



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KNOWSLEY LANE PRIMARY SCHOOL

Name of School:	Knowsley Lane Primary School
Headteacher/Principal:	Linda Lord
Hub:	Aspire
School phase:	Primary
MAT (if applicable):	Vantage Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	07/12/2022
Overall Estimate at last QA Review	Effective
Date of last QA Review	09/02/2020
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	17/01/2019

1. Context and character of the school

Knowsley Lane is a one form entry primary school. The proportion of pupils who speak English as an additional language is low. Most pupils are of White British heritage. The proportion of pupils currently eligible for the pupil premium grant is well above national. The number of pupils with special educational needs and disabilities (SEND) including those on an education, health and care Plan (EHCP) is below average.

The vast majority of pupils are living in one the most deprived area in the UK. Children attend the onsite Nursery part time (a privately owned day nursery, High Hopes) and attend Reception full time. At least half of the children in the Early Years Foundation Stage (EYFS) either join the school from other early years settings or have had no previous education. The local governing body provides a breakfast club for pupils who attend the school. The school is part of the Vantage Academy Trust.

2.1 Leadership at all levels - What went well

- Leaders at Knowsley Lane Primary School are determined that “all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care.”
- The headteacher and her team are passionate to secure the best outcomes for all. They have a good understanding of the context of the school and its demographic. They recognise that a period of transition in staffing, as well as the pandemic, have had a detrimental impact on recent external results but they are determined to improve this as they have built capacity within school.
- School evaluation is articulated around strategic documents such as detailed and evaluative SEF / SIP. Senior leaders monitor classroom practice routinely, focusing closely on the impact of adults’ work on pupils’ learning. They make valid judgements about the impact of the *Kagan learning*, based on the evidence they gather. This strategy, for example, has had a strong impact on spelling, punctuation and grammar (SPAG) and, in EYFS, on children’s oracy.
- Leaders have successfully implemented a range of activities such as showcases, rainbow relays, coffee and cake meetings, catchups and information sharing workshops around the International Primary Curriculum (IPC) to increase the levels of engagement with the parents and the community.
- Pupils at Knowsley Lane Primary school follow the IPC which is closely matched to the National Curriculum requirements. The impact of the curriculum is regularly reviewed. This has led, for example, to the implementation of new schemes such as Read Write Inc to consolidate pupils’

reading and *Power Maths* in mathematics to consolidate mathematics mastery.

- Middle leaders know their subjects well. Clear schemes of learning and small steps allow them to talk confidently about what is being taught, why and when. This is apparent on the school website and in pupils' books. Teachers work effectively together within the constraints of a one form / mixed group entry school to maintain and develop their quality of teaching.
- Subject leaders are benefitting from valuable guidance from senior leaders following progress meetings. This enables them to refine their curriculum to address gaps in knowledge by revisiting key components.
- Meaningful experiences are planned deliberately into the personal, social, health and economic (PSHE) curriculum, and pupils practise applying their knowledge successfully. For example, Year 6 pupils are good role models. They read to younger children. "It makes me proud as I teach them something important. I ask questions to check they understand (the story) and I read it again if they get it wrong"
- Pupils benefit greatly from rich experiences that enhance their wider learning, such as trips and visits. Leaders have very clear intentions for these activities, which link successfully to specific aspects of the curriculum. Pupils' participation in STEM club, sign language and art club is particularly high. Activities such as the Year 6 residential (award), trips to Blackpool Zoo (IPC topic on vanishing rainforests) and Formby beach in EYFS expand pupils' cultural capital as they are exposed to new experiences.
- Pupils' desire to learn is evident in every classroom. They treat each other, adults and the working environment with absolute respect. They have curious minds and a thirst for knowledge.

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

... leaders continued to improve the attendance of all pupils, particularly the most vulnerable.

... leaders improved pupils' outcomes in reading, writing and mathematics, including phonics.

3.1 Quality of provision and outcomes - What went well

- Classrooms are harmonious learning environments where pupils' enthusiasm for learning is nurtured and developed. Behaviours for learning are strong in all classes. Routines are clear and pupils know what is expected of them. Consequently, pupils demonstrate high levels of resilience.

- In most lessons visited, there were clear links to prior learning. This resulted in pupils being able to verbalise a sequence of learning such as in mathematics where Key Stage 2 pupils could explain how their knowledge of fractions (dividing the numerator and denominator) from Year 2 helped their current work on fractions and integers.
- In most lessons, it was clear that knowledge had been revisited and thus retained. For example in a EYFS phonics lesson, the children could blend magnetic letters to build CVC words, capitalising on their knowledge of previously taught phonemes. The use of manipulatives brought the abstract concepts to life and embedded the knowledge.
- There is a clear focus on vocabulary building at Knowsley Lane. Teachers have high expectations for pupils to learn, understand and apply new words. New vocabulary is taught explicitly in all subjects through clear planning and linguistic aids. This is also supported by purposeful displays in language-rich classrooms. Consequently, books contain detailed accounts of new vocabulary learnt and applied in context. Pupils enjoy reasoning and take delight in recycling new words. This was particularly the case in Year 6 English where all pupils were “stealing words and ideas from one another” during learning conversations and producing elaborate answers.
- In books, pupils think carefully about the words they choose to make their writing more interesting. They are encouraged to talk about their writing, often sharing their ideas with each other. When forming a biased argument, a Year 6 pupil shared: “I used the word creature, not tiger and the word substantial as I want to impress the reader”.
- Teachers use questioning skilfully to stimulate pupils’ curiosity and deepen their understanding. In most lessons, teachers remove glass ceilings for all pupils and there is a tangible buzz to learning activities as all pupils thrive on high levels of challenge. Effective questioning is also used to assess understanding and address misconceptions in the moment, such as in a Year 2 mathematics lesson where the teacher used probing questions to allow pupils to express the value of a two digits number using tenth and one.
- Pupils appreciate teachers’ structured feedback which allows them to improve their work. Verbal feedback was apparent in the majority of classes and books. It resulted in clear evidence of pupils knowing more and consequently doing more: “If I get a circle, it is okay, ... mistakes make you learn even more!”.

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

... over time, teachers systematically revisited complex vocabulary / concepts to build knowledge exponentially.

... in all lessons, teachers used concrete resources to bring abstract concepts to life.

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

- Funding for the most vulnerable is available to all pupils, irrespective of whether they are eligible for the funding as many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the eligibility criteria. Consequently, the allocation is underpinned by a rigorous data analysis and the careful consideration of the needs of the pupils.
- Leaders have implemented a curriculum with equality of opportunities at the heart of the activities pupils can access. Barriers to learning are considered and appropriate interventions put in place. Pupils are usually well supported within the curriculum, and well-developed links with parents and other agencies further enhance their progress.
- Teachers have access to information about their pupils, including strategies to best meet their needs. In the best lessons they question pupils insightfully and this helps pupils, including those with SEND, to rehearse and consolidate new concepts effectively. In those lessons, tailored questions and supportive discussion help the most vulnerable access lessons with confidence and success.
- Pupils with SEND are well supported through a range of additional programmes. For example, the learning mentor supports children through Early help meetings, *Speech Wise* Lego therapy and dog therapy. "If you have a bad day, Piper the dog makes you feel better". Support staff are usually highly skilled and demonstrate secure subject knowledge. They use a variety of resources to enable pupils to access the curriculum, such as manipulatives in mathematics and phonics.
- Both disadvantaged pupils and those with SEND demonstrate excellent attitudes to learning and great determination to succeed. This was apparent during the pupil voice meeting where a pupil with a speech and language disability spoke with confidence and determination to visitors in front of their peers. Enrichment activities are well attended and allow disadvantaged pupils to expand their cultural capital.

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

... leaders identified further strategies to engage hard to reach parents in order to improve their children's attendance.

... in some lessons, teachers ensured that pupils with SEND have more opportunities for independent learning, without the support of additional adults.

5. Area of Excellence

British Values & Disability Awareness Champions

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

- The proportion of pupils currently eligible for the Pupil Premium Grant is well above the national average. The school is in one of the most deprived areas in the country. Knowsley is now the only sizeable English metropolitan authority that does not have A-level provision within its borders.
- Given the context, leaders feel it is their moral duty to go above and beyond the statutory expectation for the delivery of British Values and Disability Awareness within the National Curriculum (IPC). The curriculum is deeply rooted in its global nature – a significant proportion of pupils do not venture outside the local village of Huyton. Teachers bring the world to them. In doing so, they are ensuring that they are breaking down barriers of discrimination by widening pupils' minds to all cultures, faiths and disabilities.
- Leaders have established a policy and an action plan led by experienced teachers within the school who are passionate in driving it forward. They have derived an intent statement so that all staff members know the mission for appreciating and respecting differences. Monthly British Values and Disability Awareness tasks are set and taught from Nursery to Year 6. Each class has a focused display to capture the learning and to provide reminders of previously taught content.
- Internal systems for recording of low-level behaviours are monitored weekly, across each class and by phase leaders. This tracker ensures that all staff are prioritising behaviours for learning and the promotion of rewards over sanctions! Incidents of low-level behaviour are rare.
- Strong partnership with key stake holders is expanding pupils' and their families' awareness around domestic abuse issues, county line and knife crime. For example, the work with Merseyside Police brings real life context to the 'rule of law'. The police are welcomed into the school to informally talk with children and their families. They provide focused workshops based on contextual emerging needs and forge new relationships with all members of the school community.

5.2 What evidence is there of the impact on pupils' outcomes?

- Leaders take pride in the exemplary behaviour of their pupils and their tolerance of others. This is a direct result of an embedded culture of respect of differences, tolerance of faiths, democracy, celebration of individual liberty, facilitating a continued understanding of the rule of law.
- Children are able to 'turn on' their Knowsley Lane mindset as soon as they walk through the doors. Leaders believe that the British values and Disability Awareness programme is one of the channels through which cultural capital is delivered. It empowers pupils, raises their aspirations and prepares them for Life in Modern Britain. Pupils shared: "It is a very good school as we learn about different cultures around the world and respect them, no matter what".
- The pupils' love of learning and respect for their environment has drastically changed. Prior to the focus on personal learning goals, British Values and Disability Awareness, pupils could be quite passive in lessons. However, as a result of interesting and relevant learning topics, pupils are curious and keen to learn more. A Key Stage 2 pupil shared: "I have enjoyed learning about hidden disabilities. When I am older, I want to support people with their day-to-day life, especially those who cannot look after themselves".
- The exclusion data shows a decline, putting the school figures below the local and national averages. Pupil Voice shows an improving picture of the pupils' views of the emergency services, especially the police.

5.3 What is the name, job title and email address of the staff lead in this area?

Adele Johnston (British Value Champion) and Pippa Mckeown (Disability Awareness Lead)

Adele.johnston@vantageacademies.co.uk

Pippa.mckeown@vantageacademies.co.uk



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KNOWSLEY LANE PRIMARY SCHOOL

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.

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>)