

Name of School:	St Mary's C of E Primary School
Head teacher/Principal:	Naomi Clarke
Hub:	Royal Wootton Bassett
School type:	Primary
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Good
Date of this Review:	07-09/03/2018
Estimate at last QA Review	Good
Date of last QA Review	03/2017
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	11/2017

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	Good
Outcomes for Pupils	Good
Quality of Teaching, Learning and Assessment	Good
Area of Excellence	Accredited
Previously accredited valid Areas of Excellence	Assessment and Monitoring, 03/2017
Overall Estimate	Good

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

- St. Mary's C of E Primary School is a much larger-than-average sized primary school in a rural location on the outskirts of Swindon. There has been a significant increase in pupils over recent years mainly due to local housing developments and parental choice from other areas.
- The proportion of disadvantaged pupils in the school is lower than the national average.
- The proportion of pupils from minority ethnic backgrounds is around half the national average. Most pupils are from White British backgrounds but there has been a significant increase in other groups since 2015. Very few speak English as an additional language.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is higher than the national average. Five pupils have an education, health and care plan (EHCP) and two pupils are awaiting plans.
- The school has a relatively stable pupil population, with the majority of pupils remaining at St. Mary's for the entirety of the primary phase of their education. However, numbers have fluctuated across year groups recently.

2.1 School Improvement Strategies - Follow up from previous review

- Leaders have continued to focus on improving outcomes across the school. They have established a system for well-being and pastoral care which supports the learning of vulnerable groups.

2.2 School Improvement Strategies - What went well

- Senior leaders know their school well and have made a clear, accurate assessment of the strengths and weaknesses. They are aware of exactly what needs to be done to move the school forwards. There is no element of complacency; leaders are determined to raise standards to improve the school to ensure the best possible provision for the pupils.
- The leadership team are moving towards establishing a culture of high expectations. A growth mindset approach to attitudes to learning is being embedded which has improved behaviour and has ensured that all pupils are in a better place emotionally to begin to learn.
- A happy, inclusive learning environment has been created where the school's Christian values of tolerance and respect are embedded. The high expectations and culture of the school are illustrated by the excellent and diverse artwork displayed and the care taken of the school's purpose-built premises.
- Senior leaders have introduced a variety of initiatives to improve performance. Reciprocal reading has been used as a tool to improve reading outcomes. This is

working well and already having an impact on standards in reading. The use of precision language, particularly in mathematics, to check comprehension has brought about a 12% increase in results in Key Stage 2 tests.

- Robust internal and external moderation is carried out by the mathematics team. Two senior leads have also been trained as local authority writing moderators. Moderation is carried out in partnership with the local Challenge Partners hub as well as across the local authority. The quality of moderation has been further enhanced through the introduction of random sampling.
- Pupils with additional needs are identified early and the support of professionals is enlisted to make recommendations which the school puts in place through provision mapping. This is then red, amber, green (RAG) rated and regularly checked for impact.
- Senior leaders have established a system where a range of multi-agency support can be accessed quickly to meet the needs of vulnerable students.
- Excellent practice was observed across Early Years provision. Strong collaboration with pre-schools and home visits are made to ensure smooth transition into Early Years and best practice is shared.
- Moderation of standards and assessment with Challenge Partners and the local authority takes place to ensure assessment and predictions are accurate.
- Staffing meetings now have a development and training focus for all staff.

2.3 School Improvement Strategies - Even better if...

...a holistic approach to the curriculum and assessment for pupils with SEND was adopted, and SEND data was presented using criteria that measures progress against personal targets and starting points as well as against the progress of other pupils in the school.

...continued professional development had more of a focus on teaching and learning which meets the needs of all the different groups of pupils.

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

- Pupils are now much more actively engaged in their learning at the beginning of lessons. For example, in a Year 2 English lesson, pupils mixed up different potions to make George's marvellous medicine and so their attention was immediately engaged.
- The school has introduced the star challenge system which allows pupils to move up to more difficult work. However, planning to meet every level of need is not yet consistent.

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

- Relationships across the school are warm and productive and staff make very effective use of praise and rewards. Pupils say they feel safe and secure, and always have an adult to talk to and get help from. As a result, they are able to concentrate and most make good progress. They are engaged and exhibit positive attitudes towards learning. Pupils are happy, resilient and confident to talk to visitors.
- Behaviour across the school is excellent. Pupils are ready to learn and they are enthusiastic about their work. Pupils are proud of what they achieve and enjoy their work. One boy in Year 4 commented that the 'only thing he didn't like was home time'. School council pupils reported that, as an even better if, they would like to be able to come to school at weekends.
- Teachers have established clear routines and expectations which create a safe ethos and a supportive and consistent environment for learning. Lessons start promptly and pupils are quickly engaged with their learning. Pupils apply themselves and work hard supported by encouragement and praise from staff.
- In some lessons, teachers used skilful questioning to provoke thoughtful responses from pupils and deepen and extend thinking and reasoning. For instance, in a Year 3 mathematics lesson, pupils had to understand and explain the reason for measuring by using the measurement of their own hands and feet. Several examples of good modelling and clear explanations by teachers, which helped pupils to grasp ideas, were observed.
- Effective support for learning, where teaching assistants had been well-prepared and directed, often helped pupils to move on in their learning.
- Preparation and resources for learning were generally good, particularly in Early Years. For example, the outdoor space for Early Years was well-resourced, carefully set out and used creatively to support learning, and in a Year 6 mathematics lesson, all the prompts and worksheets for solving a problem about ratios based on a bank robbery were laid out before pupils entered the room.
- Where children are making insufficient progress, there is timely intervention. This is for all pupils including the higher attaining. The most effective interventions are those delivered by teachers or skilled teaching assistants who are 'expert' in particular interventions, for instance, Toe by Toe and Maths Counts.

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

- ...all teachers planned clear learning outcomes for different groups of pupils with tasks and scaffolding matched more closely to learning needs, such as providing writing frames for pupils with special educational needs.
- ...questioning was more consistently inclusive and actively engaged all pupils in their learning.
- ...there was greater consistency of quality in modelling, pace and reviewing learning from the previous lesson.

4. Outcomes for Pupils

- The school's method for assessment was confirmed as an area of excellence at their previous quality assurance review. This system places great emphasis on the need for accurately pitched work and teacher assessment using the emerging, developing, expected, exceeding (EDEE) system. St Mary's has a proven track record for accurately predicting end of Key Stage outcomes.
- Children's knowledge and skills on entry to Reception have been typically low compared to those expected for their age. However, in 2017 the intake on entry was higher. Children make rapid progress and, in 2017, the proportion of children achieving a good level of development (GLD) was well above national average.
- In 2017, the proportion of pupils achieving the Year 1 phonics benchmark slightly exceeded the national average.
- In 2017, end of Key Stage 1 results for reading and mathematics were broadly in line with national whilst writing was just above.
- Steady progress is made to the end of Key Stage 2. The proportion of pupils reaching the expected standard in reading, writing and mathematics combined is below the national averages. Average scaled scores, for individual subjects, are moving in the right direction and substantial improvements have been made in mathematics. Projections for next year are much better and on previous history are accurate.
- Senior leaders recognise that consistently good teaching and learning is the key to securing good progress across Key Stage 2 and capitalising on the strong outcomes in Key Stage 1. Further evidence is seen in the changes to planning expectations: emphasis is placed on preparation and reflection.
- The school has statistically small proportions of disadvantaged children within some year groups. This means that outcomes are cohort-driven leading to a 'spiky' profile. Published data for disadvantaged pupils suggests that they do less well than their peers for both progress and attainment.
- The school's data shows that pupils with SEND make similar progress to that of all pupils from their starting points, but at a lower level of attainment.
- Pupils leave St Mary's ready for secondary school and this is shown by numbers of pupils who go on to achieve well at GCSE.

5. Area of Excellence

Pastoral and well-being support

5.1 Why has this area been identified as a strength?

The school has established a strong system to support the increasing number of pupils with social, emotional and mental health vulnerabilities. It has successfully implemented a range of well-being and mental health strategies with the aim of removing any barriers to learning and enabling all pupils to achieve their maximum potential. The pastoral team

provide a rapid response and joined up provision for pupils who have difficulties and ensure a safety net so that these most vulnerable pupils are well supported.

These practices have been shared with other local schools and showcased at a Challenge Partners local hub well-being conference.

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

The pastoral lead has created a menu of support for vulnerable pupils to access. This includes forest schools, one-to-one counselling, an emotional literacy support assistant, a lunchtime club and specific groups to meet various needs including social interaction, sensory and emotional.

Teachers identify vulnerable pupils and their specific needs are discussed with the pastoral lead in order for the correct support to be accessed. All staff are encouraged to monitor and seek support for identified pupils in their classes. No pupil is left to suffer if they need support. Interventions are tracked on pupils' learning journeys and provision maps.

The school uses outside agencies very effectively and has developed good working relationships in order to continually ensure appropriate provision. They work closely with the Child and Adolescent Mental Health Service, counselling services and the school nurse. Regular "team around the child" meetings are held which external agencies attend where appropriate.

The professional development of staff is held in high regard. Both teachers and teaching assistants receive a wide range of training, tailored to support the well-being and pastoral offer. Pro-active training has been provided for midday supervisors in order for them to feel more empowered when dealing with incidents during unstructured times.

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

Whole school mental health and well-being is being prioritised. A safe ethos within the school and a culture of sharing concerns has been established.

Impact is measured by behaviour records, through case studies and the school are beginning to use Thrive to measure progress in emotional and social development. Behaviour has significantly improved since the school has offered the menu of support options. This is highlighted through a reduced number of behaviour incidents and senior leaders have observed much calmer afternoons in class. Case studies show that pupils who have accessed support are exhibiting greater well-being and mental health at school and are learning and achieving better in class.

The work of the pastoral team has reassured parents and families and the school has

received many comments saying how well supported they and their children feel. There is now excellent interaction in the playground with midday supervisors mentoring specific pupils, leading playground games and helping pupils fly kites!

Exceptional role modelling has had a beneficial impact on other staff, and the school is seeking financial support to continually provide training so that all staff are aware and fully engaged with the offer, in order for it to have maximum impact.

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

Liz Tawn

Pastoral lead

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

Support with teaching and learning – links to schools with exceptional teachers to observe across all age ranges.

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.