



QUALITY ASSURANCE REVIEW

**REVIEW REPORT FOR
LONGLEAZE PRIMARY SCHOOL**

Name of School:	Longleaze Primary School
Headteacher/Principal:	Laura Oakes
Hub:	Wootton Bassett Hub
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	25/11/2024
Overall Estimate at last QA Review	Effective
Date of last QA Review	06/11/2023
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	12/10/2022

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	Leading
Quality of provision and outcomes	Effective

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	Leadership and management of Mathematics.
Overall peer evaluation estimate	Effective

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

Longleaze Primary School is a thriving maintained school on a socially mixed estate at the edge of a small town in Wiltshire. The proportions of pupils with special educational needs and/or disabilities (SEND) including those with education, health and care plans (EHCPs) are broadly in line with the national averages. The needs and challenges of cohorts are increasingly complex and challenging. The proportion of pupils who are disadvantaged is just below this average. Most pupils are from a White British background. There is little mobility. Leaders work closely with the independently run nursery on the school site.

The pupil admission number is 37. Four of the nine classes, including Year 6 and Reception, are single year groups. The other five classes comprise adjacent year groups. The curriculum is designed as a two-year rolling programme for Key Stage 1 and a four-year rolling programme for Key Stage 2. Staffing has been relatively stable over time. Three early career teachers joined the school over the past two years.

Leaders and staff have attained national accreditations for 'healthy schools', young carers and school games.

2.1 Leadership at all levels - What went well

- Longleaze is a warm, supportive community where pupils respond well to the high expectations and effective support of extremely proactive leaders and staff. Teamwork is strong. The school motto 'Learning for life' is evident in the way leaders, staff and pupils progress in learning, responsibility and care.
- The calm, well-established headteacher's diligence and high levels of reflection successfully inspire other leaders' innovation and insight. Senior leaders relentlessly identify and seek ways to extend school strengths and address any areas for development including those from their last review. Consequently, they have maintained estimates from last year.
- Middle and subject leaders play a significant role in sustaining and driving improvement through frequent monitoring and clear, constructive feedback to develop practice. For example, taking robust and specific action to raise the proportion of pupils reaching greater depth in mathematics which is increasingly evident in class and the school's internal data.

- Leaders promote and support the continuous training and subject knowledge of all teaching staff including those who are new to the profession. Very well targeted phonics training for teaching assistants in Key Stage 1 has resulted in a highly skilled team who keep themselves up-to-date and deliver the school's programme extremely accurately. Training from the Department of Education's Ramsbury hub has had a significant impact on outcomes in English across the school.
- The climate for learning is very positive. Routines are very well-established and high expectations are evident. Behaviour for learning is exemplary. Resources are plentiful, well-organised and accessible to pupils. This helps sustain the pace of lessons and pupils' learning. There has been a significant increase in the proportion of pupils succeeding in their Year 1 phonics check, including all disadvantaged pupils for the past two years.
- Visits and strong links with families contribute well to pupils' learning as well as their understanding of diversity and preparation for life in modern Britain. For example, Hindu families contributed videos for the Reception class to watch as part of their work on Diwali.
- The well-being of pupils and staff is high. The school environment is welcoming. Pupils showed pride and respect as they entered whole school assembly calmly and silently.
- Pupils are encouraged and supported to become 'Longleaze learners'. Characteristics such as resilience, ambition and curiosity help their spiritual, moral, social and cultural development. Pupils proudly spoke about how they 'never give up' even if things such as 'reasoning' in mathematics and 'climbing high' on a residential trip had been hard.
- The curriculum is highly enriched by a wide range of trips and popular clubs including 'forest school'. Disadvantaged pupils are encouraged and supported to participate. About a third of pupils who are going to sing at Wembley stadium with 'Young Voices' are disadvantaged.

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

- ... leaders considered and implemented even more strategies to further accelerate the progress of more able pupils in mathematics.

3.1 Quality of provision and outcomes - What went well

- The curriculum is broad, ambitious and coherent. Pupils are proud of their school and speak positively about a wide range of subjects. Those in Key Stage 1 talked accurately about key characters in 'The Gunpowder Plot' and had opportunities for role play in the class 'science laboratory'.
- Reading has a high priority across the school. Pupils use phonics confidently and securely. Progress is very positive because routines are embedded and teaching staff follow schemes well. Pupils in Year 1 read sections of 'The Monster on the Train' aloud together, responding eagerly, simultaneously and accurately to punctuation.
- Teaching is effective. Staff provide good models for pupils' learning. They write neatly and legibly, speak clearly and keep their classrooms pristine. Any misconceptions are addressed rapidly. In one class, the teaching assistant noticed that a pupil had formed the letter 'h' incorrectly and used the handwriting mantra 'start at the top of the helicopter' to support the pupil with the correct letter formation.
- Work is usually suitably challenging for pupils, helping most to excel. Specialist subject-specific vocabulary is used carefully and accurately, for example 'peninsular' in geography. Scaffolds and support are provided for those with SEND. Pupils who learn more quickly in mathematics are now encouraged to attempt more challenging work earlier in lessons.
- Teachers build on pupils' prior learning, using objects, images, and working walls to help them recall key elements which they have previously covered. For example, in a Key Stage 2 mathematics lesson the teacher helped pupils remember, explain and use the precise language of denominator and numerator.
- The environment and resources across school are well respected and cared for. A senior leader commented on the Early Years Foundation Stage (EYFS) provision, saying, 'Whenever I come into the class there is something new I want to play with!' Pupils in the Year 4/5 class organised their own resources carefully, removing and returning books from boxes on their tables.
- The proportion of pupils who attain expected levels in reading, writing and mathematics separately and combined in published tests is higher than the national average. The proportion who attain greater depth in reading and writing is also above the national averages. Disadvantaged pupils achieve particularly well especially in reading and phonics because systems are embedded, and bespoke support is extremely effective.

- Personal and social development are very strong. Pupils are polite, respectful and well-motivated. This, along with positive academic achievement across the rich curriculum, provides a secure base for pupils to move forward in life. Pupils are respectful and caring. A pupil in Year 1 said, 'You can share my book' to another at reading time.
- Relationships throughout the school are positive, respectful and supportive. Staff trust pupils appropriately and give them choices and responsibility. Pupils who find this difficult are supported well. Consequently, pupils are proud of the school and enjoy coming. In a Year 3 lesson, a few pupils with challenging behaviour were given the choice to sit on the carpet or on their chairs away from their peers. Some chose to stay at their tables, remaining calm and engaged in their work. When asked what they like about school a Year 6 pupil said, 'I like it when I can cheer others up'.
- Attendance is above the national average because pupils are keen to come, leaders have good partnerships with parents and identify, as well as address, any concerns and barriers as they arise. Case studies show how well the attendance of a few persistent absentees has improved over time, reducing overall rates by a third this year.

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

... teaching staff added even more layers to questions in whole class teaching of mathematics to enable pupils to access learning at greater depth even more frequently.

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

- The leadership of the provision for disadvantaged pupils and pupils with SEND is experienced, insightful and proactive. Leaders ensure that there are effective interventions for those who need them but that teaching and inclusion in whole class lessons is also effective. For example, a teaching assistant gently redirected pupils back to the class story, informing them they could share their thoughts after the session which avoided distraction and the hindering of pace.
- Teaching assistants interact well with vulnerable pupils, eliciting and facilitating their understanding and progress in lessons. There are clear expectations for them to listen, contribute and explain their reasoning. A teaching assistant in a Year 4 mathematics lesson encouraged pupils with

SEND to 'think hard'. They were challenged to explain their thoughts as they were asked, 'Why do we need to do this next?'.

- Teaching staff actively promote vulnerable pupils' confidence and self-esteem. At the start of a Key Stage 2 lesson, the teacher intentionally shared a photograph of work that pupils with SEND had completed in the previous day's lesson as a successful model. This supported engagement, fostered a sense of belonging and celebrated success. One pupil expressed the pride she felt in her work being shared by saying, 'I love it when she does that!'
- Pupils who are disadvantaged or who have SEND achieve well because support is bespoke and very well targeted. Leaders track small steps of progress on EHCP outcomes, 'My Support Plans' and Individual Education Plans (IEPs) alongside whole school assessment procedures to identify next steps and move learning along. These have made discussions between staff, at pupil progress meetings, and with parents far more positive and productive because they now focus on small steps which can then be accelerated.
- Leaders invite the parents and carers of disadvantaged pupils into school to work alongside their children in a low pressured environment, offering alternative times at pick up and drop off. This increases the engagement of parents and carers in supporting their children at home. Workshops including mathematics games and phonics have been well attended by a range of families.

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

- ... leaders continued to raise the attendance of pupils who are disadvantaged or who have special educational needs by identifying and addressing bespoke barriers for individuals even more finely and rapidly.



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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 hub networks 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 connect with other schools in your hub and across the national network 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>)