



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 QA Review:	Leading
Date of this Review:	24/01/22
Overall Estimate at last QA Review	Leading
Date of last QA Review	03/02/21
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	04/07/2017

1. Context and character of the school

Ashton Keynes Church of England Primary School is a one-form entry school. It is smaller than the average-sized primary school but has grown significantly over recent years and is consistently oversubscribed. The school has had an extensive new building, comprising three new classrooms, a music suite, meeting rooms and an innovative learning hub. The hub was funded by parents and the community. It has recently installed an all-weather running track, also funded by parents and wider community.

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 below the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is 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. As a church school, it ensures that the curriculum and school life enable its pupils to flourish so that they may have 'life in all its fullness'.

The school recently made the Sunday Times 'top 250 schools' list, placing it in the top 1.5% of highest performing schools in the country for a second time. Other recent awards include the Music Mark and RHS 5-star gardening award. The school is currently working towards Global Neighbours, eco and happiness awards.

The school regularly works with other schools to share the excellent practice at Ashton Keynes in Religious Education and Christian Distinctiveness, writing, Forest School and massage (massage in schools' programme). It supports schools as a pupil premium partner and mentors new headteachers. The headteacher has recently been awarded the NPQEL (National Professional Qualification for Executive Leadership) and offers leadership support and training beyond the school.

2.1 Leadership at all levels - What went well

- The dynamic and very enthusiastic headteacher provides inspirational leadership. She is relentless in her pursuit of improved provision and support for all pupils and their families. She has succeeded in creating a culture of trust and high expectation, 'reach for the stars', which enables pupils and staff to excel and 'shine bright'.
- Leaders are passionate about their roles and are very clear about the school's many strengths and pupils' achievements. They have sustained high quality provision and outcomes for pupils for several years. There is a very strong focus

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- on developing the whole child and taking full account of each pupil's well-being.
- The school has a 'finger on the pulse' approach towards leadership and staff evaluate their subjects meticulously to ensure impactful leadership. Leaders monitor one another sensitively and purposefully to check teaching provision.
 - Continuous professional development (CPD) is a pivotal strength of the school and leaders avail themselves of many opportunities to coach and mentor staff. They utilise the 'Power of Coaching' course to ensure that they are using the latest guidance to enhance and extend their coaching and mentoring skills.
 - Leaders 'talent spot' and nurture staff so that they can accelerate their teaching skills; the current leader of art being one salient example. Progression in leadership plays a crucial role in the school's approach to professional development, ensuring stable succession planning.
 - Subject leaders play a very proactive role in the well-established monitoring cycle that involves learning walks, book looks and observations. They feel fully empowered to make significant contributions to whole-school improvement by adopting a developmental, strong, self-evaluating approach. This includes leading subject-specific staff training, supporting staff with pedagogical strategies and incisive planning.
 - The school is highly inclusive. Leaders have developed a wide range of interventions to support all pupils, including those who are disadvantaged. Work with specialist professionals ensures that barriers to school progress are minimised. Furthermore, staff take on additional mentoring and teaching responsibilities after identifying the needs of various disadvantaged pupils within phases.
 - Throughout the school there is a palpable sense of everyone moving forward together in the same direction. The cohesiveness and sense of purpose are tangible features in the school's improvement journey.
 - Leaders have an accurate and forensic understanding of the performance of each pupil in school. For example, the mathematics leader has created a comprehensive and very thorough tracking process which provides a detailed assessment of each pupil's progress in the subject. This process is replicated in other subject areas.
 - Constructive and supportive relationships are evident throughout the school. Pupils are nurtured to develop positive learning dispositions, such as respect, curiosity and cooperation, which result in positive behaviour around the school. A Parliament assembly and mock trials to consider the rule of law help pupils to develop as mature citizens.
 - The high-quality leadership and management of the school are reflected in the sharing of good practice. The school is part of the North Wiltshire Teaching School Alliance and plays an active part in sharing best practice through Challenge Partners. The headteacher provides training for other schools in the local authority and is a trained mentor for new headteachers in Wiltshire.

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- Pupil voice is a prominent feature of the school and a wide range of opportunities for leadership responsibilities help to promote pupils' independent and social skills well: for example, the school, eco and worship councils, organic leaders of clubs, reading leaders and various ambassadors.

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

... none identified during the review.

3.1 Quality of provision and outcomes - What went well

- Over the last few years, the school has been one of the top performing schools for overall progress in all areas and pupils achieve consistently high outcomes.
- The quality of learning is exceptionally strong due to the consistently high-quality teaching. Teachers use questions adeptly to check understanding and extend pupils' knowledge. Pupils are asked to proffer their own questions, which deepens their thinking and understanding. This was evident in a successful Year 5 lesson where pupils pondered a different approach to a text.
- Teachers skilfully engage and motivate pupils. Among the plentiful examples, a pupil in Year 1 comments on a science lesson, 'I like science because I find out new things'.
- Effective use of the highly skilled support staff characterises lessons, enabling learning to be pitched at the appropriate level for each learner.
- Subject leaders triangulate information from teachers, pupils and assessments to check a clear progression of skills and to ensure that challenges complement day-to-day teaching.
- Pupils collaborate extremely well and routinely assess their own work and that of their classmates. This was evident in a stimulating Year 4 lesson on geography when pupils correlated their work on coordinates.
- Senior leaders' painstaking attention to detail has resulted in the culture of reading being given a high priority throughout the school. Carefully selected texts support and match the diversity and ambition of the curriculum.
- Teachers are focusing successfully on pupils' writing skills and progress is evident in books, especially in the current Years 5 and 6. Pupils take care with their work and presentation is invariably neat.
- Pupils are very proud of their school and they have very positive attitudes to learning. They are fully involved in their learning and consequently engagement in lessons is a very positive feature. For example, in Year 2 younger pupils eagerly share their knowledge of textiles with visitors and explain their evolving understanding of various patterns and colours.
- Teachers exhibit strong subject knowledge which enables them to bring learning to life. They accompany this with an insistence on pupils' correct use of complex vocabulary and concepts.

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- Teachers plan their lessons carefully and introduce well-considered, engaging resources to stimulate pupils' interest and enjoyment. For example, across the school, the use of First Access encourages pupils to learn an instrument through weekly, whole-class instrumental lessons. In addition, the purchase of a rich array of instruments, including drums and ukuleles, promotes their musical talents successfully.
- Extra-curricular provision is planned very well and pupils benefit from a plethora of experiences that help them develop independence, self-esteem and confidence. There is a range of adventurous residential activities: Year 3 participate in a forest school camp; Year 4 spend a one-night winter activity in the Forest of Dean; Year 5 experience three days forest camping; while Year 6 visit London for four days.
- A diverse range of after-school clubs, such as archery, cooking, multi-skills, multi-sports, a populous school choir, gardening, and martial arts richly enhance the curriculum and help to broaden pupils' horizons.
- A detailed scrutiny of a wide range of pupils' books confirms the overall high quality of teaching. Teachers' comments are meaningful and point pupils in the right direction to make greater progress.

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

... none identified during the review.

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

- Provision for pupils who have SEND or who are disadvantaged is one of the school's strengths. The disadvantaged and SEND leaders ensure that provision is very closely tailored to pupils' needs and staff are empowered to help pupils make strong progress in academic, social and emotional areas.
- Pupils' special educational needs are identified early and accurately. The curriculum is clearly adapted to be ambitious and to meet their needs. Each pupil has a personalised plan, including targets. Teachers, who are regularly monitored, ensure pupils make very good progress towards those targets. Interventions are used successfully to ensure pupils do not fall behind.
- The school is a strongly inclusive community and equal opportunities are promoted very well. British values such as tolerance, understanding and respect for all are at the heart of the school's day-to-day work.
- Provision for pupils with EHCPs is strong. Teachers and leaders know the most vulnerable pupils well and meet their needs successfully. Pupils with SEND are fully included in all aspects of the life of the school.

- Both disadvantaged and pupils with SEND develop positive attitudes to learning as a result of regular pupil progress meetings, book looks, monitoring, focused interventions and swift pre- and post-teaching to address misconceptions.
- The school self-evaluation process is used sharply and precisely to evaluate current SEND practices, to determine the success of current processes and to identify areas for improvement.
- The very experienced and capable SEND & Disadvantaged leaders forensically assess a range of data, including pupils' academic progress, the success of interventions, attendance data and the inclusion of children in extra-curricular clubs. They consider the evidence carefully, evaluate the impact of the provision and explore ways that can improve provision. This has resulted in training for staff during the last six months on dyslexia, autism, the welfare of children with autism and working memory and de-escalation training.

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

... none identified during the review.

5. Area of Excellence

Leading with Impact

Accredited

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

This school has been on a significant school improvement journey and is now consistently high performing. During this time of school improvement, leadership development has been a key factor, ensuring a shared culture and understanding of what impact is, why it is important and how 'leading with impact' can make a significant difference to pupil outcomes.

Leading with impact is about 'reach' and challenging leaders to be as efficient and impactful as they can so that everything they do matters and makes a difference to the pupils. That includes changing something swiftly if it is not having the desired impact.

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The 'shine' is reflected through this impact as children flourish and reach their full potential and staff develop themselves professionally.

Staff articulate their impact and see the difference they make and this brings job satisfaction and enjoyment. The biggest impact is that the budget is used well because it is linked to impact. Staff have a 'finger on the pulse', they see what is needed, use research purposefully and demonstrate how they make a difference.

Leadership is widely developed across the school: the headteacher and senior leaders, middle leaders of curriculum subjects and leaders of specific areas, such as disadvantaged, SEND pupils and leaders of intervention, ensure that pupils have the best experiences. All these leaders know what it means to lead with impact and they understand that the reason for this is to ensure the best for pupils.

Coaching and mentoring is used to develop leadership and golden files collect and share impact. Leaders present to one another on their impact and work over the year to inform, inspire and share best practice with one another.

Governors are also developed as leaders and constantly reflect on their work by accessing training and working with the teaching staff leadership team to develop their leadership skills together. They are aware of their impact and record this in their red files.

'Leading with Impact' extends beyond the school. Staff work with other schools and establishments to provide support and engender impact. The plethora of examples include: the Religious Education (RE) lead works as a diocesan consultant to support schools with the teaching of RE, to develop RE leaders to lead with impact and hosts visits to this school to explore learning and outcomes. The school uses its proven track record of successful outcomes for disadvantaged pupils, which can be seen by their outcomes.

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

The school data shows the very successful development of outcomes over time compared to the national picture and Wiltshire. For this to happen so rapidly and be consistent and sustained, the school has successfully established a whole-school approach to leading with impact at all levels, which ensures a culture of high expectations for all pupils. This includes a high-quality, rich 'Shine curriculum' developed by leaders and high-quality first teaching delivered consistently across the school.

Leaders act quickly to support, coach and mentor new staff and to feedback WWWs and EBIs to one another regularly and through joint, regular focused learning and book explorations. The school responds quickly to pupils' needs through a 'finger on the pulse' approach. Early and timely interventions include pre- and post-teaching, pupil



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conferencing, tutoring and mentoring, all of which have impact measures through entrance and exit data to ensure that the support is working and that no time or resource is wasted on any support which is not making a difference. The impact of this can be seen in books and through talking with pupils and leaders.

One example of this impact-driven leadership is two pupil premium boys who, at the beginning of Year 4, were on track for below ARE and found writing challenging. As a result of the impactful intervention, tutoring, pre- and post-teaching and high teacher expectations, they are now at ARE for all areas and one is a reading pupil leader. There are many more examples of positive impact of leadership on pupil outcomes.

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

Samantha Saville, head teacher. S.Saville@ashtonkeynes.wilts.sch.uk

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

None identified at this time, but the school knows where to look should they require any support.

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 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



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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.