

<b>Name of School:</b>	Days Lane Primary School
<b>Headteacher/Principal:</b>	Joanne Trusty
<b>Hub:</b>	Link2Learn Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Academy convertor

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	02/02/2022
<b>Overall Estimate at last QA Review</b>	Leading
<b>Date of last QA Review</b>	21/06/2021
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	13/09/2016

## 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

## Quality of provision and outcomes    Leading

AND

## Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs

**Area of excellence** Personal excellence through core values: Developing

**Previously accredited valid areas of excellence** Not applicable

## Overall peer evaluation estimate

**The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.**

## 1. Context and character of the school

Days Lane Primary School is a popular, oversubscribed three-form entry primary school, with an on-site nursery. Nearly all children who attend the nursery subsequently take up places in the school's reception class. Currently, there are 660 pupils on roll. Staffing is stable, reflecting the school's popularity. The school enjoys spacious grounds and extensive and attractive indoor and outdoor facilities. Parents speak highly of the education and support their children receive.

The proportion of disadvantaged pupils and those who have special educational needs and/or disabilities (SEND) is below the national average. Most pupils are of White British heritage. Latterly, increasing numbers of pupils who speak English as an additional language are arriving at the school, so the intake is becoming more diverse.

The school focusses heavily on developing the whole child. The core values of respect, resilience, responsibility, compassion, community and excellence lie at the heart of the school's ethos. The school's culture is very much one of inclusivity. To that end, leaders have recently developed 'The Ark', a bespoke on-site provision for a small number of pupils with complex needs.

### 2.1 Leadership at all levels - What went well

- Leadership at all levels is very strong. This includes pupil leadership, with pupils demonstrating palpable enthusiasm for roles such as Eco-warriors, Junior Road Safety Officers and Ambassadors. Senior leaders are relentless in their drive for improvement. There is a very clear vision for the school's improvement which is articulated well.
- Senior and middle leaders are talented and driven. They have very high expectations of themselves, staff and pupils. Staff are very loyal to, and invested in, the school as evidenced by the low staff turnover.
- The school is outward facing and welcomes new ideas. Work through the Challenge Partners Hub provides a mechanism for teachers to collaborate on subject knowledge and pedagogy.
- A constant focus on professional development is central to the school's continuing journey forward. A variety of training opportunities is provided to meet the needs and aspirations of all staff members, resulting in a highly skilled and ambitious workforce who relish the opportunities they are offered to take on leadership roles.
- Relationships across the school are very strong, and pupils and staff feel listened to and valued. Pupils told reviewers how much they enjoy school, and they feel extremely well supported by the staff. One pupil said: 'Teachers make sacrifices to help us.'

- The school's core values are represented by a set of puppets who are constantly referred to in lessons, such as Rex Resilience and Elma Excellence. This helps to build pupils' character and embeds the school's values. An impressive range of enrichment activities is helping to build students' cultural capital, such as theatre and museum trips.
- Curriculum review is central to the school's work. Subject leaders have thought carefully about how to sequence their curriculum plans so that pupils know more and remember more. In lessons such as mathematics and geography, it is clear that this is having a positive impact on pupils' learning.
- Expectations of teaching and learning are very high. Staff are able to be individual, within an empathetic accountability framework. Assessment is very effective and monitoring systems are fully embedded and understood by all staff.
- The school is very inclusive. Everybody gets on well together. There is a real acceptance and celebration of the increasingly diverse school community.
- Pupils are proud of their school and the culture for learning is excellent. Learning explorations and pupil discussions show that they are making very strong progress through the curriculum.
- Pupils of all ages recognise the strength of pastoral support and how comfortable they feel asking for help.
- Staff wellbeing is a high priority. For example, every staff member has a secret 'guardian angel' who ensures they look after their mental health and wellbeing with small acts of kindness.

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

...leaders continued to develop strategies to enhance subject leaders' knowledge and skills.

## 3.1 Quality of provision and outcomes - What went well

- A warm and welcoming ethos pervades the school. From the Early Years Foundation Stage (EYFS) onwards, pupils are attentive and keen to do well. As a result, pupils feel both motivated and safe to learn, so their level of engagement is high.
- Classrooms and corridors are vibrant and of a very high standard, which help to stimulate pupils' imagination and support their thinking. Examples of pupils' writing are proudly displayed and pupils' work is constantly celebrated.
- Teaching in EYFS strikes an excellent balance between developing children's learning behaviours and promoting creativity. The school's approach to teaching phonics is highly organised and sharply focussed, resulting in excellent outcomes.
- Relationships between teachers and pupils and between pupils themselves are extremely positive. There is a calm and purposeful atmosphere in every lesson.

Pupils collaborate willingly and are quick to help each other. For example, in a Year 4 Spanish lesson, pupils enthusiastically and accurately engaged in a paired dialogue in Spanish.

- Pupils are eager learners and therefore their behaviour in class is exemplary. Expectations of pupils are high, built on embedded values and routines. Pupils set to work quickly and follow instructions without any fuss. Consequently, little learning time is lost. Pupils' books are well presented and they demonstrate a pride in their work. They are encouraged to grapple with problems and show a good level of resilience when they find work difficult.
- Teachers have strong subject knowledge and are passionate about helping pupils to learn. They skilfully plan lessons so that pupils' knowledge and skills build in a coherent way. Support staff are trained well and contribute a great deal to helping pupils to access learning. Teachers and pupils greatly value their skill and expertise.
- Lessons are characterised by appropriately challenging work, supported by skilful modelling and scaffolding. Teachers plan work which makes pupils think hard, supported by high quality teaching resources. Teachers help pupils to recap and build on what they have learned previously. For example, Year 3 pupils could clearly recall how musical instruments represented the animals in 'Peter and the Wolf'. Teachers devise activities which engage pupils and encourage them to work collaboratively. They test pupils' understanding with well targeted questioning.
- Leaders have worked hard to implement a new approach to developing pupils' reading skills. The 'Destination Reader' programme, supported by a carousel of other activities, is proving successful. For example, pupils are securely developing their skills of predicting, clarifying, summarising and inferring.
- As a result of regular and ongoing assessment, teachers are able to plug gaps in pupils' learning swiftly, enabling them to make faster progress. A wide range of targeted interventions are quickly implemented to meet pupils' needs.

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

...teachers considered further ways to challenge and stretch the most able pupils.

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

- Inclusion lies at the heart of the school's philosophy. Leaders have focussed on ensuring that teachers deliver the highest quality lessons to all pupils, with appropriate interventions where necessary. As a result, disadvantaged pupils and those with SEND achieve well.

- Leadership of this area of the school's work is exemplary. Leaders are extremely knowledgeable and have a relentless focus on seeking the best ways to help disadvantaged pupils and those with additional needs to access the curriculum and make the strongest progress possible. For example, leaders are in the process of working with and training the parents of disadvantaged pupils to help their children with their learning. Teachers are piloting a system to give focussed feedback to disadvantaged pupils to help them improve their work.
- Expectations of disadvantaged pupils and those with SEND are as high as for their non-disadvantaged and non-SEND peers. The curriculum is the same for all learners. Pupils in the Ark provision access mainstream lessons in the afternoons, as well as having targeted, personalised provision by highly effective staff in the mornings. Consequently, these pupils are making particularly impressive progress, both academically and socially.
- Class teachers know their disadvantaged pupils well. They know where they have gaps in their knowledge, plan appropriate work to help them plug these gaps, and track and monitor their progress regularly. For example, where needed, teachers signpost pupils for 'keep up' or 'catch up' interventions which are run very effectively by support staff.
- Leaders ensure that disadvantaged pupils and those with SEND access the wide range of enrichment activities which help them to build their wider skills and grow their confidence.
- Pastoral care is extremely effective. Staff know their vulnerable pupils and their families extremely well.

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

...leaders focussed on further developing subject leaders' understanding of progression for pupils with SEND in their subject areas.

#### **5. Area of Excellence**

Personal excellence through core values

##### **Developing**

#### **5.1 How is this area developing to be a strength? What actions is the school taking to grow expertise in this area?**

At Days Lane, developing the 'whole child' is at the heart of everything the school does. The curriculum is underpinned by the school's core values of respect, resilience,

responsibility, community, compassion and excellence. Leaders recognised in 2019 that pupils did not have a clear understanding of these core values and so set about devising ways to embed them in all aspects of school life to support children's academic, social, moral, spiritual and cultural development. The actions taken are resulting in confident, well-rounded individuals that are questioning and curious in their approach to learning and life.

Leaders believe that pupils achieve '*personal excellence*' through the teaching and modelling of the school's core values, which equip pupils with the key skills needed to become active, responsible citizens. Pupils quickly develop the sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and leave as well-rounded young people.

The core values are underpinned by the school's core value characters (*Robo Respect, Reggie Responsibility, Rex Resilience, Colin & Cara Compassion, Connie Community and Elma Excellence*), who represent specific value behaviours. In order to raise their profile, the school had the characters made into puppets, to provide a physical/visual presence to which pupils could relate. The puppets are part of circle times, lessons and assemblies.

Additionally, leaders have created a story for each character related to their physical appearance. For example, Rex Resilience wears strong boots to help him step over obstacles and each character has linked qualities that are shared with the pupils verbally and in their Core Values Pupil Book.

The core values are integrated into all aspects of school life. For example, they appear on learning flips to continually promote high aspirations such as encouraging pupils to demonstrate the attributes of Rex Resilience if they are finding learning challenging. Weekly assemblies link to a core value character and the core value characters have also been integrated into the school's reward and sanctions systems.

Leaders can show evidence of this work having an impact on pupils' academic work, behaviour and attitudes, both inside and outside school. Pupils have more stamina to grapple with challenges, including in the nursery. Parents have fed back that pupils link the values to experiences they have at home. Increasingly, the values are embedded in the curriculum.

## 5.2 What are the next steps to work towards accredited status next year?

The school has plans to share their work with other schools both locally and further afield and assist them with implementing the core values in their own settings. Leaders are

also working on developing signage linked to the core values around Days Lane and are considering introducing 'philosophy for children' lessons, linked to the core values, to further embed the values into the curriculum.

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

The school already collaborates very effectively with other schools in the local Challenge Partners Hub. On this review, reviewers encouraged the school to consider putting forward 'The Ark' provision as an area of excellence on a subsequent review.

**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 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.**