



Trust Review: Luddendenfoot Academy 13th October 2021

Purpose of the review

The review forms the first of 3 Trust quality assurance events carried out in conjunction with leaders at the school. The purpose of this first review is to establish a baseline quality assurance picture around the areas of leadership and management, quality of education, behaviour and attitudes and personal development within the school.

The Review Process

The review format was a single day event that covered the following areas;

- Discussions with Senior Leaders regarding the strategic direction of the school and the school improvement plan
- Learning walk observations including reading (phonics), literacy and maths
- Observations of behaviour, attitudes and routines around the school
- Quality of education discussions with subject leads in Reading, Maths and Computing
- Work scrutiny of literacy and Maths

Two teams carried out these activities led by the following: Rebecca Denham Director of Primary Phase (Polaris MAT) and Matt Crowther Director of School Improvement (LLE Polaris MAT). All quality assurance activities were carried out in conjunction with senior leaders from the school.

Leadership and Management Findings

Leaders are ambitious with high expectations. They are striving to maintain and build on their Ofsted outstanding judgement.

Leaders understand the context of the school and how they need to build a provision that meets this context. The school scores highly in terms of student attainment and they recognise the importance of stretch, challenge and high standards to ensure these attainment outcomes are met.

Leaders have developed a fit-for-purpose school improvement plan that identifies clear areas for improvement and the steps required to achieve this.

Throughout the scrutiny activities leaders were accurate in their judgements and were able to identify key strengths and weaknesses around curriculum, teaching

and behaviour. These closely match the improvement activities in the school improvement plan.

Subject Leaders have a strong understanding of the school's curriculum and the learning packages they have adopted e.g. White Rose Maths, Read , Write, Inc. They can articulate their curriculum intent and the skills and knowledge and were clearly passionate about their subject.

Leaders recognise the importance of reading and are developing the school's approach to synthetic systematic phonics (Read, Write, Inc) and the wider literacy school literacy curriculum.

Quality of Education Findings

Curriculum sequences are appropriate and are being followed.

The school follows the NCETM scheme of work, but there is some confusion with overviews and resources being used from the White Rose Maths curriculum. Maths exercise books were too often work sheet driven. Books do not demonstrate the range of teaching approaches. There was also evidence of other 'schemes' ideas and resources being incorporated into the curriculum and this created a lack of clarity around which curriculum was being followed e.g. gold, silver and bronze tasks.

The delivery of the school's phonics programme (Read, Write, Inc) is being embedded. Teacher led sessions were delivered well, but those delivered by teaching assistants were weaker in terms of behaviour management and quality of teaching.

Teachers demonstrated strong subject knowledge in the lessons observed.

Phonics reading books are well matched.

There was only one lesson, in Year 1, where teaching was judged as not effective. There was little evidence of direct teaching taking place. Opportunities were missed to teach small groups of students when misconceptions were evident or students were stuck or needed additional support and challenge. The pace of the lesson was slow and little expectations were set regarding completion of work.

All other class teaching observed was strong. Those lessons had an effective blend of teacher led and student-centred activities. Leaders were clear that this is the implementation approach they want all staff to use.

Where effective, direct teaching was observed, activities were engaging and interactive demonstrating a varied range of teaching techniques. These included strong questioning, teacher led instruction, group work, challenging written tasks with opportunities for extended writing.



Teaching Assistants were being used effectively to support individual and groups of students and were observed being confident to model accurately in Maths and literacy.

Work scrutiny demonstrated that learning objectives were not always detailed enough and were too broad in setting out the expectations and outcomes of learning.

Work scrutiny showed that students were recording the tasks they were completing, but there was little evidence of the 'subject theory' that had been taught in the lesson nor a record of the 'learning journey'. There is a tendency for pupils to complete too much extended writing.

The school marking system 'RAR' was being used frequently in all books seen. However, some of the teacher comments lacked clarity around what they expected the pupil to do next to improve or address misconceptions e.g. "this paragraph is a little muddled please can you add in more detail".

Behaviour and Attitudes

Pupils were respectful, calm and showed positive attitudes to their learning.

Pupils take pride in their work. Work scrutiny demonstrated that pupils have high standards regarding presentation, neatness and completion of work.

There were few instances of low-level disruption. Where low level disruption was seen, pupils needed stronger routines and expectations regarding sitting appropriately for learning, concentrating and remaining on task.

Staff and pupil relationships are very positive and pupils were comfortable talking to adults about their school experiences and the curriculum.

There are clear behaviour routines around the school and these need to continue to be monitored.


Attendance is currently 96.3% for all pupils and 96 % for Pupil Premium and 97.2% for SEND.

Personal Development

The school has developed a comprehensive personal development curriculum focussed around their 'Mirror Values'.

Pupils experience a rich wider curriculum through after school activities, trips and the use of the schools learning environment. Further work is required in enhancing and promoting, in a more visual way, the 'love of reading' within classrooms.





The school provides effective pastoral support. Pupils spoken to feel safe and understand who they can talk to and how to report an incident should one take place. They feel listened to and have an active role in school like.

Recommendations

Leaders need to continue to develop their overarching curriculum approach to literacy through exploring how systemic phonics and the literacy hour curriculum dovetail into an overarching literacy strategy.

Read, Write, Inc phonics 'best practice' needs to continue to be embedded with particular support for Teaching Assistants.

The learning spaces for Read, Write, Inc needs further consideration to ensure the correct learning environment has been created.

The school improvement plan needs greater clarity around the monitoring aspects of the improvement strategies, so that all leaders are clear on milestones and the measurement of impact throughout the academic year.

Subject leaders need more support in ensuring the intent of the Maths curriculum is clear. Including which programme of study is being followed, what whole school Maths approaches are being used. This will ensure staff have a consistent understanding of this key area of the curriculum.

Leaders need to consider their approach to continuous provision in Year 1. This was the only lesson judged to not be effective. If formal class teaching has been introduced the following needs consideration;

- The learning environment is appropriate for formal teaching e.g. appropriate space for students to work
- Pupils understand the behaviour for learning routines expected for formal lessons e.g. sitting appropriately and concentration
- The expected teaching strategies are in place such as teacher led and student-centred approaches to teaching and learning e.g. the teacher continually teaches throughout the lesson in a whole class and small group format.
- Teaching instructions are clear and frequent in setting expectations of learning e.g. no whole class instruction took place to guide pupils on expectations of completing work

The schools CPD programme needs to ensure it meets the needs of the improvement plan and supports staff to improve in the highlighted areas in this report, specifically the quality of education and the continued development of curriculum areas.

Teaching Assistants need more training and support on the components of Read, Write, Inc so missed learning opportunities are reduced and they follow 'best practice'.