



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR MUSCHAMP PRIMARY SCHOOL

Name of School:	Muschamp Primary School
Headteacher/Principal:	Heidi Westley
Hub:	South-West London Hub
School phase:	Primary
MAT (if applicable):	Sutton Education Trust

Overall Peer Evaluation Estimate at this QA Review:	The school did not wish to have estimates on this occasion
Date of this Review:	27/02/23
Overall Estimate at last QA Review	Not applicable
Date of last QA Review	This was the school's first review
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	12/12/2017



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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

The school did not wish to have estimates on this occasion.

Quality of provision and outcomes

The school did not wish to have estimates on this occasion.

AND

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

Area of excellence

None submitted for this review

Overall peer evaluation estimate

The school did not wish to have estimates on this occasion.

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

The school is larger than average, with a single Nursery session and three-form entry. The base is for children with developmental language disorder, although many children have autism, learning difficulties and sensory processing disorders.

Pupil numbers are high, and the school remains a popular local choice within a borough with falling birth rates. The proportion of pupils who speak English as an additional language is slightly above average. Many pupils join the school new to the country and learn English as a new language. The proportion of disadvantaged pupils and those identified as having special educational needs and/or disabilities (SEND) is above average, while the proportion of pupils with an education, health and care plan (EHCP) is well above average, with 52 of these in the base provision.

This year, subject leaders across the Trust have reviewed and revised the curriculum to ensure that it reflects the rich and diverse community of pupils served by the school. The curriculum is enriched by partnerships with various music organisations. Subject leaders are working closely across the Trust to support middle leadership and curriculum development.

2.1 Leadership at all levels - What went well

- Leaders are very proud of how well they enhance the lives of their pupils with rich experiences that they otherwise would not have. The school wants every one of the pupils to flourish and staff work together to identify every pupil's motivation and to celebrate it.
- The headteacher has developed a hard-working, enthusiastic senior leadership team (SLT) that is committed to improving the school. There is clear collaboration across the whole SLT. Every SLT member has a clear role to play in the school's development. The culture of teamwork and mutual support is evident.
- The SLT works as a cohesive group and supports the headteacher in the drive for improvement. The senior team's skills and abilities ensure that the school has the capacity for continual improvement.
- Senior leaders are highly skilled at ensuring that all staff feel a valued part of the team. Everyone shares the vision and values of the school. This underpins the highly focused, comprehensive systems and processes established by leaders.
- Developing pupils' character underpins the curriculum and the school's motto 'To Excellence and Beyond' is thoroughly embedded in the life of the school to ensure that all pupils can be the best they can be.

- Leaders demonstrate an ambitious commitment to improve pupils' life chances through a quality curriculum, enriched with memorable and first-hand experiences. The drive to make a real and lasting difference to all pupils' achievements through quality teaching is also a tangible feature of the school's ethos.
- The curriculum is broad and balanced and the topics chosen are varied. The school seeks to broaden pupils' experiences and 'Powers', such as the powers of perseverance, self-belief and respect, are used throughout the curriculum to give pupils opportunities beyond the normal school day.
- Extra-curricular activities further develop pupils' experiences and life chances. For example, pupils participate in kite making, plate decorating and celebration meals. All pupils in Year 4 learn a musical instrument and have the opportunity to perform at a local concert hall. Pupils in Year 6 participate in Young Voices and travel into London to perform in an arena.
- The school is highly inclusive and seeks to meet the needs of all learners. As a result, pupils engage well with their learning and make suitable progress. There are very positive working relationships throughout the school that help to forge a strong community. The atmosphere in school is industrious and focused on improving pupils' outcomes.
- A structured and consistently applied behaviour ladder ensures all members of the school community work together to achieve a safe and nurturing environment where staff, pupils or families do not tolerate bullying or discrimination.
- Leaders recognise the potential of staff training and development for raising standards. Continuing professional development (CPD) is a pivotal feature of the school. Staff are encouraged to share good practice and subject leaders run CPD sessions in a range of areas and provide bespoke mentoring and coaching where required.

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

... none identified during the review.

3.1 Quality of provision and outcomes - What went well

- Mutual respect between adults and pupils results in a calm and peaceful working atmosphere. Pupils clearly appreciate the trust afforded them and they work hard to please their teachers.
- Attitudes to learning are exemplary. High levels of engagement are the norm because teachers engender a thirst for learning in their pupils and they plan

interesting lessons that captivate pupils. For example, this was clearly exhibited in a Year 5 music lesson when pupils opined that, 'music helps us to express our feelings and it's good for our mental health'.

- Pupils are provided with rich opportunities to read widely and to develop their fluency and comprehension skills. For example, phonics is taught rigorously from Reception until children have completed the programme in Year 1 or 2. Regular assessments track pupils' progress to ensure that they are always challenged and enabled to move on. The lowest twenty per cent of pupils receive additional interventions to support them to make accelerated progress.
- Teachers and learning assistants display energy and passion for learning. Their infectious enthusiasm creates a positive learning atmosphere for pupils who consequently thrive under their guidance. Pupils respond well to their teachers' expectations of a high level of maturity.
- Teachers use probing techniques to check pupils' understanding and to extend their skills and knowledge. This was observed in challenging phonics lessons when pupils were required to say it, stretch it and say it again.
- Teachers use resources well so that lessons are engaging and pupils undertake tasks with enthusiasm. Teachers routinely promote pupils' literacy and numeracy skills well and, as a result, pupils acquire a range of important study skills which successfully boost their use of technical language.
- Teachers assess pupils' work regularly and the data is used by leaders to track the progress and attainment of phases and to identify those pupils who may be in danger of underperforming. Data is collated half-termly and used to monitor pupil progress and plan interventions and tutoring. The school moderates across each year group with other schools in the Sutton Education Trust and in Years 2 and 6 across the borough.
- The pronounced emphasis on nurture and high expectations helps to establish a safe and secure school environment. Staff play a highly positive role in creating an ethos in which tolerance and diversity are celebrated. Consequently, pupils behave with consistently high levels of respect for each other and adults.
- Pupil voice remains high on the school's agenda and pupils actively support the well-being of their peers. For example, Mental Health Champions work across the school supporting others and initiating strategies to support mental wellbeing. Pupils also aspire to become prefects and play an active role in promoting the cohesion of the school and supporting younger pupils.
- The school offers a wide range of clubs, including basketball, coding, multi-sports and a school choir. These opportunities foster determination, resilience and confidence and help pupils to grow as individuals.

- Learning explorations, a scrutiny of pupils' books and discussions with pupils show that they are thriving because of their positive attitudes to learning and stimulating teaching. Pupils are immensely proud of their school.

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

- ... the forest school provision was extended throughout the school.
- ... the evidence shown in Floor Books was further strengthened through the use of QR codes more frequently to link to 'live' examples of learning.
- ... the gap in achievement between disadvantaged and other pupils was narrowed in each year group.

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

- Leaders at all levels know their pupils well. They have implemented an ambitious curriculum with equality of opportunities at the heart of all the activities pupils can access.
- There is a clear system for identifying pupils with specific needs, followed by fortnightly caseload discussions where progress is discussed. This progress is reviewed more formally every half term and, if pupils are not improving, they are referred to external agencies.
- The special educational needs coordinator tracks the progress of SEND pupils well. Intervention programmes that have proven effectiveness are used and the allocation of time is varied to ensure that pupils study the full curriculum.
- School staff work closely with parents and professionals to meet pupils' needs and to ensure that they receive the necessary services.
- Barriers to learning are carefully considered and appropriate interventions put in place. Adults question pupils insightfully and this helps them to rehearse and consolidate new concepts. They enjoy taking part in learning conversations and sharing their ideas with their peers. Learning environments support and develop pupils' confidence and independence in their own learning.
- Pupils are confident and articulate when sharing how they are feeling, and they know exactly what to do to improve their mental health and well-being. One of the Mental Health Champions opined that, 'it is one of my favourite

things to do. It's given me a new perspective on how people cope with things in different ways.'

- The school provides outstanding ELSA support and one pupil explained that, although in the past he had used rude words a lot, since having the ELSA support, he now takes time to think about what he should say.

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

... the work to support pupils to self-regulate their emotional state was extended into the outdoor environment.

... the expectations for SEND and disadvantaged pupil support were consistently embedded across all classrooms and within all areas of the curriculum.

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.



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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>)