



**VIRTUAL LEADERSHIP 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 phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this virtual Leadership Quality Assurance Review:	Leading
Date of this Review:	03/02/2021
Overall Estimate at last QA Review	Leading
Date of last QA Review	03/02/2020
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	04/07/2017



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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
School Improvement Strategies	Leading
Approach to recovery and remote learning	Leading
Area of Excellence	Accredited
Previously accredited valid Areas of Excellence	The Culture of Challenge, 03/02/2020
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 primary school. It has recently opened an extensive new building comprising three new classrooms, a music suite, meeting rooms and an innovative learning hub. This area was partially funded by the school's parent body, which shows the positive regard with which the setting is held in the wider community. Support for the school was also shown during the review by parental comments such as, 'overall, we feel very lucky to have our children at a school like Ashton Keynes and we are truly grateful to the hard work of all of the staff.'

The vast majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups and/or those who speak English as an additional language is very low. The proportion of disadvantaged pupils is 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).

All aspects of the school's work are underpinned by their motto, 'shine bright, reach for the stars'. As a result of this aspirational outlook, and the importance that is placed on supporting pupils' mental health, parents are fully supportive of the school's approach towards dealing with the challenges of the current pandemic.

2.1 Leadership at all Levels - What went well

- Shared accountability is a feature of the school's continuing success. Robust systems, supported by a rigorous system of continuing professional development (CPD), provide a secure platform for staff to flourish. During the past twelve months, these processes have evolved to support the delivery of remote learning, which has ensured that consistently high expectations of pedagogy have been maintained.
- All staff have clearly defined roles and are given both the autonomy and support to lead areas. They are provided with the time to attend senior leadership meetings and feel that their contributions are valued. As a result of these opportunities for distributed leadership, Ashton Keynes is an exciting place where all staff are both team leaders and team players.
- Inclusivity is one of the school's key drivers. Equity and equality are supported by the school's vision that 'the shine is shared.' Strong leadership of the provision for pupils with additional needs, and those who are disadvantaged, ensures that

every pupil has the right resources. Provision for SEND pupils is strong because leaders have developed a 'no excuses culture', stating that 'all children have potential – regardless of their needs'.

- Middle leaders make a significant impact within the school. They have implemented a high quality curriculum, which is carefully monitored by a comprehensive assessment system. They also provide regular support through coaching and mentoring which enables staff to work together to inspire each other. A typical comment describing the positive impact of middle leadership was, 'they are incredibly passionate and knowledgeable and always willing to share ideas and provide support where needed!' Middle leaders spoke confidently of how their suggestions are invited and valued. Senior leaders support middle leaders in both reflection and evaluation of the impact of their initiatives. For example, feedback from staff about 'cold tasks' encouraged leaders to make subtle improvements. Responding to pupil feedback, the curriculum leaders reviewed their lockdown curriculum to ensure appropriate adaptation and progression.
- Governors are proud of all aspects of the school. These embrace its inclusivity, focus on emotional well-being, provision of a variety of enrichment activities and development of pupils as global advocates who can consider the consequences of their actions on the wider world. Governors also have a comprehensive overview of the support that the school has provided to its community during the last twelve months and have a clear vision of how this could be further developed in the future.
- Pupils are true leaders at Ashton Keynes. Leaders align pupils' spiritual, moral, social and cultural development with future expectations of society. Pupils articulate and debate their opinions in a mature and considered way, for example by organising presentations that encourage visitors to reduce their use of plastic.

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

...leaders explored opportunities to further develop global advocacy by forming strong professional links with schools in other countries to enable staff to explore pedagogy and provide opportunities for pupils to further develop their knowledge of the world.

3.1 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs- What went well

- All staff at Ashton Keynes demonstrate a shared vision to pursue the best outcomes for all pupils despite the challenges presented by the current pandemic. Underachievement and underperformance play no part in this vision. As a consequence, both staff and pupils continue to be provided with a full range of experiences to ensure that they thrive and prosper. One Reception pupil said, 'I love school! I love the things we do in our classroom!' Mutual respect and trust at all levels create a climate of positivity and ambition, where opinions are valued and all are encouraged to try their best in a range of curriculum areas. This culture promotes an enjoyment of learning, which was shown by a Year 3 pupil who stated, 'I like school because the teachers challenge me and help me learn even more'. This positive view was reinforced by a Year 6 pupil who said, 'I like school because the teachers are kind and support me'.
- Staff know their pupils and families exceptionally well which allows them to successfully cater for the different needs of all pupils, including high attaining pupils, the disadvantaged and those with additional needs. One parent could not speak highly enough of how teachers 'are always happy to communicate with us, easy to approach and quick to respond to any queries we might have.' Another parent, whose child has additional needs praised 'the honesty from her teachers in their communication with us around what her struggles are in class and how they feel she can be helped with these.' The local community also appreciates the school's clear focus on the emotional well-being of their children. 'Mental health is top of the agenda to us over academic achievement and we really feel like the school gets this! They do all they can to help the children grow confidence within themselves and in relation to their peers and teachers'.
- Confident and secure self-evaluation informs a coherent school development plan, which focuses on the needs of all learners. The school's curriculum intent and vision underpin the key priorities of the plan, ensuring that an extensive range of inspiring activities are provided to meet academic needs, as well as individual talents and interests.
- Leaders are outward looking, regularly meeting with colleagues from other settings to share best practice. Staff enjoy undertaking pertinent research, as evidenced by the decision to be one of the first schools to implement the new

Early Years Development Goals.

- On a regular basis, pupils are provided with a wealth of experiences that encourage them to respect their school's values and to become thoughtful, kind and curious citizens in society. For example, older pupils are writing letters to people who are currently shielding, which is encouraging them to contemplate the impact of the current pandemic on society as a whole.

3.2 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs - Even better if...

...the school continued to share best practice with other schools.

4.1 Approach to recovery and remote learning - What went well

- All school leaders, including the recently established governor Covid strategy committee, have proactively managed Ashton Keynes' response to the pandemic. Their strategic planning, which has effectively pre-empted and resolved problems, has allowed the school to successfully address gaps in learning and promoted high attendance for both staff and pupils. Leaders have maintained a positive relationship with parents during the lockdown by responding to their suggestions on changes to provision, as evidenced by the increased use of live teaching.
- The school's regular and positive communications with pupils during remote learning, has been well received by parents and has improved learning. For example, the mother of a Year 3 pupil commented, 'My daughter looks forward to the meetings (today she sat ready at the table fifteen minutes early!) and is very proud of the work she completes for her teacher'.
- Staff are relentless in their drive to ensure that pupils with additional needs are not disadvantaged by school closures. On-going support through individual feedback and phone calls have ensured that parents feel, 'our children are well supported, and we are confident that any gaps in their learning will be addressed'.
- Leaders have set out clear expectations for engagement through a code of conduct for remote learning. As a result the quality of work produced by pupils at home is rightfully celebrated.



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- CPD continues to adjust to new circumstances and staff are signposted to CPD libraries, online resources and videos in order to further develop their knowledge and understanding of remote learning. The shared language towards the development of this provision has especially support staff who work as job shares.

4.2 Approach to recovery and remote learning - Even better if...

...further opportunities were provided for all leaders and governors to monitor the effectiveness of remote learning in order for them to regularly share best practice with others.

5. Area of Excellence

Global Advocacy

Accredited

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

Global advocacy is fully integrated within Ashton Keynes CE Primary School. It is the golden thread running through the heart of the 'Shine Curriculum' across all subjects and all ages. Global advocacy within the curriculum is highly effective, progressive and impacts on pupils' lives and their understanding of the world. This is evident in their articulation around this topic. There is a strong balance between global education and Christianity across the curriculum which can be adapted to suit the needs of non-faith schools.

Ashton Keynes has a high quality, dedicated school-wide, non-negotiable spiritual fortnight at the start of every academic year to immerse all pupils at an age-appropriate level in global issues. For example, in 2019/2020 the focus was on refugees and how we show love to those made vulnerable by war across the world. In 2020/2021, it was 'Life in All its fullness' to develop an understanding of what is needed across the world for this Bible quotation to be a reality.

Global advocacy has a strategic place and value so that it is part of the school leadership priorities on the annual school improvement plan and is therefore given time, commitment and energy. Space and support are wholeheartedly given by the



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headteacher to challenge staff to develop further, for example, through the Global Neighbours Scheme Gold criteria (Christian Aid)- leadership development and staff training time.

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

Pupils have developed a progressive understanding of who they are and of life beyond themselves. They have explored situations from other perspectives and developed the empathy to talk about these on a mature level. For example, when pupils have explored the 'rights of a child' they have written letters showing excellent knowledge, questioning and a strong passion to address the imbalance/challenge respectfully.

Learning from established whole school Global weeks ensures that by the end of Key Stage 2, pupils have both a clear global understanding and the skills to hold mature and reasoned discussions based on evidence. Furthermore, they have experience of liaising with a range of organisations from the wider community to affect change, For example, pupils have worked with members of the local community to reduce their use of cling film by providing sustainable alternatives. They have also been working with a local charity to fund toilets in Guatemala.

The school has recently submitted an application for the GOLD criteria for Global Advocacy Mark (Christian Aid).

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

Name: Katy Thomas

Title: RE Lead

Email: k.thomas@ashtonkeynes.wilts.sch.uk

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

To continue to share best practice with other schools.



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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.

Schools can also 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 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.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.