

Name of School:	Severnbanks Primary School
Head teacher/Principal:	Pam Howell
Hub:	Hub
School type:	Academy Converter
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Good
Date of this Review:	07-09/02/2018
Estimate at last QA Review	This is the school's first review
Date of last QA Review	This is the school's first review
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	10/12/2014

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Good
Outcomes for Pupils	Good
Quality of Teaching, Learning and Assessment	Good
Area of Excellence	Not submitted for this review
Previously accredited valid Areas of Excellence	Not applicable
Overall Estimate	Good

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Information about the school

- Severnbanks Primary is smaller than the average-sized primary school.
- Nearly all pupils are from White British backgrounds and the proportion of pupils who speak English as a second language is well below average.
- The proportion of disadvantaged pupils is above average.
- The proportion of disabled pupils and those with special educational needs is above the national average.
- The proportion of pupils who join or leave the school during the school year is above average.
- The Early Years Foundation Stage (EYFS) consists of two full-time reception classes.
- Severnbanks Primary School converted to become an academy in January 2013.
- The school occupies the site of a former secondary school with very spacious accommodation both indoors and outside.

2.1 School Improvement Strategies - Follow up from previous review

- This is the school's first review.

2.2 School Improvement Strategies - What went well

- The headteacher leads a knowledgeable and passionate team of senior leaders who focus clearly on providing pupils with the best possible educational experiences and opportunities.
- The headteacher is very effective and drives an inspiring school ethos and culture. It is firmly focused upon learning and promoting pupils' welfare and wellbeing.
- Members of staff throughout the school share the school leaders' passion and all adults are committed to making a positive difference to the lives of the pupils at Severnbanks.
- The last Ofsted report identified mathematics as an area requiring improvement. The three-year trend indicates that progress in mathematics at the end of Key Stage 2 has been outstanding. This is also reflected in the quantity and quality of the work produced by pupils in their books.
- The new strategies for improvement are planned and implemented very carefully. Effective whole-school training is provided for all teachers and assistants.
- Staff and middle leaders focus well on the key priorities in the school development plan and the school is rapidly becoming a thinking school through such strategies as Philosophy for Children and Growth Mindsets.
- Very positive changes have been made in the EYFS. The school's new phonics strategy has resulted in pupils not only learning phonics but also developing learning skills. The layout of the 'in the moment' lessons is ensuring that play is a

constructive and active learning experience.

- The school very successfully uses a range of recruitment strategies, such as the Teach First and School Direct programmes.
- The headteacher has developed a group of dynamic and enthusiastic middle leaders, who make a positive contribution to overall school development. Middle leaders demonstrate that they are an integral part of the school and they feel a real sense of ownership as they manage school strategies. They receive strong support from senior leaders.
- The school's leadership team has created a 'grow your own' approach to finding the next group of leaders and this has proved very successful with a significant number of the current senior leaders having developed along this path.
- The school, through its work with a wide range of other agencies, provides a bridgehead for local families to engage with the wider society. The school's rich out-of-hours provision enables pupils, their families and the wider community to participate in sporting activities and youth groups, such as the beavers, cubs and scouts.
- The school strives to diminish the difference through engagement with, and support for, parents whose own educational experiences and aspirations are limited. Learning together sessions, the phonics fair and open access policy encourage parents to develop their own understanding of their child's education and the role they have to play in promoting their child's learning. The 'reading sticky dot' scheme is a good example of the way in which the school encourages parents to support their child's reading at home.

2.3 School Improvement Strategies - Even better if...

- ...the school developed the use of data to meet the needs of all stakeholders, so that pupils are able to use the data to inform their learning and governors acquire a clear overview of the progress made by pupils across the school.
- ...the school development plan was refined to identify clearly key, whole-school priorities for the year.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- This is the school's first review.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Pupils have positive attitudes to learning. They engage with the tasks set and enjoy their learning. Classroom routines are well established, so that there is no time wasted in managing behaviour. Working relationships between pupils and staff are very good.

- The staff share a commitment and passion to ensure that no child is overlooked. Each child is treated as an individual and their needs are addressed by staff going that extra mile to ensure success.
- Teachers have effective subject knowledge. They plan well for lessons and for series of lessons, using good quality resources and building on pupils' prior learning.
- There are many opportunities to develop thinking skills through Philosophy for Children. These strategies are firmly embedded in classroom learning and are having a positive impact on pupils' ability to express themselves.
- Teachers use probing questions to check pupils' understanding and to develop their thinking skills.
- A strong feature of the curriculum is the link made to other subjects, which brings learning alive.
- Teachers generally provide pupils with helpful verbal feedback during lessons and mark their work regularly.
- Praise is used frequently and successfully to encourage and support pupils' learning.
- A carefully monitored and structured intervention approach is used to support pupils with additional learning needs. Their good progress is indicative of the fully inclusive approach that the school provides to its local community.
- Teaching assistants are deployed well across the school. There is strong communication between teachers and assistants to ensure that interventions are effective.
- Vulnerable pupils are making improved progress due to the 'quality-first' teaching, in addition to the individual support they receive in classes.
- The senior leadership team has an accurate understanding of the quality of teaching in the school and regularly monitors this through lesson observations and learning walks.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...teachers provided more opportunities for challenge to move pupils' learning forward.
- ...staff provided additional opportunities for pupils to respond to marking.
- ...teachers further developed extended writing opportunities for pupils across the curriculum in all year groups and ensured that writing had a higher profile in displays around the school.

4. Outcomes for Pupils

- Children enter the school at very low starting points, well below that which would be typically expected. Very few are from minority ethnic groups, but the percentage eligible for free school meals is well above average. Within the caring and supportive environment of the EYFS, staff ensure that children quickly make improvements in their development.

- In 2017, the upward trend in the percentage of children achieving a good level of development continued, with the school edging towards the national average. The percentage looks set to increase again in 2018.
- The percentage of pupils passing the phonics screening check in Year 1 improved in 2017, moving this aspect closer towards the national average. At least three-quarters of the pupils who are being re-entered for the test in Year 2 are expected to succeed.
- At Key Stage 1 in 2017, reading, writing and mathematics were below the national averages at the expected and greater depth levels. Predicted data for 2018 shows marked improvements and most pupils are currently making expected or better progress in all areas.
- In Key Stage 2, a similar picture emerged in terms of attainment with all three areas below national averages at both levels, although attainment in mathematics was much closer to the national average.
- In Key Stage 2, progress in reading and mathematics was in the top percentile in 2015 and 2016 and dipped slightly in 2017 to the 4th and 3rd percentiles respectively.
- In 2017, the dip in standards occurred as a result of five pupils, two of whom had learning and emotional difficulties and two of whom had recently joined the school from another continent and were disapplied. If these pupils are discounted, standards would be much higher and closer to the national averages.
- Predictions for the current Year 6 cohort show a significant proportion of pupils on track to achieve at least age-related expectations or above in reading, writing and mathematics. Raising standards in writing is now a key focus for the school. Teachers' participation in moderation activities with other schools confirms that judgments are accurate.
- Disadvantaged pupils' attainment was well below average in reading, writing and mathematics at the expected levels in 2017. Progress was highest in mathematics and lowest in writing.
- A wide range of interventions has been successfully introduced to ensure that progress is improving. The new assessment system has simplified the process for applying the appropriate intervention according to the needs of the pupil. The implementation of the interventions is shared by teachers and teaching assistants.

5. Area of Excellence

Not submitted for this review

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Following discussion with the headteacher, the school would like to reflect further about what support they might like.

This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.