Name of School:	Braunstone Frith Primary School
Headteacher/Principal:	Amelia Smith
Hub:	East Midlands South Hub
School phase:	Primary
MAT (if applicable):	Life Multi Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Leaders decided not to have estimates on this review.
Date of this Review:	16/01/2023
Overall Estimate at last QA Review	Effective
Date of last QA Review	02/03/2022
Grade at last Ofsted inspection:	Requires Improvement
Date of last Ofsted inspection:	21/02/2018

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   N/A

Quality of provision and outcomes   N/A

AND

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

Area of excellence   Not submitted for this review.

Previously accredited valid areas of excellence   N/A

Overall peer evaluation estimate   N/A

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

Braunstone Frith Primary School is a larger than average size primary school located in the west of Leicester city. This is an area of high social deprivation and children enter the school at levels of development that are much lower than would typically be expected. The proportion of disadvantaged pupils in the school is much higher than the national average and currently stands at 51%. White British is the main ethnic group in the school although an increasing number of pupils with African heritage have joined in recent times, many new to the country. Around a third of pupils have English as an additional language. A similar proportion are on the register of pupils with special educational needs and/or disabilities (SEND). This is higher than the national average, as is the proportion with an education, health and care plan (EHCP). Mobility is high, with increasing numbers of pupils joining or leaving the school at other than the usual times.

The school has a successful Designated Specialist Provision for up to ten pupils with an EHCP for social, emotional and mental health issues (SEMH). All staff at the school are committed to producing pupils who are "Positive Thinkers and LIFElong Learners." (named after their LIFE curriculum model.)

Leaders have requested that the areas of focus are linked to geography, PE, computing and design technology.

2.1   Leadership at all levels - What went well

- Senior leaders at the school are a formidable team. Many, including the highly experienced headteacher, have been at the school for a long time. This gives them the considerable advantage of knowing the pupils and their parents extremely well and understanding the demographic. This enables them to drive the school forwards in a purposeful and effective way. The headteacher commented how a positive outcome of the pandemic has been the strengthening of relationships between staff and parents.
- Senior leaders have focused on subject leadership development, and coaching has been used to boost the knowledge leaders need to be accountable for their areas. An evaluative tool is then used to monitor their development. As a result, their curriculum intent is firmly embedded.
- Subject leaders in these areas are growing into their roles. They welcome the autonomy they are given to lead on their subjects and some benefit by enjoying shared responsibility by being paired with another colleague. This enables them to 'bounce' ideas and initiatives off each other so that the development of their subjects is developing at pace.

- Peer reviews are gaining in success because they are improving the monitoring and assessment of learning. Formal coaching for subject leaders is also having a positive impact in helping those staff members to develop the subjects they have responsibility for.
- Assessment in the four subjects under scrutiny on this review is developing and is beginning to inform future planning. This is largely skills-based so that teachers can fill gaps in learning to ensure that pupils are able to catch up if necessary. Senior leaders have plans to make assessment more rigorous going forward.
- Continuing professional development (CPD) is widespread and covers all subjects and school priorities. Feedback has been a major focus. This is embedded in the core subjects and leaders at all levels are working towards consolidating this in the foundation subjects. As one senior leader stated, 'This will bring every subject under the same policy.'
- Elements of the REALLIFE curriculum are interwoven into the whole school curriculum map. Additionally, the spiral curriculum model that the school deploys alongside REALLIFE helps pupils to know more and remember more. Floor books in the Early Years Foundation Stage also provide clear visual prompts that help pupils to focus on prior learning and helps them to be able to talk about their learning.
- Fundamental British values form a large part of the 'crew' process, and the school has a view that 'there are no outsiders at Braunstone Frith.' Pupils have leadership opportunities in school. Positions are democratically voted for, and tolerance is a key value that pupils learn. Cultural capital is well developed. Visits are returning to the curriculum and the school has invested in VR headsets so that pupils experience a wide variety of topics, for example, through virtual trips to Carnival in Brazil, the mountains or the seaside.

2.2 Leadership at all levels - Even better if…

… subject leaders could clearly and succinctly articulate the impact of their actions.
… subject leaders increased their awareness of assessment in their areas and how this informs future planning.

3.1 Quality of provision and outcomes - What went well

- A key feature of the school centres around the warm, mutual relationships that pervade every classroom. High levels of respect between pupils, and pupils and teachers, ensure that there is a positive learning environment across the school.
- Modelling is a strength which results in pupils being clear about understanding the learning intention. This enables pupils to complete their work with minimal misconceptions. In a Year 5 PE lesson, the teacher modelled all activities and then, later in the lesson, re-modelled them for those pupils who needed this extra

guidance. Additionally, the use of pupil demonstrations helped others to perform the skills more accurately.

- Teachers exhibit strong subject and pedagogical knowledge which, in many cases, brings learning to life. By evaluating their own learning in a Year 6 PE lesson, pupils were able to utilise the 'social cog' component of the Real PE curriculum by supporting and encouraging their partner.
- Consistency in learning is becoming well embedded. In two Year 4 computing lessons, it was evident that both classes were in exactly the same place in the curriculum plan. This was also observed in two Year 2 design and technology lessons where in both classes, identical vocabulary was being used and encouraged.
- Pupils have exceptionally positive attitudes to learning. They are hungry to learn and so portray explicit learning behaviours. Strategies to improve this aspect have been highly successful. In a Year 2 design and technology lesson pupils made notes on the learning intention by working independently.
- In most lessons, questioning is strong. Teachers probe pupils' knowledge and understanding effectively so that they gain clear information about the learning pupils have gained. This enables any gaps to be swiftly addressed and also helps pupils to know more and remember more. A Year 6 PE session highlighted the effect of monitoring pupils' perceptions on the learning intention.
- The whole school drive on oracy is having a positive effect in the lessons within the subjects this review is embracing. The schemes that the school has adopted in these areas have a strong oracy thread running through them. As a senior leader commented, 'pupils are now learning through their talk and can talk through their learning.' Subject-specific vocabulary is purposefully taught so that pupils are familiar with this terminology and are beginning to use it in context. In geography in Year 2, pupils were capably using terms like 'rural,' 'urban' and 'coastal environment' in their work.
- Classes are named 'crews' which encourages 'positive thinking and lifelong learning' as the school motto states. Interaction in the 'crew messages' in Year 3 provided pupils with the opportunity to greet each other in the morning by circulating around the class. Teamwork is emphasised and ensures that everyone in the class is involved.

3.2 Quality of provision and outcomes - Even better if…

… all teachers consistently ensured that the learning tools they employed, had a positive impact on learning outcomes.

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

- Almost a third of the pupils on roll have SEND and in half of those cases, it is related to SEMH. Because of their low ability on entry to the school, many pupils also have speech, language and communication issues. The experienced SENDco ensures that all pupils with additional needs receive the appropriate support to help them make progress from their starting points. The use of Edukey and pen portraits work effectively to allow teachers to provide bespoke support for each individual. The use of Widget software also helps teachers to model and scaffold the learning for these pupils which contributes to their success.
- A high proportion of disadvantaged pupils also have SEND needs. The same strategies work well for both groups, and this takes on an individualised approach according to need. Speech and language therapists support staff to ensure that these pupils have full access to the curriculum.
- All pupils new to the school, regardless of age, are given time to settle before baseline assessments are made and it is determined if they need to be placed on the SEND register. If they are already known to outside agencies, they are automatically entered onto the register.
- Support and CPD from external agencies, in addition to in-school support, helps teachers to guide learning that leads to progress in Edukey targets and in national curriculum levels. All teaching assistants have Chromebooks, ensuring that close monitoring of Edukey targets takes place.
- The whole school oracy focus helps all pupils in their learning, and this is specifically successful for disadvantaged pupils and those with SEND for whom reading and writing are barriers to learning. This is helping those groups to reach age-related expectations.
- Disadvantaged pupils benefit from the same high level of support that pupils with SEND receive. Staff prioritise these two groups and are actively targeted in aspects such as attendance at extra-curricular activities. This is supplemented by the fact that all clubs are paid for by the school which removes any barriers to participation.

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

… teachers developed greater clarity in the learning intention for pupils with high-level SEND needs.

5. Area of Excellence

Not submitted for this review.

Following the QA Review

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)