

Name of School:	Pickhurst Academy
Head teacher/Principal:	Chief Executive Officer (CEO) – Matt Rampton Acting Principal – Laura Marsh
Hub:	Pickhurst Juniors
School type:	Academy
MAT (if applicable):	Chancery Education Trust

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	14/11/2018
Estimate at last QA Review	OUTSTANDING
Date of last QA Review	29/11/2017
Grade at last Ofsted inspection:	OUTSTANDING
Date of last Ofsted inspection:	04/07/2011

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	OUTSTANDING
Outcomes for Pupils	OUTSTANDING
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	ASPiRE: A programme for the effective use of the pupil premium grant to maximise potential outcomes for disadvantaged pupils. ACCREDITED
Previously accredited valid Areas of Excellence	The impact of inclusive sport and outdoor learning provision on teamwork, support and growth mindset. 29/11/2017 Differentiation in mathematics: fluid groupings that support and challenge every pupil. 02/11/16
Overall Estimate	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. Context and character of the school

- Pickhurst Academy is a four-form entry junior school with attached additionally resourced provision (ARP) for pupils with severe and complex special educational needs and/or disabilities (SEND). The academy has developed exceptionally good transition arrangements, both internally and with the main feeder infant school on the same site. It also has strong links with a range of secondary schools. The ARP was established in September 2018 as provision for 20 Key Stage 2 pupils from across the local authority (LA). The LA recognised the excellent track record of senior leaders in meeting the needs of pupils with SEND. The academy is working tirelessly to provide quality first provision for the pupils benefiting from the ARP.
- Pickhurst is the lead academy for the Chancery Education Trust. There is a CEO across the trust with a principal or headteacher in each of its three academies. Pickhurst is an extremely outward facing academy. It devises and facilitates training programmes for schools across the trust and to schools from other local authorities. It shares expertise and provides national support. Senior and middle leaders are providing support to trust schools to develop leadership and management and teaching, learning and assessment.
- The academy has a lower proportion of disadvantaged pupils and low pupil mobility compared to that nationally. The proportion of pupils who speak English as an additional language (EAL) is below that seen nationally. An above average proportion of pupils have SEND or an education, health and care plan.
- The school holds a range of locally and nationally recognised awards. These include being an established forest school, the lead school for a science partnership hub, the Sports Mark Gold and accreditation of the Primary Quality Mark.

2.1 School Improvement Strategies - Progress from previous EBIs

- Leaders responded fully to the EBI from the last review. Pupil progress review documents for each year group now allow progress related to overall attainment to be tracked. They include the names of pupils who have not made sufficient progress. The data is presented in five sections: all pupils, boys, girls, pupils with SEND and disadvantaged pupils.

2.2 School Improvement Strategies - What went well

- An exceptionally positive ethos permeates the school with the school core

values consistently applied. Leaders working across the trust are applying these values consistently across all academies. Leaders inspire commitment from staff and pupils and this can be seen across the school.

- The school development plan, the underpinning action plans and the linked objectives arising from staff appraisal, are regularly monitored. Their impact is measured and subsequent actions planned where appropriate.
- Leaders have ensured that behaviour for learning is exemplary. Excellent relationships are modelled on a daily basis by leaders, setting an example for the relationships between staff and pupils. Superb attitudes to learning are supported by the very wide range of responsibilities pupils undertake. As demand for involvement has grown, leaders have created additional relevant and exciting opportunities for them.
- Leaders of the school are extremely outward facing both to learn from best practice themselves and to support and develop other professionals and schools. As the lead school for the trust, leaders at all levels are being further enabled to extend their skills to support the development of other academies in the trust.
- There is strong capacity at the school to develop potential, new and experienced leaders. Middle leaders work collaboratively. They take every opportunity to extend the curriculum with initiatives often driven by motivated staff.
- Leaders have successfully maintained excellent outcomes for all groups of pupils, including disadvantaged pupils. Issues arising from data analysis and robust monitoring and evaluation are addressed with a sense of urgency and demonstrable impact.
- Teaching and learning are at the heart of what leaders do and they have created a curriculum that is broad, rich and includes many opportunities for cross-curricular links. The curriculum is further developed in response to monitoring and evaluation and data analysis. Leaders are very skilled at developing and adapting teaching and learning.
- The ARP is benefiting pupils both from the school and from across the local authority with severe and complex learning difficulties. Leaders applied the same boldness and care when introducing the ARP as they apply to all new initiatives or revisions to policies and procedures.
- Leaders take active steps to promote the well-being of staff. They take into account the abilities and aspirations of staff. When changes are made to school policies and procedures, the well-being of staff is considered alongside the needs of the pupils.

2.3 School Improvement Strategies - Even better if...

...as lead school for the trust, leaders continue to develop the capacity both to support other schools and maintain the current excellent practice.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- There were no EBIs from the previous report.

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

- Learning has a strong sense of purpose for pupils and consequently, across the school, pupils have excellent learning behaviours. They have highly positive attitudes to learning, work diligently and persist in their efforts to do their best. They work both collaboratively and independently with their learning very well supported and managed by all adults. Across the school, there is a very high level of engagement in learning, with staff skilled in re-focusing and re-framing learning when needed.
- Throughout the school, pupils are working at age-related expectations and above. They thrive in a teaching and learning culture of challenge and high expectations. Assessment for learning (AFL) is embedded into lessons used to accelerate progress by addressing misconceptions, and building on transferable skills. Probing questions are used regularly to provide challenge, deepen understanding and develop reasoning. Self-assessment and marking allow individual pupils to consider their understanding and the next steps needed.
- Teachers plan learning that is very well planned and resourced. Lessons are well structured, effectively paced and flow well, enabling pupils to understand the purpose and progression of their learning. During lessons, teachers deploy themselves carefully to be able to scaffold learning and challenge differentiated groups. Support staff are deployed highly effectively in order to enable pupils to make the most progress in learning.
- Teachers have strong subject knowledge, leading to excellent teaching and learning. The deployment of specialist teachers, the sharing of good practice and the collaboration between staff supports subject knowledge and the development of the curriculum.
- Excellent transition programmes between year groups, into Year 3 from the feeder infant school, and from Year 6 into local secondary schools, ensure that the momentum for learning is maintained. This also ensures that the care needed to maintain very good attitudes to learning is planned for and carried out.
- Pupils benefit from a superb curriculum. This provides a range of learning in each subject. Topical displays provide pupils with aids to learning and also set out the programmes of study that they are undertaking.
- Information technology is used across the curriculum and across subjects to engage learners and deepen understanding.

- Additional support for pupils is carefully planned with enhanced tracking of their progress. In the ARP bespoke support for pupils is evident, with pupils actively learning in an environment that is conducive to their needs.

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

...the mapping of higher-level specialised vocabulary across the curriculum was further extended.

4. Outcomes for Pupils

- Pupils enter the academy in Year 3 with very good outcomes. Most pupils come from the local infant school, but every year about 5% enter from a variety of other schools and backgrounds. The academy has consistently maintained and improved these strong outcomes and has accelerated progress. Aspirations are very high across the academy.
- In 2017/2018 pupils attained in all subjects at well above the national average at the expected standard, with an improvement on the previous year. Pupils attained above the national average at greater depth in writing and at the higher standard in reading. The proportion of pupils that reached the higher standard in mathematics was broadly in-line with the national average. The scaled scores in reading and mathematics were above the national average. Progress in reading and writing was above the national average with mathematics just below.
- Disadvantaged pupils did exceptionally well in both progress and attainment measures. At both the expected standard and the higher standard their outcomes were above those of other pupils in reading. At the expected standard and greater depth their outcomes were above those of other pupils in writing. Standards were just below those of other pupils in mathematics. In the subjects combined disadvantaged pupils attained above the national average for other pupils at both the expected and higher standards.
- Aspirational targets have been set for the end of the academic year in each year group. Through a myriad of effective practice such as high quality teaching and learning, excellent targeted interventions and a thorough assessment and analysis timetable the school has a history of achieving the ambitious targets set for both progress and attainment.
- Once summative data has been collected effective pupil progress reviews are held with swift actions planned to address any individual, group or cohort issues including variations to the curriculum planned.
- In year data from the first half term data drop shows that many pupils are making expected progress with some making accelerated progress. Where progress is not at this early stage sufficient the school is taking appropriate

and timely action to address any issues. Leaders explain that a cautious approach is often taken earlier in the yearly assessment cycle with progress and attainment accelerating as the year progresses towards meeting the targets set.

5. Area of Excellence

ASPiRE: A programme for the effective use of the pupil premium grant (PPG) to maximise potential outcomes for disadvantaged pupils.

Accredited

5.1 Why has this area been identified as a strength?

- In the academic year 2017/2018, at the end of Year 6, the attainment of disadvantaged pupils rose and they out-performed other pupils nationally and other pupils in the school. As part of the ASPiRE programme, the school has employed an additional member of staff for two days a week as the PPG champion. Her role is to teach targeted groups of pupils as part of the year group team. Alongside the deputy headteacher, she also oversees the spending of the PPG and monitors standards across the school.

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

- The school appointed a qualified and experienced teacher as an additional part-time member of staff to be the PPG champion and work in collaboration with the deputy headteacher in designing the ASPiRE programme, planning the available budget for this, implementing the programme and monitoring its impact.
- The programme was designed so that disadvantaged pupils would be able to receive extra support with their academic studies and explore new creative approaches to their learning. They would work collaboratively with their peers and develop their self-esteem and confidence by promoting and celebrating their achievements throughout the school community.
- The school has ensured that the programme is research based and is in addition to quality-first teaching, not a replacement for it.
- The PPG champion attends regular training and conferences on how best to

use the PPG.

- The school targeted academic support from September to May for Year 6 pupils and from May to July for Year 5 pupils to ensure the most impact and build on quality first teaching pupils had been receiving since Year 3.
- There has been professional development and training for all staff in how to narrow the gap between disadvantaged pupils and their peers.
- Leaders have monitored the impact of the programme on disadvantaged pupils' progress and attainment alongside their attendance and attitudes to learning. Appropriate remedial action has been taken if appropriate.

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

- Outcomes for disadvantaged pupils at the end of Key Stage 2 for all subjects and standards were above those for other pupils nationally and above other pupils in the school.
- Disadvantaged pupils out-performed other pupils in the school in reading. This was one of the school's priorities.
- At greater depth, disadvantaged pupils out-performed other pupils in all core subjects.
- The combined percentage for disadvantaged pupils was 77% compared with 64% for other pupils. At the higher standard, this was 23% compared with 10% for other pupils.
- Attendance for disadvantaged pupils rose during the academic year by six per cent.

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

Name: Dan Siggs

Title: Deputy headteacher

Email: daniel.siggs@pickhurst.com

Name: Simi Cooper

Title: PPG Champion



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PICKHURST ACADEMY

Email: simone.cooper@pickhurst.com

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

No additional support is required at this time.

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.