

<b>Name of School:</b>	Brecknock Primary School
<b>Head teacher/Principal:</b>	Marianne Porter
<b>Hub:</b>	Camden
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	N/A

<b>Estimate at this QA Review:</b>	OUTSTANDING
<b>Date of this Review:</b>	05/02/2018
<b>Estimate at last QA Review</b>	GOOD
<b>Date of last QA Review</b>	27/02/2017
<b>Grade at last Ofsted inspection:</b>	GOOD
<b>Date of last Ofsted inspection:</b>	22/11/2017

## Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Outstanding
<b>Quality of Teaching, Learning and Assessment</b>	Outstanding
<b>Area of Excellence</b>	Mathematics Accredited
<b>Previously accredited valid Areas of Excellence</b>	None
<b>Overall Estimate</b>	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. Information about the school

- Brecknock is a larger than average primary school with 390 pupils on roll and a 39 place Nursery.
- The large majority of pupils are from minority ethnic backgrounds.
- The proportion of pupils who have special educational needs and/or disabilities (SEND) is higher than the national average, as is the proportion with a statement of special educational needs or an education health care plan.
- The proportion of pupils who speak English as an additional language (EAL) is much higher than the national average.
- The proportion of disadvantaged pupils is significantly higher than the national average.
- Mobility levels are high.
- The school's deprivation indicator is much higher than average and is in the most deprived quintile.

### 2.1 School Improvement Strategies - Follow up from previous review

- There has been a strong focus on English in Key Stage 2 using question level analysis, together with extra support into Year 6. There is a clear impact that shows a marked improvement in outcomes in both reading and writing at greater depth. The proportions of pupils achieving greater depth in reading rose from 11% to 33% last year and in writing from 3% to 24%.
- Progress in Key Stage 1 continues to improve and be sustained. Teachers have information about prior attainment for every pupil and use this to set aspirational targets that pupils achieve.
- The self-evaluation form, school development plan (SDP) and all actions plans are now completely aligned and are cross-referenced for easy access.

### 2.2 School Improvement Strategies - What went well

- Leaders' actions are sustaining high levels of teaching and achievement over several years. Their enthusiasm and passion are hard to match. The dynamic headteacher plays a pivotal role in empowering both teachers and leaders at all levels. She maintains a strong sense of purpose and an unwavering commitment to ensuring that all pupils do as well as they can. She leads by example, ably supported by her senior leaders who are excellent role models to staff and pupils alike. There is a motivational and energetic team spirit, where all staff demonstrate the school's core values and contribute to the collegiate school and community ethos.
- Pupil progress reviews relentlessly focus on progress to ensure that all teachers are accountable for Quality First Teaching. The headteacher commented that there is 'no wriggle room' in progress discussions and leaders help teachers to identify precise next steps. Comparisons are made between parallel classes to ensure consistency of assessment and achievement.
- The leadership structure is based on teams that enable groups of leaders to work

collaboratively. Collective responsibility for whole school improvement is achieved because self-evaluation involves all teams. Performance management targets come from the SDP, based on progress percentages from the previous year and the key priorities.

- Disadvantaged pupils make strong progress through the school, achieving higher than all pupils nationally. A key challenge for the school is developing cultural capital and resilience in this group of pupils. The integrated curriculum, that remains steadfastly centred around embedding basic literacy and numeracy skills to enable pupils to be secondary-ready, provides rich and diverse experiences. These include visiting a farm in Wales and learning to play a brass instrument. Unique events such as 'Dragon's Den' and a visit from a famous female boxer help pupils to understand the world of work and how people overcome adversity to succeed in later life.
- The efforts of all adults, spearheaded by the inclusion team, results in pupils with SEND and EAL making strong progress. Interventions happen instantaneously, when possible, and are measured at frequent intervals.
- The school invests heavily in continuing professional development (CPD). It provides bespoke training for newly qualified teachers (NQTs) and student teachers to empower them to become leaders. Internal CPD includes comparative marking, Lesson Study and the use of Iris. These are having an exciting impact on sustaining high quality teaching.
- Assessment, moderation and monitoring all align with each other. Brecknock has created its own age-related expectations to ensure that every teacher uses prior attainment to differentiate pupils' targets accordingly.
- The focus this term is to increase the proportion of pupils achieving the higher standards in reading, even though results were in line with the national average. Reading has become a higher priority in order to build up skills that focus on the core domain, core skills of vocabulary, retrieval and inference. Reluctant readers are motivated through the performance element of reading and excited by rewards for reading.

## 2.3 School Improvement Strategies - Even better if...

...leaders ensured that the actions recently implemented to improve the specific teaching of reading strategies have a positive impact by the end of the year.

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

- Actions undertaken by leaders to improve the consistency of marking and feedback is resulting in improvements in pupils' work and accelerated progress.

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

- Provision in the Early Years Foundation Stage (EYFS) is personalised, purposeful

and stimulating. Children enjoyed making pancakes and trying unusual tastes like lemon, lime, basil and mint. Skilled adults move children's learning on by actively responding to their questions, such as 'where does orange juice come from?' Adults' questioning is successfully developing children's language and communication. Sensory experiences across an extensive range of curricular activities spark children's curiosity for learning. Next step assessment sheets capture children's development and plot relevant targets to enable children to keep progressing.

- Positive and trusting relationships at all levels in the school result in an exceptional climate for learning where pupils enjoy supporting each other. One Year 6 pupil said, 'teachers encourage us to persevere'. Well established routines result in seamless transitions and exemplary behaviour.
- Teachers plan for maximum engagement, creating a lively and helpful learning environment that prompts and scaffolds learning at various levels. Pupils use working walls to continue the flow of their learning, together with a wealth of motivating resources such as whiteboards, word banks, laptops. In a Year 2 literacy lesson, interesting images of creatures on tables enabled pupils to write a story. Sequences of learning build on prior knowledge and understanding. For example, in Year 1, pupils enthusiastically described each other's teddy bear, using information gathered on the previous day.
- Pupils demonstrate immense pride in Brecknock School, for example as inspirational digital leaders, Rights Respecting ambassadors and school councillors who 'enjoy making important changes'. Typical comments included, 'being an ambassador makes us feel safe, listened to and lucky to have this position'. Pupils have an impressive and mature understanding of the life skills and qualities they are developing, such as 'we are learning to communicate at different levels, to listen and respect others' opinions and to be an effective team member'.
- Real books are widely used. High quality texts such as War Horse lead to fun, excitement and motivation to write and read. For example, in Year 4, the novel Varjak Paw contained strong themes and ambitious language. Pupils rose to the challenge and asked questions such as, 'what does scorch mean?' to aid their understanding. Active teaching of reading skills leads to pupils' understanding of reading fluency.
- Questioning often includes technical vocabulary and adults skilfully tease out deeper responses. Pupils respond eagerly when asked to 'prove it'. In Year 5, a discussion about elderly people was mature and insightful. Targeted questions during mini plenaries successfully addressed misconceptions in a Year 6 mathematics lesson.
- The variety of teaching strategies used in classrooms captures pupils' imagination. The transformational book areas that light up each room, bring topics, such as Year 3's Stone Age topic, to life so that pupils' learning is enhanced.

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

...all adults were confident to 'let pupils fly'.

#### 4. Outcomes for Pupils

- Children's attainment on entry is significantly below what is typically expected for children of this age, particularly in language and communication. Pupils make at least good, and many make exceptional progress, to reach above average standards at the end of Key Stage 2.
- The proportion of children achieving a good level of development at the end of the EYFS in 2017 is in line with the national average and has been steadily rising over the last three years. This is, in part, due to small classes of no more than 20 children. The focus on the development of language is resulting in improved outcomes.
- The proportion of pupils passing the Year 1 phonics screening test in 2017 was above the national average for both boys and girls, although girls did slightly better. Disadvantaged pupils did as well as all pupils nationally. The proportion of pupils achieving re-takes in Year 2 also rose to above the national average.
- Results at the expected standard at the end of Key Stage 1 have been above the national average for the last three years in reading, writing and mathematics. The proportion of pupils working at greater depth was broadly in line for mathematics, reading and writing in 2017. Disadvantaged pupils performed above the national average at the expected standard in reading, writing and mathematics. Although girls outperformed boys in 2017, the gap has diminished since the end of EYFS. Almost half of this cohort were deemed to be disadvantaged.
- Attainment at the end of Key Stage 2 has improved significantly over the last four years in all three subjects. In 2017, results were above the national average in all three subjects individually and combined at both expected and higher standards. The proportion of pupils reaching the higher standard was significantly above the national average in all subjects.
- By the end of Key Stage 2, progress is excellent in writing and mathematics and good in reading. Disadvantaged pupils made strong progress across all subjects to match the attainment of all pupils nationally.
- The teaching of mathematics is highly effective, as demonstrated by high rates of progress. Indeed, progress in mathematics was in the top 10% of schools nationally and had been in the top 20% of schools for over two years. This is due to inspirational leadership of the subject and personalised training and support for staff.
- In 2017, the attainment of disadvantaged pupils in reading, writing and mathematics at both expected and higher levels matched or exceeded all pupils nationally. The proportion of SEND pupils reaching the expected standard in reading, writing and mathematics increased significantly last year. The majority of EAL pupils in the school make good progress.
- Pupils' books demonstrate an immersion in language, such as non-fiction recounts of trips, topic-based writing and persuasive debates, such as Julius Caesar. Pupils make secure progress due to appropriate challenge and improvements as a result of the impact of consistent marking and feedback.

## 5. Area of Excellence

### Mathematics.

#### 5.1 Why has this area been identified as a strength?

Attainment and pupils' progress are consistently among the highest of all schools nationally. In 2017, 93% of Key Stage 2 pupils met national expectations with an average scaled score of 110 and a progress measure of +4.6. This was one of the highest progress measures in Camden and well above the national average.

Disadvantaged pupils performed well above other pupils nationally in both Key Stage 1 and Key Stage 2.

The quality of teaching and learning is regularly commended by external reviewers and visitors. Elements of mastery are embedded throughout all year groups. Parents report that they are better equipped to support their children's learning at home, as a result of the Hegarty Maths online tool.

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

The school's success has depended on a 'no-excuses' approach across all year groups, an expectation that every pupil will make rapid progress from his or her starting point and no pupil will fall behind. This has involved a rigorous monitoring and assessment system, which helps to identify pupils at different stages of development, leading to timely additional support. For example, for lower attaining mathematicians across the school, a 'keep up, not catch up' intervention system resulted in considerable progress and retention of prior learning.

Following careful evaluation, the school has incorporated key current educational research and findings from professional development groups to adapt the school's approach. This complements the existing best practice and has involved creating, embedding and evaluating various new policies including:

- a comprehensive new calculation policy, following the concrete-pictorial-abstract approach.
- spiralled medium term planners and very clearly modelled expectations in marking and feedback.
- the school was the first primary school to pilot Hegarty Maths, an innovative online system designed to help pupils learn at home.

The school is part of a number of research action groups and teachers receive consistently high quality CPD. The school was part of the first cohort of NCETM mastery hubs and has since incorporated a number of elements of the mastery approach. Internal CPD involves the use of Lesson Study and IRIS technology, both highly effective



in improving the quality of teaching and learning.

The mathematics leader has presented at various 'Teach Meets', has been observed by various hub groups, for example 15 teachers came to observe 'mastery in Year 6' and has advised various mathematics leaders who have visited the school.

The leader has been instrumental in developing the mathematics team – other staff members have joined Camden Hub and research groups. They help create the mathematics action plan alongside the mathematics leader. They are beginning to take on more responsibility to support other members of staff in their teaching by offering planning advice and modelling lessons.

The school continues to use IRIS technology to create a 'Maths Mastery Brecknock Page'. This makes it easy for other teachers to observe lessons and clips of excellent practice, without having to visit the school physically.

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

Attainment and pupils' progress is consistently among the highest of all schools nationally.

See Outcomes section above.

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

NAME Henry Commander

Deputy headteacher

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

The school leaders would like teachers to visit similar schools that achieve excellent reading results.

Excellence in Forest School provision.

**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.**