



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
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	The school chose not to have estimates
Date of this Review:	15/06/2026
Overall Estimate at last QA Review:	The school chose not to have estimates
Date of last QA Review:	05/02/2026
Grade at last Ofsted inspection:	Expected standard
Date of last Ofsted inspection:	03/02/2026

Quality Assurance Review

The review team, comprising host school leaders and visiting reviewers, agrees 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/or pupils with additional needs N/A

Area of excellence N/A

Previously accredited valid areas of excellence Mental Health and Well-Being for All (accredited February 2025)

Overall peer evaluation estimate N/A

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Muschamp Primary School and Language Opportunity Base is a larger than average, three-form entry primary school with a Nursery class. The school is located in the heart of Carshalton, south London and is part of the Sutton Education Trust, a co-operative group of schools, comprising six other primary schools and an all-through special school. The trust provides leaders with the opportunity to collaborate and learn from each other while protecting the individual nature of each of the schools.

There are 651 pupils on roll, and 26 children attend Nursery part-time. From September 2026 the planned admission number (PAN) will reduce to 60 mainstream pupils, plus 8 specialist placements due to the falling birth rate. 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 in line with the national average. The school is proud of the extensive pastoral and well-being support provided to children and families within its community through working in partnership with parents.

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 works closely with families to promote a sense of belonging through the school's language acquisition programme.

2.1 Leadership at all levels - What went well

- Muschamp Primary School is a warm, welcoming and highly inclusive school at the very heart of the community. The school's vision is captured by the children as 'Muschampions', creating a family of superheroes to represent powers that are important to their development and in achieving their dreams.
- The headteacher is passionate about making a real difference to children's lives, providing strategic direction and leading a team who work together collaboratively to achieve 'excellence and beyond'. They are highly aspirational whilst creating a nurturing, safe and happy environment in which to learn.

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- Leaders at all levels are proactive in driving school improvement, using monitoring to measure the impact of actions and identify next steps. Performance management targets are linked to key priorities along with continuous professional development (CPD) to develop both pedagogy and leadership skills. Support staff access bespoke training, relevant to their area of support, to develop their expertise. Staff are encouraged to complete national vocational qualifications, opportunities which they value.
- Governors come from a range of backgrounds and expertise. They are supportive and invested in making a real difference within the school community. Their involvement in monitoring supports them in overseeing the quality of education and asking insightful questions.
- The school shares best practice through the SENCo hub, within the trust and the Challenge Partners' hub. This has included supporting other schools in suggesting resources to support pupils who have special educational needs and/or disabilities (SEND) and strategies to help pupils to self-regulate.
- Leaders know their pupils and families well, resulting in relationships which are built on trust. They build community cohesion by being visible and approachable. Within classrooms, there are high expectations for behaviour, cultivating high levels of pupil engagement through purposeful and planned opportunities, and calm and consistent approaches. All of this is underpinned by positive relationships between staff and pupils who learn how to co-operate, communicate and be kind to each other. As one pupil said, 'Our school is a safe place where adults are kind, and everyone is a friend'.
- The school offers a wide range of extra-curricular activities which are accessible for all. These include a range of sporting activities with opportunities to take part in tournaments and compete competitively or develop their talents and interests through activities such as drama.
- Pupils are keen to take on additional roles, such as the mental health champions, supporting younger pupils with morning check-ins helping them to settle down or looking out for them on the playground. Building pupils' character is important so that they become well-rounded individuals who contribute to the community in which they live. Pupils develop empathy and responsibility, and the school council enjoys opportunities to raise money for charity. For example, they were proud raise money for Shooting Stars Hospice which a Muschamp pupil attends.

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

None were identified.

3.1 Quality of provision and outcomes - What went well

- A 'love of learning' is fostered and promoted throughout the school and its curriculum offer. The curriculum is well-planned and sequenced. Consequently, pupils build up their knowledge, skills and understanding across the curriculum areas. Diversity and equality thread through the curriculum, such as in carefully chosen texts, opening their minds to differences and building on their global understanding.
- The school aims to build and broaden experiences that pupils would not otherwise experience, with the school's vision and values centred on enhancing and enriching the curriculum offer. These include experiencing a traditional Punch and Judy show in Nursery, visits to different places of worship and history workshops. Key Stage 2 pupils rise to the challenges of a residential visit to an outdoor pursuits centre. In addition, each year group has a power experience, such a visit to the theatre, Ninja Warrior or Go Ape to face their superpowers.
- Pupils get off to a positive start in learning to read and developing fluency. For example, a pupil is a finalist in a national poetry competition and is looking forward to reciting a poem at The Globe. There is consistency and fidelity to the scheme in the teaching of phonics, including technical vocabulary. The school library is an exciting and inspiring place to read.
- Teachers show secure subject knowledge across the curriculum areas. They use a range of assessment for learning strategies to identify potential gaps in learning and misconceptions so that they can be quickly addressed. Lessons include retrieval practice which links assessment and aims to address gaps in substantive knowledge. This approach supports pupils in their long-term memory and in making accelerated progress. Learning within lessons is collaborative, active and inclusive, for example, teachers model using a gradual release approach of 'me, we, us, you'.
- In Early Years Foundation Stage (EYFS) adults engage in high quality interactions to address children's very low starting points, particularly in developing communication and language. Subject specific vocabulary is modelled by teachers and used confidently by pupils. Oracy is promoted within lessons with prompts for pupils to speak like a scientist or historian,

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articulating their learning through disciplinary writing tasks. There are many opportunities to collaborate as learning partners throughout lessons.

- Teachers are highly skilled at using digital technology to support both teaching and learning, creating links to resources. This allows all pupils to access learning, ensuring that they make progress at an appropriate pace and level. For example, pupils use AI to create images linked to their draft writing and to support them in editing and improving their work. Having the autonomy to create their own glossary, pupils are able to be ambitious in their use of vocabulary. They confidently use success criteria as a checklist to measure their success in independent writing.
- Leaders recognise the importance of attendance. Robust systems manage attendance so that issues are quickly addressed, resulting in overall attendance being in line with national averages and a reduction in persistent absence.
- Historically, attainment in reading, writing and mathematics at the end of Year 6 has been significantly above national averages at age-related expectations for the past three years.

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

- ... teachers continued to develop the use of assessment for learning tools to establish pupils' understanding during the teaching input, enabling all pupils to maximise learning.
- ... adults provided greater opportunities for thinking time so that all pupils can meet the challenges to extend their oral responses.
- ... teachers continued to use structures, such as stem sentences, to support pupils in their disciplinary writing across the curriculum.
- ... pupils were encouraged to consistently respond to feedback to edit and improve their writing.
- ... increased opportunities were created for pupils to celebrate and share their experiences of different cultures.

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

- The SENCo leads an extensive team and meets regularly with the pastoral team, play therapist and family support worker to focus on pupils' well-being. Leaders track pupils' progress to evaluate the impact of interventions. Early identification through the 'plan, do, review' approach and regular assessment ensure that interventions and provision maps are adjusted as pupils' needs change.
- For pupils in the Language Opportunity Base, personal learning intention maps record EHCP outcomes, short-term targets and the steps needed to achieve them. Reviews identify when pupils have met their targets and set out their next steps and goals. The base provides a nurturing environment with high levels of interaction and high aspirations for all pupils, who access activities matched to their stage of development. For example, in a Key Stage 2 lesson, verbal rehearsal and choral response helped pupils become familiar with sentence structures using expanded noun phrases.
- Pupils in the base have bespoke timetables, personalised learning and additional small-group challenges for the most able pupils. Clear routines help groups run smoothly and support pupils to transition into mainstream inclusion, where appropriate. Base staff work closely with teachers to make adaptations in lessons, including specific resources, technology, explicit modelling and scaffolding, in order to optimise progress. Teaching assistants are deployed to provide specialist support, including leading interventions for speech and language, occupational therapy and emotional regulation.
- Staff know pupils well and understand the underlying issues and needs that may affect behaviour. Dedicated regulation spaces and emotional coaching from the emotional literacy support assistant help pupils manage their sensory and emotional needs. The mental health and well-being champion regularly checks in with vulnerable pupils, supporting them to talk about their feelings, particularly following trauma or bereavement. Pupils also benefit from an impressive environment, including sensory rooms, soft play spaces and outdoor learning opportunities.
- Parents are partners in their child's learning. They are well informed about progress and next steps through links with specialist services, helping to maximise their child's development. Parents enjoy sharing and celebrating

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learning through monthly 'Welcome Wednesdays' and Dojo updates. Invitations to therapy sessions also help them support their child at home.

- Leaders use funding to ensure that disadvantaged pupils have equal access to enrichment activities and wider opportunities alongside their peers, including extra-curricular clubs and educational visits. Soft-start provision, including a nurture breakfast club, supports pupils with complex needs or anxiety so that vulnerable pupils begin the day positively.
- Pupils with SEND make positive progress, often from low starting points. Disadvantaged pupils attain favourably compared with their peers nationally and achieve in line with non-disadvantaged pupils nationally in reading, writing and mathematics at age-related expectations.

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

... pupils with SEND were increasingly involved in celebrating their progress and achievement as part of the annual 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 content reports from across the partnership of schools and trusts including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to



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connect with other schools in your hub and across the national partnership of schools. The School Support Directory 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>)