



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR MUSCHAMP PRIMARY SCHOOL AND LANGUAGE OPPORTUNITY BASE

Name of School:	Muschamp Primary School and Language Opportunity Base
Headteacher/Principal:	Heidi Westley
Hub:	South-West London Hub
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	6/03/2024
Overall Estimate at last QA Review	N/A
Date of last QA Review	27/02/23
Grade at last Ofsted inspection:	Requires Improvement
Date of last Ofsted inspection:	13/06/2023



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BASE**

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 N/A

**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

Muschamp Primary School and Language Opportunity Base is a larger than average three-form entry primary school, located in impressive grounds in the heart of Carshalton. There are 651 pupils on roll, and 26 part-time children attend the Nursery. In the Language Opportunity Base, 52 pupils have speech and language disorders and all have education, health and care plans (EHCPs). The proportion of disadvantaged pupils is slightly above the national average.

All staff cultivate a happy and compassionate ethos where everyone is valued, and the wellbeing of staff and pupils is a high priority. The school is proud of its supportive community environment.

The school is part of the Sutton Education Trust, a co-operative group of schools, within the London Borough of Sutton. Six other primary schools and an all through special school collaborate to achieve the school's vision, 'To Excellence and Beyond,' helping to create ethical citizens who contribute to their world.

The senior leadership team comprises an established headteacher and deputy headteacher who have a long and proud history of serving their community and class-based leaders who lead on teaching and learning, subject areas, and special educational needs and/or disabilities (SEND).

The proportion of pupils who speak English as an additional language (EAL) is above the national average. The largest ethnic group is White British with the remaining pupils having Tamil, Urdu, and Cantonese as their first language; some of these pupils tend to be proficient English speakers. The school is part of the Hong Kong resettlement programme and proudly welcomes pupils from Ukraine and Brazil too, working with families to promote a sense of belonging through the school's language acquisition programme.

2.1 Leadership at all levels - What went well

- Leaders adhere to a vision that successfully develops all pupils, staff, and the community. The personal, social, and emotional aspects of the provision connect well with a purposefully evolving curriculum. This enables pupils to develop into resilient and confident learners who are creative contributors. The aspiration to achieve 'Excellence and Beyond' through developing Muschamp's 'powers' is fundamental to growing an ambitious learning culture. As a result, pupils persevere, and support each other to strive.

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- Governors are proud of the school. They contribute their time and energy, collaborating with leaders to ensure that 'every individual knows they matter.' They are clear about the part they play to support and challenge, but also to celebrate success. They engage in a formalised programme of visits and passionately contribute to the improvement journey.
- The school prides itself on being an integral part of the community, supporting the feeling of a 'village school' in an urban area. All staff understand their families well and work to ensure that there are opportunities for parents and carers to access staff.
- Due to leaders' well-considered implementation of the behaviour policy, pupils develop a keen sense of responsibility. Bespoke and individualised behaviour plans alongside whole school strategies support all children to develop, incrementally. Consequently, pupils can identify appropriate behaviours and use reflection time beneficially, resulting in positive behaviour and attitudes for all pupils, including those with greater need.
- The impact of the pastoral support team is commendable. This highly skilled group works collaboratively and with the desire to do their absolute best for all pupils, particularly the most vulnerable. Worthwhile interventions arise from this unified response, such as the work to support young carers.
- All subject leaders are developing their subjects usefully and with great dedication. As a result of the significant work undertaken, each subject is carefully planned and sequenced logically. For example, when discussing the upper Key Stage 2 sequence for science the lead has ensured that the units on forces occur before the units on planets and the solar system, so that pupils can understand bigger concepts such as gravity. Staff work interdependently to ensure that key disciplinary subject knowledge is secured for all pupils and across all subjects.
- Subject leaders take the future development of their role seriously, undertaking formative monitoring activities to develop the coherence of their planning but also the quality of implementation. Fortnightly subject leader meetings provide the opportunity to share expertise, identify strengths and opportunities for development.
- Due to the discerning approach to 'talent spotting,' senior leaders innovatively adapt the provision to ensure that the most appropriate staff are teaching subject content with passion and specialism. For example, the physical education lead teaches across the school from the early years foundation stage (EYFS) into Year 6, enabling gaps in learning to be addressed immediately. Therefore, pupils at Muschamp have every opportunity to succeed because of leaders making strategic decisions that achieve the best outcomes.

- Leaders are proud of the success that underpins the Silver Stonewall Award. This has led to greater whole school understanding of how to achieve equality, equity, and fairness. Pupils communicate how this prepares them to be part of a successful multicultural society and can articulate their understanding of discrimination. There is a high level of tolerance from pupils and families contributing to a more harmonious community.

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

- ... all subject leaders had the opportunity to observe their subject in EYFS so that they confidently continue to develop the positive impact of their subject.
- ... all staff took an active role in the implementation of the improvement plan, using the performance management process to impact on school priorities.

3.1 Quality of provision and outcomes - What went well

- Working relationships between staff and pupils are superb. This creates a warm and caring ethos throughout the school, which supports learning well. Teaching staff promote high engagement through setting clear expectations and planning inspiring learning experiences. Using their 'powers,' staff develop pupils' sense of belonging and desire to take responsibility for their own learning and that of their peers.
- As a result of the secure and committed leadership, teachers are adopting a sustainable approach to developing their pedagogy across all subjects. A commitment to team and individual coaching opportunities develops staff's reflective practice. They can identify clear strengths and recognise the next steps for success in their teaching methodology. For example, the quality of retrieval practices, teachers modelling the process of thinking to effect learning, and the development of vocabulary, are key strengths of the provision. Teachers across all lessons applied these effectively and confidently. This results in pupils who 'speak like a scientist' or 'speak like an artist.' For example, Year 1 pupils could clearly relate their understanding of grouped animals, mammals, birds, and reptiles to categorise herbivores, omnivores, and carnivores. Pupils' knowledge builds over time, so they can learn more, know more and do more.

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- Teachers demonstrate a passion for teaching their themes, as a direct result of the progress in planning a curriculum to inspire. Using formative assessment strategies teachers elicit pupils' prior knowledge and how this would enable them to make even more progress. For example, during a Year 4 art lesson, the teacher effectively modelled a range of art skills such as sketching, shading, and cross hatching, narrating the process and impact as she worked. This 'Think Aloud' strategy promoted high-quality outcomes.
- Teachers take the opportunity to evolve their practice. Learning strategies such as 'Talk Partners' has evolved into 'Learning Partners' after professional discussion identified that pupils were happy to talk about their learning but needed stronger scaffolding with which to structure their thoughts and ideas. Teachers now intervene more directly and purposefully when planning for learning partner discussion.
- The school vision to develop an authentic and relevant curriculum that engages all pupils well and meets individual needs successfully is progressing well. There is greater coherence between the development of subjects and the quality pedagogy required to impact on learning. There are useful opportunities for staff to understand the interdependent nature of their work, which ensures greater connectivity.
- Skilled subject leaders plan curriculum content that ensures that knowledge and skills build progressively. They support staff to connect the learning experience creatively and explicitly across subjects, whilst ensuring pupils see the sense and purpose in their learning. For example, in a Year 6 geography lesson and while sharing their work in their humanities books, pupils explained confidently and with clarity the correlation between 'Windrush' and the concept of 'Migration' which linked their history and geography topics.

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

... teachers continued to refine the Learning Partner strategy so that it impacts positively for all pupils.

... teachers used purposeful and impactful assessment, especially in relation to disciplinary writing, to support pupils' disciplinary knowledge.

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

- As part of the inclusive ethos, leaders demonstrate a high focus on improving the accessibility to learning for all pupils, regardless of need. All staff champion this approach. The pastoral team identify effective intervention for individuals quickly and then monitor diligently using information diagnostically to inform future planning. As a result, pupils and families feel supported and reassured and confidently support adaptations so that there is a coherent Team Around the Family. For example, a Year 6 pupil is now accessing a mainstream class and is also developing a sense of responsibility as a prefect.
- The Language Opportunity Base is a 'jewel in the crown' of Muschamp. The pupils all have significant challenges to their communication and interaction needs. In this specialist environment pupils have opportunities for EYFS style, free-flow activities, alongside soft play, sensory circuits, core board and augmentative and alternative communication, as well as more traditionally classroom-based activities. Most of the pupils have occupational therapy alongside physiotherapy programmes. All have a speech and language therapy programme. All pupils access mainstream activities at their bespoke level, often re-integrating into the mainstream while some will move on to special school placements. With the right support and specialist curricula, these pupils have every opportunity to flourish.
- All staff strive to remove barriers for pupils with EAL. On entry to the school, leaders assign pupils with EAL a language 'buddy' who helps them become familiar with the environment and routines and supports them to make friends, especially at more unstructured times. Staff who speak the home language readily support both pupils and parents.
- Teachers across the school are prioritising access to learning for all pupils. For example, in Year 5 and 6 humanities lessons, pupils accessed resources appropriately to help them regulate their behaviours and improve their motor skills' strength and function. Knowledgeable and competent support staff have a positive impact on their progress across the school.



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

N/A

5. Area of Excellence

N/A

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>).