
CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Charville Primary School Academy Trust
School Address:	Bury Avenue, Hayes, UB4 8LF
Hub:	Lampton Hub

Telephone Number:	020 884 51707
Email address:	office@charvilleacademy.org

Unique Reference Number:	139609
Local Authority:	Hillingdon
Type of School:	Primary
School Category:	Academy
Age range of pupils:	3-11
Number on roll:	603, including children in the Nursery.
Head teacher/Principal:	Nicola Kelly

Date of last Ofsted inspection:	24-25 March 2015
Grade at last Ofsted inspection:	Requires Improvement

Date of Quality Assurance Review:	23-25 January 2017
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies:	Outstanding
Outcomes for Pupils is:	Good
Quality of Teaching, Learning and Assessment:	Good
Area of Excellence:	Confirmed and valid for 3 years
Continuous Professional Development	
Previously accredited Areas of Excellence:	
Early Years Foundation Stage	

Overall Review Evaluation

The Quality Assurance Review found indicators that Charville Primary School Academy Trust appears to have moved beyond the Requires Improvement grade as judged by Ofsted in the school's previous Ofsted report and is working within the Good grade.

1. 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.

Information about the school

- Charville Primary School is a much larger than average-sized primary school in an area of high social deprivation in the borough of Hillingdon. It converted to academy status in May 2013 and the managing body is the Charville Primary School Academy Trust.
- White British pupils account for over one third of the school population. A wide range of other ethnicities spans the rest of the pupils. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils with special educational needs and/or disabilities is below average.
- The proportion of disadvantaged pupils is much higher than the national average.

School Improvement Strategies

What Went Well

- The school has a strong, passionate and driven leadership team who have a clear and well-defined vision for school improvement. Rigorous school improvement strategies are having a significant impact on the quality of teaching and learning, the progress and attainment of pupils and higher aspirations for all.
- Senior leaders have prioritised middle leader Continuous Professional Development (CPD), enabling the school to grow its leadership capacity. All middle leaders have completed the NPQML programme and are successfully leading curriculum and year group areas. The Senior Leadership Team (SLT) closely supports middle leaders through mentoring and coaching, formulating defined action plans and monitoring impact on progress and attainment. Middle leaders have been empowered to take responsibility for their area and drive up standards for pupils and the SLT is very proud of the achievements of the middle leaders.
- A very strong culture of 'Values' is evident which underpins the ethos of the school from Nursery to Year 6. This results in calm, purposeful, respectful and happy pupils who are thriving in a safe and supportive learning environment.
- Leaders have empowered staff to take personal and professional responsibilities. All staff are committed to the school's vision and values. They are accountable for the progress and attainment of pupils in their groups and have ownership of their own professional development. Staff model learning behaviours and commit to being lifelong learners, undertaking research projects around areas of professional interest. Leaders monitor closely pupils' progress through Pupil Progress Review meetings, data analysis and Performance Management Reviews. Staff retention has improved with the introduction of more robust CPD and all staff report feeling more involved in the team and vision for the school.

- School leaders have successfully driven the implementation of whole school initiatives such as the Growth Mindset project. This has impacted significantly on the attitudes of the pupils towards their learning and on their behaviour. Evidence of this was observed in a range of lessons throughout the review.
- School leaders monitor CPD needs closely in the context of the school priorities, staff performance management, inset and individual staff and cohort needs. Leaders have established a culture of supportive teamwork among school staff, utilising and sharing expertise and good practice. The school actively seeks CPD from external sources where appropriate, for example, through the Challenge Partners Network and its various programmes, NPQML and NPQSL. Residencies, local moderation groups and the 'Maths Skills' programme have been utilised to upskill staff and distribute leadership.
- Staff have very positive relationships with pupils. They have high expectations of learning, progress and behaviour and have an in-depth knowledge of the pupils as individual learners.
- School leaders have actively engaged parents to work in partnership with the school, providing many opportunities for parents to be involved in different ways. Coffee mornings and parent forums have given parents a voice in the school and workshops, information and school initiatives have been tailored to meet the needs of parents in supporting their children's learning and progress. The school actively seeks parent views on decisions, including the proposed rebranding of the academy and a potential change of uniform. Parents are very positive about these forums and attendance at them is high with twenty to thirty parents attending every week.

Even Better If...

... senior leaders continued to support the professional development of middle leaders by further devolving responsibility to them in order to increase their accountability.

Pupil Outcomes

- On entering Nursery and Reception, children start with skills well below expectations, particularly in writing. Many children have English as an additional language (EAL). Teaching is tailored strongly to the needs of the children, with a major focus on developing speaking and listening and writing. Scrutiny of work in Reception shows that these initiatives are having a good impact on raising standards in writing.
- Children make good progress in the Early Years Foundation Stage. In 2016, 72% of children achieved a good level of development (GLD) which was above the national average. Staff predict that this will rise again in 2017, with even earlier intervention and the identification of children with special educational needs having taken place this year.

- High expectations in Reception and Year 1 have resulted in the number of pupils achieving the phonics threshold rising to above national figures in 2016. At Key Stage 1, pupils make strong progress with the percentage of pupils achieving above national expectations rising in recent years. In 2016 at the end of Year 2, reading, writing and mathematics results were all above national figures for both the expected standard and greater depth. Disadvantaged pupils performed slightly less well in reading than other pupils and significantly less well than other pupils in writing and mathematics. Girls outperformed boys in reading and writing but there was no significant gap in mathematics performance. Current Year 2 data shows a high proportion of pupils on track to achieve the expected standard, with disadvantaged pupils outperforming other pupils, reflecting the major focus leaders have placed on these groups. However, the proportion of pupils on track to achieve the higher standard, particularly in writing and mathematics, remains a target.
- At Key Stage 2 in 2016, pupils achieved above national figures at both expected standard and higher standard in mathematics, writing and grammar, punctuation and spelling (GPS). In reading, they matched the national average at the expected standard and were slightly below national in the proportion of pupils achieving the higher standard.
- Predictions for the current Year 6 cohort show a significant proportion of pupils on track to achieve at least age-related expectations or above in reading and mathematics. Leaders have identified writing, particularly that of disadvantaged pupils, as an area for improvement. However, more recent data shows pupils are making good progress and attainment in writing is now predicted to be more in line with other subjects. Teachers' participation in moderation activities with other schools confirms that judgments are accurate.
- There is a strong focus throughout the school on pupils 'keeping up' not 'catching up'. Termly pupil progress meetings lead to targeted work for those who need it and a thorough programme of interventions is in place. This is leading to improvements in standards across the school as teachers take ownership of the 'next steps' in learning for their class.
- Current data shows standards are rising and targets for each year group are being revised upwards to reflect this. The two year groups that at present show the lowest attainment are the subject of a specific action plan led by a senior leader.

Quality of teaching, learning and assessment

What Went Well

- All staff demonstrate warm, caring and positive relationships towards pupils. As a result, there is a strong ethos of support. One pupil in a Year 6 lesson commented, 'We love maths because the teacher is very clear when he explains it when we don't understand.'

- Teaching across the school is good because staff know their pupils very well and have high expectations of them. Teachers identify and support those pupils who start to fall behind through effective assessment for learning and intervene quickly to help them to improve. This has resulted in pupils making at least good progress across the curriculum.
- Teaching and learning throughout EYFS is outstanding. Staff are committed to providing a highly creative range of learning experiences within a stimulating environment. These make lessons engaging, rewarding and fun for all the children.
- Most lessons encourage high levels of pupil engagement and, as a result, behaviour for learning is excellent. Pupils show that they are eager to learn by confidently sharing their ideas and their desire to do well.
- There is a strong ethos of mutual respect throughout the school, underpinned by the school's core values of respect, independence, self-belief, honesty, caring and determination. Pupils are quick to explain and demonstrate these values.
- The environment is conducive to learning through working walls that are used consistently throughout the school. Pupils utilise them to support and scaffold their learning through posters, key questions and WAGOLLs (What A Good One Looks Like) by pupils.
- Teaching assistants are deployed effectively to support all pupils, including lower-attaining pupils, disadvantaged and those targeted for greater depth. They use good quality questioning to consolidate and evaluate understanding which supports teacher assessment.
- Leaders are working well towards developing thinking skills across all year groups. Meta-cognition activities are used at the beginning, middle and end of lessons in which pupils reflect upon their learning and the skills needed to improve. This has resulted in pupils understanding their barriers to learning, how to overcome them and thus, a more resilient attitude.
- Books show evidence of progress over time and 'next steps' marking is used for pupils to develop their understanding further. They respond to this in the next lesson and this allows pupils to deepen their understanding.
- A robust monitoring system and termly pupil progress reviews allow teachers to reflect on pupils' achievement and progress with year group leaders. Pupils at risk of making insufficient progress are assigned an appropriate intervention tailored to their needs. The flexibility of these interventions feeds into the school mantra of 'keep up, not catch up' so that all pupils can reach their full potential.

Even Better If...

... more able pupils were stretched further in order to move learning on more rapidly and provide increased opportunities for challenge.

... a mastery approach was further embedded across the school to provide pupils with more opportunities to deepen their knowledge by using subject-specific vocabulary, both within lessons and when responding to marking.

... pupils took more ownership of their learning through the use of collaborative structures across the curriculum.

Quality of Area of Excellence

Continuous Professional Development

Why has this area been identified as a strength?

Continuous Professional Development (CPD) has been promoted as an Area of Excellence in Charville Primary School largely due to the positive trajectory of the school's outcomes since the establishment of the senior leadership team in 2014. The central thread is that all CPD is linked to raising standards – if it does not, it is not adopted! Pupils' achievement drives all training so any CPD that takes place emanates from priorities identified in the School Development Plan. This means that training is connected either with whole-school targets, or aspects linked to specific age phases. Since Charville is a very large school, phases are viewed as 'mini-schools' so that CPD can be closely matched to each year group; Phase Leaders can also be held to account for its success. This notion is also associated with performance-related pay which acts as a further motivation to ensure a positive impact. Alternatively, CPD has been derived from EBIs from previous Challenge Partners reviews, indicating the leadership team's determination to use this annual review to continue to drive school improvement. The success of this aspect stems from consistency; all staff, teaching and non-teaching, are in-tune with the school's aims and collectively, they all want the same positive outcomes for their pupils.

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

Particularly notable in supporting the learning of disadvantaged pupils, a lead teacher was appointed who works closely with other staff through a supportive dialogue and coaching/mentoring approach. This has proved beneficial in raising the performance of this group of pupils. Other staff are used to drive forward initiatives and there is a collegiate feel to the way everyone supports each other to boost outcomes. Challenge Partners is used extensively for CPD; for example, the Improving Teacher Programme and Outstanding Teaching Assistant Programme have been utilised successfully, as has the Maths Skills Programme through the Lampton Hub to improve results in mathematics. Charville has hosted the NPQML course to develop middle leaders, not just for its own staff but to others in the borough. One middle leader is now undergoing the NPQSL course to develop further their skills and knowledge to enable them to take the next step to senior leadership. Growth Mindset CPD has led to this approach being a major influence on teaching and learning throughout the school. Barry Hymer, one of its leading proponents, was engaged to launch it and the school has worked closely with Osiris to continue its development. When the

headteacher was appointed in 2014, she instantly enrolled in the Primary Forum, a group of sixty local headteachers, to further her leadership skills and knowledge. She now serves on the Executive of the group; this has enabled her to establish closer links with the secondary schools to which Charville pupils move, thus ensuring greater continuity for those going onto the next phase of their education.

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

The headline figures for the school's outcomes are testimony to the CPD staff have received to drive up standards. In EYFS, the figure for good level of development was comfortably above the national average. The result in the phonics screening test was similarly high and, in Key Stage 1, results were above the national average at expected levels and greater depth in all areas. Pupils in Key Stage 2 also performed well in a range of measures, mostly in-line with or above the national average. This broad improvement stems from pupils who start at typically low levels of development and make very strong progress over time. There can be no doubt that this is directly attributable to the high quality CPD programme at the school, particularly the focus on Growth Mindset. This has refocused staff and their approach to teaching and learning and this positivity have filtered down to the pupils. Everyone connected with the school has embraced this philosophy, leading to a continuing trajectory of improvement.

A remarkable amount of time, effort and determination has been invested in the improvements in the school that have led to improving outcomes. All staff have 'bought in' to different ways of teaching and learning. These not only lead to academic success but also to the happiness and well-being of the pupils. This approach makes pupils happy, contented and enthusiastic learners and prepares them thoroughly for the next step in their education. For these reasons, CPD at Charville is confirmed as an area of excellent practice.

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

Following discussion with the headteacher, the school would like to reflect further about what support they might like.

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.