



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR DAYS LANE PRIMARY SCHOOL

<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>	Not applicable
<b>Date of this Review:</b>	22/02/2023
<b>Overall Estimate at last QA Review</b>	Leading
<b>Date of last QA Review</b>	02/02/2022
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	01/12/2021



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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:

<b>Leadership at all levels</b>	Not applicable
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<b>Quality of provision and outcomes</b>	Not applicable
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**AND**

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

<b>Area of Excellence</b>	Not applicable
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<b>Previously accredited valid Areas</b>	Not applicable
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<b>Overall peer evaluation estimate</b>	Not applicable
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***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 is a popular three-form larger than average primary school with 667 pupils on roll. The school has an on-site nursery providing for 39 pupils. The school has been an academy convertor since 2014.

All leaders and staff are passionately committed to providing an excellent education for all pupils which is underpinned by their aims, their vision, and their values. 'Believe, Achieve, Succeed Together' is the school's mission which is evident in the exemplary behaviour and positive learning attitudes of all pupils. Senior leaders have been at the school for a significant period of time, know the school community well and collaborate effectively. As a result, there is a strong distributed leadership model.

Compared with the national picture, the school has a broadly average proportion of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

Despite an increase in pupils arriving at the school from diverse backgrounds, the school population remains predominantly of White British heritage. The school is highly conscious of this when developing its curriculum and ethos.

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

- All leaders communicate a shared vision, underpinned by clear expectations and a visible value-led philosophy. A desire for excellence drives improvement and the daily action of living the values creates an environment of trust where relationships thrive.
- Since the last review senior and middle leaders continue to collaborate with a range of external partners to develop the school's provision and staff expertise. This leads to high expectations of teaching and learning, and the pride pupils take in their school and their learning.
- Senior leaders attend conferences, collaborate closely with local schools, and provide a comprehensive range of opportunities for staff. Middle leaders access worthwhile professional development opportunities, collaborating with experts in their field. For example, the science subject leader is developing robust thinking

through connection with a STEM expert which enables her to confidently lead and model for staff.

- Leaders understand the national and local picture and identify quality resources. This ensures that the distributed leadership model increases capacity to implement the curriculum intent and influence teaching.
- Senior staff meet routinely with middle leaders to ensure that these high-quality development opportunities are impacting. The phase leaders are influencing their provision beneficially. Leadership at all levels is enabling staff to develop a consistent range of teaching strategies.
- Identifying the priorities for improvement results from a sound range of data and monitoring activities. The key foci for this year are implementing the whole school talk for writing strategy, developing the consistent quality of teaching, assessment, and pupils with additional needs.
- A range of sub priorities in other key areas of improvement are monitored well. This ensures that previous work is improved upon and embedded. For example, the ongoing development of the curriculum.
- The pursuit of national Quality Mark awards provides a clear plan for pursuing excellence and an external opportunity for expert guidance. Validation results in community celebration and further opportunities for staff to lead.
- The school prides itself on preparing the pupils for active citizenship. The school has successfully achieved a range of awards, including the Diversity Mark, demonstrating a clear signal of the school's commitment to excellence and inclusion.
- The school environment promotes respect. Displays evidence pupils' respect for others. Through contribution to a range of worthwhile events such as Comic Relief fundraising and Odd Socks Day, pupils develop a greater awareness of inclusion and diversity. This results in increased courtesy and compassion.
- There are strong examples of pupils' exemplary artwork across the environment and in books. There is high-quality provision for physical education with the girls' football team becoming recent national champions and many instances where pupils engage with a wide range of diverse cultures and people.

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

...leaders at all levels continued to develop and articulate concisely a sound understanding of the strengths within their areas of responsibility, building on their knowledge of pupil progress and enabling them to plan for development.

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

- Working relationships between staff and pupils and between pupils are a consistent strength. All staff have high expectations of their own performance and that of the pupils. Consequently, both behaviour and attitudes to learning are positive, which results in calm and controlled lessons where collaboration and participation are productive.
- Classroom ethos is conducive to pupils' behaviour, engagement, and potential for learning. There is a tangible sense of pride. The dynamic displays across the school promote high quality work and thinking, celebrate the diversity of the curriculum and develop a strong sense of wellbeing. The work in pupils' books replicates this. For example, there is excellence in art across the school.
- The curriculum is developing well with middle leaders creating coherence and progression that helps equip teachers with the relevant subject content and teaching approaches.
- Throughout the Early Years Foundation Stage (EYFS) there is an emphasis on the direct teaching of skills, modelled practice and planned opportunities for application of these skills through the structured continuous provision. Children in EYFS create and explore both indoors and out.
- Teachers are excellent role models. They have very good subject knowledge which leads to motivated pupils who willingly respond to teachers' adaptive style and open questioning. They plan detailed lessons so that pupils' knowledge and skills build in a coherent way.
- Lessons are consistently structured with the opportunity for short and frequent reviews of learning. Teachers provide challenge by planning activities to different levels of complexity and through setting for literacy and numeracy. These groupings are reviewed regularly.
- A range of formative assessment frameworks and class-based practices ensure that pupils are succeeding in developing the appropriate vocabulary, knowledge and subject specific skills. For example, the use of prior knowledge checks and quizzes as well as end of topic summative assessments.
- A consistent approach to the pace and structure of lessons ensures that pupils focus, concentrate and collaborate.
- Leadership of reading and the teaching of phonics result in a strong reading culture. They model skilfully. This is having a demonstrable impact on the fluency of pupils' reading in the EYFS. Teachers plan a range of teacher focused and independent activities to foster a love of reading and to experience the feeling of

pupils 'losing themselves in a book.' Outcomes are generally good where pupils are fully engaged and understand the purpose of the activity.

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

... there was an adaptation of the school's lesson structure to ensure greater focus on maximising pupils' new learning opportunities and outcomes.

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

- There is an inclusive approach across the school. Teachers demonstrate a clear understanding of how to scaffold learning to meet individual learning needs so that all pupils access the same learning experiences as their peers.
- Teachers use a range of strategies and resources to encourage independent access. For example, the use of writing frames and voice recording tools for those who are challenged to write.
- Behaviour in classrooms is excellent. Generally, pupils benefit from the calm atmosphere, clear instructions and familiar routines, and so make good progress, emotionally, socially and academically.
- The deputy headteacher with a passion for inclusion continues to develop 'The Ark' as a nurturing and inclusive environment where the provision is tailored for an identified small number of pupils with complex needs. A personalised timetable aims to engage pupils so that they develop socially and emotionally and are confident to transition across the setting, between year groups and beyond. Pupils benefit from speech and language and multi-sensory input.
- Pupils learn in a caring space, free from worry or judgment and not overly reliant on adult support. Pupils engage with others, expressing care and respect. They are enthusiastic and confidently explore their environment.

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

...No EBI agreed.

### **5. Area of Excellence** Not applicable



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The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year. For further support following your QA Review, 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 (SLP) 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. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)

