstrate a true love of reading and believe that it is important to 'read at home and be read to, even if we can read fluently'. The Iron Man novel enthused Year 3 pupils to write a newspaper article. Pupils spoke about several visiting authors who have inspired them, including David Lawrence Jones whose earlier dislike of reading really motivated the boys! Pupils make excellent progress in reading. Every single pupil achieved or exceeded age related expectations last year. Eleven of the current Year 5 pupils finished Year 4 working at greater depth and, just one term later, the figure increased to fifteen.
- Children make rapid progress through the Early Years Foundation Stage and apply their phonics knowledge to their reading and writing with confidence. More able pupils wrote several sentences with independent plausible attempts at spelling. Learning Journeys show clear differentiation, enabling all children to succeed.
- Teachers' secure subject knowledge and the right teaching methods at the right time address misconceptions and allow for thought-provoking discussions that deepen curricular knowledge. For example, in Year 5, the teacher's adept questioning opened up hypotheses about Sikhism for other pupils to question. This prompted philosophical questions from the pupils such as, 'why were they all men?', 'why weren't there any women?'.

**REVIEW REPORT FOR
ASHTON KEYNES
CHURCH OF ENGLAND
PRIMARY SCHOOL**

- Forest School builds resilience and confidence for all pupils. For example, Year 1 pupils exuded their thirst for overcoming challenges by applying problem solving skills to build bridges with limited resources.
- Teaching assistants (TAs) skilfully tease out knowledge through a series of supportive questions, drawing out a range of prior learning. Rather than answer questions from Year 6 pupils, one TA said, 'you tell me!'. This resulted in pupils articulating the key features of a newspaper report successfully.
- Stimulating activities challenge pupils at all levels. Pupils rise to the highest expectations and flourish. Many Year 2 pupils chose the three star mathematical challenge when finding fractions of numbers, persevering until they succeeded.
- Spiritually life changing texts such as 'Welcome to our world' and 'The Island' connect curricular areas. Core texts match the interests of each class and challenge pupils' thinking, resulting in extremely high outcomes.

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

...pupils used their well-established self-assessment skills to support and challenge others.

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

- Strong leadership provides a bespoke programme of interwoven support which emerges from core practices. The primary aim is to diminish the difference between disadvantaged pupils and their peers. This is achieved successfully and, in several cases, exceeded. Both disadvantaged pupils and those with additional needs have extremely positive attitudes to learning and make a significant contribution to the life of the school. All groups, including EAL pupils, are represented as leaders on the school council and are leaders of various clubs. For example, two pupils with an EHCP are organising a reward event. They have submitted a business plan and have a budget to go shopping for food that they will prepare and serve.
- The curriculum is adapted successfully for disadvantaged pupils and those with additional needs, which enables equality of accessibility for pupils to achieve high outcomes. For example, a Year 2 pupil with SEND independently chose the three-star challenge. He was able to articulate the strategies he used to find a half and a quarter of two-digit numbers. Specific resources such as dictionaries and check-lists enabled pupils with SEND to correct their own work independently.
- Year 6 pupils who have SEND enjoy applying their knowledge across many areas of the curriculum. Their books show progressive outcomes and advancing writing

skills.

- TAs are highly trained and their significant role in pupils' learning at Ashton Keynes ensures that pupils access learning successfully. Productive strategies include pre-teach, planning for small steps, targeted interventions, ELSA, SALT, homework support after school, outside agency work, specialised TAs, small group and 1- to -1 teaching. Personalised interventions with small groups of pupils address misconceptions almost immediately and pupils enjoy the bespoke support that moves their learning on. One pupil said, 'the extra help makes me so much more confident in mathematics'.

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

...no EBI was identified.

5. Area of Excellence

Culture of Challenge

Accredited

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

'Shine Bright and Reach for the Stars' is the school ethos and is the key driver behind every aspect of the school, committed to by all stakeholders.

All pupils select their own star challenge level in all lessons. This demonstrates self-regulation of learning, understanding of challenge and perseverance. Taking risks is a key part of learning and pupils excel. Staff are excellent role models and demonstrate consistently high expectations of themselves and of pupils through a relentless focus on ambition. All staff model a growth mindset, meaning there is no ceiling on learning. Parents receive star challenges, which support and enhance their children's learning at home. Governors also make effective use of the star challenge. One star recognises a challenging question, two stars result in an action or change, and three stars indicate a policy or procedural change.

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

School outcomes have outperformed national and local averages consistently over four years. The school has been ranked in and above the top 3% of schools nationally over the past three years. Work in current pupils' books reinforces these high standards across the curriculum. An example is Pupil A, who arrived at Ashton Keynes at the beginning of Year 5 on track for achievement at age related expectations. As a result of the culture of challenge, this pupil achieved greater depth standard in all areas at the end of Key Stage Two last year.

Enrichment:

Within the rich Shine Curriculum offer, unique learning opportunities offer the chance to access challenge at all levels. This includes high-quality vocabulary development and interpreting the 'big questions' which deepen pupils' learning, whilst enabling them to progress independently. Pupils own their own learning at Ashton Keynes.

In addition, opportunities are provided for pupils to challenge themselves and others beyond what they might have originally thought possible. Pupil leadership at all levels across the school includes subject leaders, eco-leaders, worship council and global advocates. Specific examples of impact are evident where pupils with SEND have experienced bespoke challenges, resulting in improved outcomes. They also plan and lead clubs, enhancing their self-esteem. Because the Shine Curriculum is tailored to the contextual needs of individuals, the vibrant learning environment enables high quality interactions from skilled practitioners. Leaders view every staff member and every pupil as a leader.

Deep, skilful questioning enables pupils to challenge themselves and one another. The adults are not the only ones who pose questions! Pupils respectfully challenge and question their adults, as well as each other, to ensure that they flourish and thrive. This has an impressive impact on their character development. Through Global Advocacy, staff deliberately challenge pupils to look beyond any preconceptions and inhibitions in order to channel contributions to the future.

By the end of Year 6, pupils are well-rounded, articulate members of the school community. Pupils' unique seven-year journey starts from day one in EYFS to ensure exceptional progress of all pupils, regardless of starting points. They make a successful transition to secondary schools and are exceptionally well prepared for the next stage of their education.

Leaders have worked with schools within the local authority, one of which has successfully adopted the star challenge system across their own school. Visits to



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ASHTON KEYNES CHURCH OF ENGLAND PRIMARY SCHOOL

schools and settings across the country through Challenge Partners and NPQEL projects enable the most recent research and practice to be reflected upon.

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

Samantha Saville

Headteacher

s.saville@ashtonkeynes.wilts.sch.uk

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

Leaders are happy with the support the school currently receives.

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.