



QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
MAIDENBOWER JUNIOR SCHOOL

Name of School:	Maidenbower Junior
Headteacher/Principal:	Elaine Jenkins
Hub:	Cognitus
School phase:	Junior
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	03/02/2020
Overall 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:	09/05/2017

1. Context and character of the school

Maidenbower Juniors is a larger than average Junior school with five classes in each year group. The senior leadership team (SLT) includes the head teacher, two deputies and the school business manager. There are also five learning leads, four of whom are specialist leaders of education (SLEs). The school admits pupils from two infant schools. One is on the same site. The proportion of disadvantaged pupils, those from minority ethnic backgrounds or who speak English as an additional language (EAL) is below the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is above the national average.

The school has a specialist provision, the Launchpad, for pupils with autism spectrum disorder (ASD). All pupils have an education, health and care plan (EHCP). The school has links with Brighton University and supports teacher training placements. The school has established links with a local business park, which pupils visit regularly as part of the curriculum.

The curriculum intent and design underpins the school motto 'curious children growing massive minds' and the values of responsibility, tolerance, respect, curiosity, resilience and growth. 'Living the values' is high profile around the whole school through painted murals of each value linked to a unique cartoon character.

2.1 Leadership at all Levels - What went well

- Leaders' vision and relentless drive have improved the quality of teaching through support from SLEs and collaboration. As a result, outcomes have improved to at least in-line with the national average.
- Leaders' high expectations are supported through distributive leadership. Roles and accountability are clear within the monitoring cycle. All leaders support the school priorities through regular evaluation of impact. Subject leaders are well supported by the SLT and, in turn, support others. Monitoring takes account of pupils' voice. Pupils requested more collaborative learning, which the curriculum leader implemented through training.
- The school is a community of reflective learners. Regular teacher learning conferences address a 'big question' derived from the SLT, teachers or following year-group monitoring. This approach encourages ownership and time to reflect in order to agree solutions and EBI actions. Changes are implemented, trialled and reviewed at subsequent meetings. Leaders have strong opportunities for professional development through coaching support, pursuing SLE roles and national qualifications.

- Leaders analyse data rigorously. A review of pupils' reading habits led to the introduction of the Accelerated Reader project. Leaders have given reading a high profile around the school, which has improved reading engagement and knowledge of texts. Pupils are keen to improve their word count score and the number of books read, by completing online comprehension quizzes.
- Leaders use research to improve outcomes. Investigation into how to improve mathematics led to the design of the CLIC strategy. This approach uses daily timed questioning sessions to secure mental mathematics agility in addition to mathematics lessons. As a result, outcomes have improved from below to above the national average. The SLE for mathematics modelled sessions, which improved teaching and consistency.
- Staff well being has a high priority. A shorter report format sharpened the focus and reduced workload following staff consultation. Feedback is verbal and marking more precise, following changes to policy.
- A range of transition activities with the infant schools ensure pupils settle quickly. A series of visits are planned from February. Year 3 pupils are allocated as buddies. Extra transition activities support vulnerable pupils.
- The curriculum is well led. Plans are detailed. The intent and progression of knowledge and skills are clear. Strong, enthusiastic subject leaders reinforce the curriculum leader's clear vision. Teachers have dedicated time to support their planning. This ensures progression across the whole school. Approaches are closely monitored to inform further review and support.
- A high focus on values and business links means pupils are well prepared for life in modern Britain. Teachers reward values in lessons, saying things like, 'You are showing good resilience', which feed into assemblies and gain a leaf to display on the values tree.
- Attendance is consistently above the national average. Clear systems, and awards in assembly, help enhance attendance.

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

...the trialled approaches to reading were evaluated and a whole-school approach to reading were finalised so that a shared vocabulary, and shared skills of the reading domains, were understood and modelled.

3.1 Quality of Provision and Outcomes - What went well

- The school has calm learning environments and positive learning behaviours because of teachers' high expectations and well-established routines. Strong relationships mean that pupils are willing to contribute to lessons with confidence. The school values, displayed everywhere, are actively promoted, demonstrated and rewarded during lessons.

- The approach to mathematics has raised attainment. Daily timed questions that revisit arithmetic skills enhance pupils' quick recall knowledge and embed calculation strategies. Teachers use quizzes to help identify gaps in pupils knowledge and to inform further sessions and interventions. Pupils apply these skills with ease, which helps deepen their learning. Pupils thrive on familiar approaches. The main lesson establishes a high level of independence, as pupils apply knowledge and skills to complete numerous short tasks of fluency, reasoning and problem solving. Pupils responsibly check their answers, which informs their next task. 'Quick passes' allow pupils to move through fluency to deepening learning. High expectations of pace and engagement result in a significant amount of work and progress in pupils' books. Precise teacher assessment ensures accurate starting points, which build on previous learning. Teachers' secure subject knowledge promotes accurate use of mathematical language. Pupils are aided in the responses they make to reasoning questions by the progressive stem sentences on display.
- Pupils develop secure subject knowledge because of the well-planned curriculum learning approaches. Cross-curricular links are clear in topic books and enhance pupils' progress. For example, when pupils questioned a teacher in the role of a tribal chieftain, it helped them develop both skills for reported speech and knowledge in history. Working walls, that show build-up from previous learning, help pupils to commit knowledge to long-term memory. Pupils gained knowledge about Anglo-Saxon life from the mind maps there were on display.
- Pupils use subject specific vocabulary confidently. In Year 3, pupils read crotchets and quavers accurately while persevering with playing an instrument. Teachers address misconceptions and then model clear explanations through 'my turn, your turn' responses to ensure progress.
- Outcomes in writing have risen steadily and are just above the national average. Writing is linked to experiences and the topic themes, which provides clear purpose. Modelling, and various stimuli, such as drama and reference to rich text, contribute to the strong progress in pupils' work. Pupils' presentation of the work in their books is of a high quality, with writing that is joined and neat. Pupils know to 'take away, replace or add' when editing their work. This is followed by reading work aloud to check for sense and errors. Teachers give pupils feedback in the form of next step writing targets to aid precise progress. Pupils apply the grammar skills they learn during discrete writing lessons.
- The development of vocabulary has a high profile. A 'Mysteries of the Nile' display used topic vocabulary and language drawn from the related class text to engage the reader. This enhanced pupils' own writing. Pupils made use of music terminology on display to apply their subject vocabulary. Topic 'brain buster' organisers contain key vocabulary. Pupils refer to these at the end of the theme to see what new vocabulary they have learned.

3.2 Quality of Provision and Outcomes - Even better if...

...teachers consistently deepened pupils' understanding and reasoning through the precise use of probing and open ended questions.

4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well

- The Launchpad is well organised and caters exceptionally well for pupils' individual needs. The special educational needs coordinator and Launchpad leader work well together and share a clear vision for the provision and how to support pupils' access to mainstream classes. The priorities they have identified are accurate and aspirational.
- Pupils engage well because the work and support are well matched to their needs. Teaching assistants (TAs) are well trained, understand pupils and manage their behaviour well. Work is carefully planned and links to the work going on in the year group to facilitate integration. Pupils transition within the provision when appropriate.
- Transition between mainstream classes is well planned and builds on pupils' success. There are numerous opportunities for pupils in mainstream classes and those in the Launchpad to work together. This builds strong relationships and support, for example from pupil buddies in the appropriate year group. Year 5 pupils expressed the benefits of relationships and integration, proud of the progress of the Launchpad pupils.
- Progress is efficiently tracked using 'Leuven well-being scales' alongside 'B squared'. Pupils' books show evidence of rapid progress because of the focused approach and clear individual targets.
- TAs support pupils with additional needs well in small groups. The pupil premium leader has implemented clear research-based ideas to improve outcomes. Building relationships and engaging families are key foci. Attainment in mathematics is strong when compared to other pupils nationally. Pupils' pastoral support is well considered. Each pupil is allocated a named TA, which grows confidence, and self esteem. Pupils' aspirations are raised through the community business links and opportunities to access enrichment activities and residential trips.
- Pupils are monitored in Year 3 and intervention support is put in place to support phonics and reading. This intervention is rigorous because TAs have strong subject knowledge. Pupils are closely tracked from baseline information. As a result, pupils make strong progress.



4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...staff adapted activities through the use of resources and scaffolds more precisely, so that pupils with additional needs could embed their understanding and access learning independently.

5. Area of Excellence

None presented at this review.

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

School leaders wish to consider this further.

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.