



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FOSSE MEAD PRIMARY ACADEMY

Name of School:	Fosse Mead Primary Academy
Headteacher/Principal:	Jay Virk
Hub:	East Midlands South Hub
School phase:	Primary
MAT (if applicable):	The Mead Educational Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	04/03/2024
Overall Estimate at last QA Review	Effective
Date of last QA Review	27/01/2023
Grade at last Ofsted inspection:	Not applicable
Date of last Ofsted inspection:	Not applicable

Quality Assurance Review

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

Leadership at all levels	Effective
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	N/A
Overall peer evaluation estimate	Effective

The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

1. Context and character of the school

Fosse Mead is a large primary school which serves a diverse community near the centre of Leicester. Around two-thirds of pupils have English as an additional language, with 49 different home languages. Most pupils are of White British heritage, although there is a wide range of minority ethnic groups. Mobility of pupils is high.

The proportion of pupils who have special educational needs and/or disabilities (SEND) is above the national average. The percentage of disadvantaged pupils (40%) is well above average. In addition to these groups, there are other pupils whose circumstances make them vulnerable.

The school has been through a period of rapid change. The previously appointed staff have settled in well and leaders have been able to embed the systems and processes required to drive the school forward on its improvement journey. The school is an active member of The Mead Educational Trust.

2.1 Leadership at all levels - What went well

- The dynamic senior leadership team (SLT) led by the focused and determined headteacher have managed the school highly effectively throughout a turbulent period. They are increasingly seeing the outcomes from all their hard work. Leaders have been relentless in their drive to improve outcomes for pupils across the school. Following a thorough audit of provision in collaboration with the trust, the team have set about addressing the issues that require attention. Leaders initially focused on ensuring that safeguarding was effective and that pupils attended school regularly. Following on from this, leaders have tackled areas for improvement in a timely and considered way. The SLT have been deployed successfully to focus on specific areas and employ their complementary skill sets. Leaders acknowledge the urgency that is required to improve the school but have skilfully balanced this with the need to take staff 'with them' on the 'journey.' Leaders are mindful of the wellbeing and workload of staff.
- The continuing professional development (CPD) of staff has been pivotal in the raising of standards across school. Whilst long term plans are in place for CPD, the SLT are quick to seize any opportunity to develop staff following the robust monitoring systems and procedures that are in place. This 'live' approach to improving, for example, the subject knowledge of staff, has

enabled leaders to provide bespoke support in a timely manner. A major focus for training and development has been the teaching of phonics. Developing pupils' ability to read using systematic synthetic phonics has been a major focus for the school. All staff have received high quality training and are continually coached and mentored to deepen their skills in this area. Staff access support from colleagues within school, but in addition the school is outward facing and brings in experts from outside the school or within the trust to develop staff further when it is appropriate.

- The development of middle leaders with responsibility for subject areas has been a significant area of the school's improvement journey. Middle leaders have high expectations. They can articulate how the curriculum has been planned and implemented across the school. Through robust monitoring they know the strengths and areas for development in their areas.
- The deployment of staff to key areas has been critical in maintaining the school's upward trajectory. More experienced staff with enhanced skills are deployed to work with those pupils who require additional support to catch up with their peers. The SEND coordinator (SENDCO) liaises with staff to ensure pupils with SEND receive their full entitlement.
- The school provides a wide range of leadership roles for pupils. Pupils are diligent in their response to this and are proud of the impact they have made across school.

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

...the school continued to embed the character values with all stakeholders.

3.1 Quality of provision and outcomes - What went well

- Assessment is used effectively across the school. Teachers use a range of strategies, including a focus on pupils' misconceptions, to check pupils' understanding. Links to prior learning and effective retrieval techniques are used well to gauge how well pupils are achieving. The focus on assessment for learning is underpinned by a rigorous approach to tracking the progress of pupils. Leaders facilitate regular meetings and discussions regarding the progress of all pupils.
- Pupils demonstrate strong subject knowledge across the curriculum. For example, pupils in Year 4 were able to proofread texts to ensure that the intended outcomes were being effectively applied to their writing. These skills

were being built on incrementally. In Year 6 during collective worship, pupils were knowledgeable about fundamental British Values and were able to make links to the nine protected characteristics included in the Equality Act 2010.

- Developing teachers' subject knowledge has been a priority for the school. This was evident in lessons where teachers were able to extend pupils' understanding through structured learning activities and opportunities. For example, in a Year 4 mathematics lesson, pupils developed a clear understanding of fractions alongside the correct use of mathematical terminology related to this area. Teachers had planned for the development of these skills and modelled appropriate mathematical vocabulary.
- Pupils engage well in lessons and have a positive attitude to learning. They are encouraged to participate in lessons using praise and reward, including the collection of the 'raffle tickets'. Teachers are positive in their response to pupils and in the most effective lessons, staff use the tone of their voice skilfully to encourage and support them. In the early years foundation stage (EYFS), the well-structured environment promotes the involvement of pupils both in adult-led and independent activities.
- Improving and sustaining good attendance has been a priority for the school. It has been led, relentlessly, by the headteacher and SLT. At the start of the school day, leaders are visible on the playground and welcome pupils into school, often referring to encounters from the previous day. Good attendance is rewarded through a variety of incentives and leaders are prepared to tackle and robustly challenge those families whose child's attendance is poor.
- Developing pupils' knowledge and use of vocabulary is a priority for the school as some pupils have limited language skills when they arrive in school. Opportunities to extend their vocabulary are planned within the curriculum. This focused approach begins in the EYFS and is comprehensively mapped out. Adults interact and intervene with pupils when it is appropriate, facilitating them to become more independent. In addition to the 'home corner' in Reception, areas are created, such as a shop, to promote and develop pupils' language skills.
- The promotion of pupils' personal development is evident in all aspects of the school's work. Leaders are enthusiastic that pupils will go on to become 'good citizens' and have 'great lives.' In preparation for this, the school provides a wealth of opportunities relating to how pupils can develop skills, such as resilience, to equip them further. The school has established links with numerous organisations to enhance their provision in this area.

- Routines have been established which enable smooth transitions between activities. This ensures that time is used effectively and all opportunities for learning are maximised.

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

... all teaching staff continued their personal development leading to improved standards for all.

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

- The school is proactive in the way it supports SEND and disadvantaged pupils. Removing barriers to learning for all pupils and providing equality of opportunity are at the heart of the school's ambition for all pupils to succeed and have an opportunity to 'shine.' The promotion of reading and of developing pupils' skills related to reading is seen by the school as a vehicle to unlock the rest of the curriculum.
- The school makes adaptations to scaffold and support pupils with SEND across the curriculum. Medium term plans produced by leaders identify opportunities for pupils with SEND within specific subject areas.
- Pupils in the Bumblebee provision thrive under the supervision of the knowledgeable SENDCO alongside committed and enthusiastic staff.
- The SENDCO is committed to ensuring that all pupils with SEND achieve their potential. She has developed close relationships with external agencies who provide additional support and expertise when required.
- Staff are deployed effectively to support pupils with SEND across the school. Teaching assistants support pupils through intervening when appropriate and asking probing questions to extend their understanding.
- Resources are used well to scaffold learning for pupils with SEND. The use of practical apparatus in mathematics, for example, enables pupils to develop their understanding.
- The school is responsive to the needs of the community. Activities such as the breakfast club provide a good start to the day, particularly for those disadvantaged pupils. Attendance at extra-curricular activities is tracked and monitored to ensure that the pupils who need the provision most have access

to it. The school sets ambitious standards but understands and appreciates the complex backgrounds that many pupils face.

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

Not applicable

5. Area of Excellence

Not submitted

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 report content to create an aggregate picture of what is going on across the sector each year.

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.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.



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Both the School Support Directory and the Shared Leading Practice events 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>)