



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ROWLATTS MEAD PRIMARY ACADEMY

Name of School:	Rowlatts Mead
Headteacher/Principal:	Debbie Swann
Hub:	East Midlands South
School phase:	Primary
MAT (if applicable):	The Mead Educational Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	02/03/2022
Overall Estimate at last QA Review	Outstanding
Date of last QA Review	26/02/2018
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	29/01/2020

1. Context and character of the school

Rowlatts Mead serves an area of high deprivation . Statistically, one in every three pupils is deemed to be disadvantaged. The dynamic of the locality is changing with a greater proportion of ethnic groups now attending the school. Three quarters of all pupils speak a language other than English at home. Approximately 31 languages are spoken in pupils' homes.

Currently, 340 pupils attend the school. In each year group there are two classes. The early years is made up of part-time Nursery provision and two Reception classes. This year, mobility in and out of the school is lower than that seen in previous years.

Approximately 20% of pupils are identified as having special educational needs and/or disabilities (SEND). As language development is a priority, a speech and language therapist (SALT) is employed at Rowlatts Mead.

The recently established senior leadership team includes two leaders new to current posts from the start of this academic year. This year there are three early careers teachers (ECTs).

2.1 Leadership at all levels - What went well

- Senior leaders have created a culture whereby leadership growth can flourish. Leaders at all levels take opportunities to develop their leadership skills. Colleagues within the Trust facilitate network meetings, and access to national professional qualifications is funded. Governors are keen to support individual leaders as they learn about roles and responsibilities through their link roles, for example, SEND.
- Senior leaders consider a variety of information before determining whole school priorities. Examples include leaders' analysis of pupils' achievement information from all subjects and subject leaders' reflections on their monitoring through the year. Also, Trust-wide priorities are built into the work at Rowlatts Mead (such as 'Voice 21' and ECT support). This means that priorities are carefully considered before being finalised.
- Leaders have created and embedded an effective curriculum offer. All leaders carry out monitoring activities, such as learning walks and talking with pupils, which help senior leaders connect the intelligence gleaned. This work includes the early years, with all leaders learning about what effective provision should look like in terms of preparing children for their future learning. This means that current monitoring and evaluation work leads to refinement, rather than whole scale changes, to the provision.

- Distributed leadership thrives. Through professional development review meetings (PDRs), potential future leaders are identified and encouraged. New subject leaders team up with a senior leader who models leadership attributes and techniques, such as what to look for when conducting a learning walk. Owing to the established curriculum, newly appointed leaders can take time to consider carefully how they will improve the offer yet further.
- Leaders have strong impact at Rowlatts Mead and further afield. Some subject leaders support other schools in their subject offers, whilst others engage in primary teacher training development. Leaders also lead and facilitate Trust networks. This wider engagement helps leaders to grow in both confidence and competence.
- Governors and senior leaders recognise the benefits of welcoming students to the school. An example is recruitment, where potential candidates will have already demonstrated their personal and professional qualities prior to application. Many staff have come through this route, with all three current ECTs being students at Rowlatts Mead previously.
- The ongoing focus on oracy is a direct outcome of leaders' passion and commitment to the pupils. Leaders recognise the importance of pupils being able to orally convey their thinking, understanding and opinions clearly. Consequently, pupils are well prepared for living in the wider world and for gaining training and/or employment of their choice. Senior leaders research strategies and visit schools where effective practice is established, before developing local practice.

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

...senior leaders considered more evaluative wording and agreed common language in their documentation.

...subject leaders continued to develop confidence and competence in their roles.

...all leaders were able to talk clearly about what progression should look like through the already established curriculum.

3.1 Quality of provision and outcomes - What went well

- Pupils relish their learning environments. Impressive corridor art work, including heroes from the past and topic themes such Romans, helps pupils immerse themselves in their learning. Such investment in time and effort is justified owing to the established curriculum. Another feature of the environment is how dignity is promoted. For example, the oldest pupils have more choice in how they learn as they select the furniture and space in their early morning work. Pupils respect

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their school and show this through their courtesy to all. Their behaviour for learning is excellent.

- Teaching staff question pupils well. They check pupils' understanding and subsequently assess their readiness before moving on to new learning. A range of questioning techniques, such as 'popcorn', are evident in classrooms. In a poetry lesson, the teacher's questioning required pupils to provide full sentence answers which enabled each pupil to rehearse the taught vocabulary.
- Teachers' pedagogical choice is appropriate for the stage pupils are at in a unit of study. This is owing to effective professional development work, such as colleagues forming triads and visiting each other's lessons. Learning support assistants benefit from attending well-chosen training, including early reading. Subsequent discussions, including those facilitated in PDRs, supports staff well in reflecting on their own practice and refining accordingly.
- Pupils and staff always show respect for one another. This is due to the positive, trusting relationships. As a result, pupils feel safe in offering their opinions. If classmates wish to add to or challenge what has been expressed, then they use their learned language to reply in a positive, inclusive manner - 'I would like to build on ...'
- The Rowlatts Mead curriculum features the importance of pupils acquiring and securing a broad vocabulary. This school priority is evident in all lessons. Teaching staff skilfully show pupils what they expect in terms of verbal expression. Staff do this by frequently referring to previously taught vocabulary and rehearsing this, for example, through modelling sentences and then asking pupils to repeat.
- Pupils are able to talk about their prior learning and how it helps them in their current studies. In a mathematics lesson, pupils knew why previous learning about properties of shape was helping them in their current learning regarding area and perimeter. Pupils also know how displays benefit their recall of knowledge. Consequently, pupils build their understanding securely.
- Where teaching is most effective, pupils use strategies to feed their understanding back to teaching staff. Examples include talk partners, where pupils rehearse their thinking before sharing with adults. This enables teaching staff to check pupils' understanding of what has been taught.
- Rather than attending staff meetings, staff attend 'master classes'. Just by the name alone, the status of these learning opportunities is raised. Staff view these sessions as opportunities to learn and to share in order to develop their own teaching practice. Consequently, teaching quality continues to improve, building on the solid foundations of the established curriculum offer.

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

...all teachers were confident in using planning flexibly in order that pupils are moved on to different activities when they are ready to do so.

...all teachers considered how practical resources can best help all pupils learn, and are employed accordingly.

...all pupils were better able to articulate the purpose of their learning.

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

- Leaders can identify the disadvantaged pupils and those with SEND in each class. This enables leaders to sit with individual pupils and talk about their learning, should they wish to do so. During monitoring, the SEND coordinator joins subject leaders – thus providing specific expertise and knowledge about what a pupil with SEND should be doing. In addition, the SEND coordinator attends pupil progress meetings.
- The pandemic has further heightened the importance of pupils acquiring secure language. Consequently, the SALT is now employed for more hours. An additional higher level teaching assistant has been employed to work with year groups where the most vulnerable pupils learn. These are examples of how funding has been used to directly address pupils' needs.
- Leaders use their knowledge about what pupils with additional needs require in order to thrive in their learning to refine the curriculum. Consequently, all pupils benefit from rich provision which helps them develop cultural capital. A wide range of historical and ethical studies are threaded through year group planning. Pupils' learning prepares them well for the curriculum in their future secondary schooling.
- Pupils who may have SEND are identified quickly. As a result of analysing assessment information and monitoring, interventions are selected and implemented for specific pupils or groups. For example, pupils with visual impairment have digital resources which help them access the same learning as their classmates. Interventions are monitored by both subject leaders and the SEND coordinator, with adaptations made as required. As one subject leader said, 'there should be no child who misses out.'

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

...subject leaders ensured that their curriculum monitoring continually featured an evaluation of how well pupils with SEND accessed their learning.



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

Leaders do not require any specific support at this time.

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.

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 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.