



QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
BRETFTON VILLAGE SCHOOL

Name of School:	Bretforton Village School
Head teacher/Principal:	Kevin Riley
Hub:	Bengeworth Hub
School type:	Primary
MAT (if applicable):	Bengeworth Multi-Academy Trust

Estimate at this QA Review:	REQUIRES IMPROVEMENT
Date of this Review:	14-16/01/2019
Estimate at last QA Review	This is the school's first review.
Date of last QA Review	This is the school's first review.
Grade at last Ofsted inspection:	INADEQUATE
Date of last Ofsted inspection:	05/07/2016



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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	GOOD
Outcomes for Pupils	REQUIRES IMPROVEMENT
Quality of Teaching, Learning and Assessment	REQUIRES IMPROVEMENT
Area of Excellence	Not submitted for this review.
Previously accredited valid Areas of Excellence	Not applicable
Overall Estimate	REQUIRES IMPROVEMENT

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

Bretforton Village school is a much smaller than the average-sized primary school. The vast majority of pupils are of White British heritage. The proportion of pupils speaking English as an additional language is much lower than at other schools nationally.

Approximately, one in five pupils are known to be disadvantaged, which is about half the national average. The proportion of pupils who have special educational needs and/or disabilities (SEND) is well-above the national average. Children in Reception class attend full-time and there is after-school care on-site.

The head of school has a BA(Hons) 2(i) degree in English and Education with Qualified Teacher Status.

The school opened as a new academy within the Bengeworth Multi-Academy Trust (MAT) on 1 February 2018. There have been two monitoring visits by Her Majesty's Inspectors (HMI) since the Ofsted inspection of the former school. It has been supported by the local authority and cluster schools for moderation activities. It is now supported by the trust.

2.1 School Improvement Strategies - Progress from previous EBIs

- This is the school's first review.

2.2 School Improvement Strategies - What went well

- Leaders have begun to implement effective action plans since the last visit by HMI to raise standards across school. They are well supported and guided by the trust.
- All leaders have a clear understanding of the school's strengths and areas for development. Communication, relationships and willingness to change at all levels have improved. Transparency and accountability are now at the forefront of school improvement discussions.
- The implementation of effective systems and processes has been a key priority. For example, the identification of pupils with SEND has been refined. Individualised programme plans and provision maps are now fully implemented. Schemes such as Rapid Reading and Jimbo Fun for writing are supporting pupils on their learning journey.
- A distributed leadership model ensures leaders are responsible for monitoring the

attainment and progress of key groups. New roles have been established, including a Special Educational Needs Co-ordinator supported by the inclusion lead from the trust.

- The “Epiphany” assessment tool allows leaders and class teachers to track pupils’ progress around curriculum outcomes at both age-related expectations and greater depth.
- Leaders work closely alongside class teachers. They track and monitor the progress of underperforming individuals and provide guidance and support where it is most needed. Moderation exercises are frequent and ensure the information available in school is accurate. Staff are held to account through regular review meetings.
- Problem solving in the Early Years Foundation Stage (EYFS) up to Key Stage 1 has been identified as an area of development in mathematics. In Years 4 and 5, leaders aim to secure age-related expectations. The Abacus text books have thus been implemented to secure basic knowledge and the mathematics mastery approach has been introduced to deepen pupils’ learning.
- The main foci of the school reading curriculum are fluency, comprehension and accuracy. Leaders have identified the spelling of alien words (pupils applying their knowledge acquired in phonics) as an area of development for writing in all key stages. The Read Write Inc. programme allows pupils to transfer their learning from reading, such as decoding, into writing in key subjects and in the wider curriculum to develop spelling skills in their continuous writing.
- Leaders have identified key aspects of teaching to improve in order to raise standards. They include the use of effective questioning to deepen pupils’ learning, high expectations for all during lessons and the dissemination of best practice available in school and in the MAT to secure more consistency.
- The school’s continuous professional development opportunities are designed to develop and refine the practice of staff around the new curriculum initiatives and quality first teaching of all staff.
- It is clear from meeting pupils that they enjoy coming to school. They believe the behaviour to be positive. Links with the local community are improving. The local library trains pupils on how to run their own library and, as a result, pupils revealed they “like it when they choose a book that suits them”.

2.3 School Improvement Strategies - Even better if...

- ...leaders refined the school self-evaluation and improvement plan to focus on the rapid, decisive actions needed to accelerate progress.
- ...leaders secured more consistency in teaching by capitalising on the best practice available in school and by delivering bespoke training around effective questioning, higher expectations and deep learning.
- ...leaders reviewed the curriculum to allow all pupils to work at greater depth and reach their full potential.

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

- This is the school's first review.

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

- Teachers create a positive learning environment, with all pupils engaged in their work. Lessons are calm and purposeful and characterised by positive working relationships. Pupils are clear about what is expected of them and comply with requests from staff quickly.
- As a result, they are eager to learn when exposed to a challenge. This is particularly evident in lessons where teachers plan ambitiously. For example, in mathematics lessons for Years 2 and 3, pupils worked well collaboratively and eagerly engaged in learning conversations when given the opportunity.
- Teachers use the "Epiphany" scheme to customise pupils' learning. This allows them to provide bespoke learning experiences to best match the needs and ability of their pupils.
- In the best lessons, the teaching assistants (TAs) support lower attainers effectively, resulting in more opportunities for the higher attainers to be challenged. In a Reception / Year 1 English lesson, the TA's intervention enabled pupils to secure their knowledge around sentence structure. In an English lesson for Years 4 and 5, the TAs used questioning effectively allowing pupils to justify their answer around fact and opinions and deepen their learning.
- Resources for learning are varied and used appropriately. For example, they include cross curricular themes promoted in key subjects, such as History (cave painting) in mathematics. In a mathematics lesson for Years 4 and 5, the teacher promoted reading by providing a crib sheet focusing on recall.
- Books include evidence of formative feedback and next steps in learning in the EYFS and Key Stage 1. In the best books, teachers use praise and apply the green and pink pen policy to move pupils on.

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

- ...teachers ensured more pupils worked towards greater depth and promoted independent learning, particularly with the high attainers.
- ...teachers ensured their planning consistently focused on groups (different levels of prior attainment, disadvantaged pupils, pupils with SEND) and included clear evidence of effective questioning, higher expectations and deep learning.
- ...teachers systematically marked to move pupils' learning on.

4. Outcomes for Pupils

- In the EYFS, children's attainment was strong in 2018 as 85% achieved a good level of development, which is above the national average. Girls outperformed boys in all areas. The proportion of children reaching the expected level in reading was below the national average. In writing this proportion was slightly below national average and in number well above average. Reading and writing thus remain key areas of development and the school curriculum reflects this. Expectations for EYFS children are now higher. As a result, children are making steady progress.
- Attainment at the end of Key Stage 1 remains steady in writing and mathematics, particularly for disadvantaged pupils. However, the attainment of all pupils in reading was in the bottom 20% of all schools nationally for the past three years. Teachers are aware of pupils' needs, gaps in learning and as a result, plan effectively to ensure these gaps are filled. Current data shows a positive trend in attainment across all subjects, particularly for the proportion working at or above age-related expectations although not for the proportion working at greater depth. Pupils' prior attainment is well above the national average for writing in Year 3 and mathematics in Year 2.
- Pupils' attainment in phonics has declined over the past two years and was below the national average in 2017-18. Current data suggests a lack of phonic understanding from those who did not pass but who can read real words well. The implementation of Read Write Inc. has started to secure steady progress in this area and will continue to be rolled out in Key Stage 2.
- Through Key Stage 2, pupils' attainment and progress are well below average. Pupils' prior attainment is well below the national comparator for reading and mathematics in Years 4 and 5. This is a legacy of underachievement and slow progress from Key Stage 1 due to instability and the school being in special measures. In Years 4 and 5, leaders aim to secure age-related expectations, particularly in reading and mathematics, and fill gaps in learning acquired over time. Behaviours for learning are more positive but progress remains slow.
- In 2017/18, the rate of overall absence was above national. Attendance has now improved and is above national average.

5. Area of Excellence

Not submitted for this review.



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

None requested – the MAT leads the hub.

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.