



## LEAD REVIEWER CONSULTANCY

### REPORT FOR BELMORE PRIMARY ACADEMY

<b>Name of School:</b>	Belmore Primary Academy
<b>Headteacher/Principal:</b>	Lawrence Hyatt
<b>Hub:</b>	Middlesex Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Middlesex Learning Partnership

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	School leaders elected not to have estimates for this consultancy.
<b>Date of this Review:</b>	09/03/2023
<b>Overall Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	N/A
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	11/12/2020



## **Quality Assurance Review**

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

**Leadership at all Levels** N/A

**Quality of Provision and Outcomes** N/A

**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** N/A

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.*

## **1. Information about the visit**

In place of a regular QA Review, Belmore Primary Academy was visited by a Lead Reviewer who spent a day reviewing the following areas with leaders:

- Personal, Social, Health and Relationships Education. (PSHRE)
- Personal Development
- Subject leadership - Science

## **2. Context and character of the school**

Belmore Primary Academy is a three-form entry primary academy serving a diverse community in West London with 620 pupils aged 3 - 11 on roll. 33% of pupils are in the disadvantaged category. 17% of pupils are on the SEND register and 2.6% have an EHCP. 63% of pupils have English as an additional language.

The school is a sponsored academy with the Middlesex Learning Partnership and converted to academy status in September 2017. Since the last inspection in 2018, there has been a new head of school appointed. The senior and middle leadership team has been developed to support further subject leadership and to increase capacity to improve the quality of education.

Belmore serves a diverse community that has significant socio-economic barriers that impact their children and families. The school values of kindness, resilience, preparedness, active in mind and body and aspirations are at the heart of what staff aim to teach, celebrate, and achieve.

### **3.1 PSHRE - What went well**

- Staff at Belmore pursue a shared vision to provide a broad and balanced PSHRE curriculum for all pupils, which is embedded securely and consistently across the school. The impact of this vision is evident in well-presented floor books and displays demonstrating coherently planned and well sequenced learning across a range of topics. The work given to pupils over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards building sufficient knowledge and skills for future learning.
- The Belmore PSHRE curriculum is designed to ensure that, as they progress through their time at school, all pupils develop their understanding of PSHE-RSE,

SMSC and British values. Communication is a strength and results in staff, parents and pupils being clear about what is expected of them, leading to consistent learning experiences across year groups.

- Positive attitudes in all lessons demonstrate pupils' engagement in their learning, as do their comments which show their deep level of learning, both inside and outdoor of school. Teachers are proactive in making tangible links between PSHRE and other areas of the curriculum. This was demonstrated in a Year 5 lesson where pupils were encouraged to use their knowledge of persuasive texts to write a letter to their local councillor to protest about the environmental impact of a new road bridge. The impact of the Belmore core values, which provide a framework for pupils to develop as reflective and resilient learners, was also described by a Year 3 pupil who in a PSHRE lesson commented, 'We must respect foster families who are caring and include a range of different cultures.'
- Teachers' strong subject knowledge, which is developed through well targeted professional development, provides them with the confidence to tackle mature topics. This was evident in a Year 3 session where same sex relationships were discussed with care and respect by all.
- Achieving success in PSHRE lessons provides pupils with a common language to discuss pertinent issues with their peers. This was shown by a Year 1 pupil who shared, 'we need to look out for sad people to help them if somebody has been mean to them.' It was also demonstrated by a Year 3 pupil who stated, 'you must always say hello to somebody at the start of the day as this will give them a sense of belonging.'

### **3.2 PSHRE - Even better if...**

- ... staff continued to ensure that examples of work are included for every pupil in PSHRE floor books.
- ... leaders further developed the use of PSHRE floor books to ensure that they provide clear evidence that lessons are covering topics linked to the Keeping Children Safe in Education (KCSIE) guidance, such as peer-on-peer abuse and exploitation.
- ... staff continued to take feedback from a range of pupils rather than relying on 'hands up.'
- ... leaders considered how visiting adults could be used more effectively during PSHRE sessions.
- ... leaders developed systems to ensure that prior learning is captured at the start of all PSHRE lessons.

#### **4.1 Personal Development - What went well**

- The leadership team has worked closely with staff to develop a cohesive approach to the teaching of personal development across the curriculum. The impact of this is evident within all classrooms, where pupils are encouraged to discuss connections between themselves and other members of the wider school community. A successful recent example of this work has seen assemblies on fitness, mental health and leadership.
- A wide range of enrichment and extra-curricular activities are provided within the school, which provide pupils with opportunities to broaden their experiences and life skills. A comment from a pupil, showing their appreciation of Belmore's approach to personal development stated, 'I enjoy going to Lego club as it lets our imaginations flow'. Further supportive comments include, 'our after-school clubs provide us with an exciting environment to learn in', and 'our sports clubs are amazing, teachers always help you learn new skills in them.'
- Leaders prioritise the importance of pupil leadership and provide regular opportunities for the school council to have a positive impact on all areas of Belmore's development. The importance of pupil leadership was articulated by the school's head boy and head girl, 'through our school council all children can have a say in developing new clubs which will develop our school. Our role as leaders is important, as we are approachable to other children and visitors to the school.'
- Leaders close work with their local secondary school, and the arrangement of joint visits and learning opportunities, has further promoted pupils' personal development and their preparation for the next stage of their education. The impact of this work was articulated by a Year 6 pupil, 'as we have regular visits to secondary school we are not worried about next September. We know that, if we make the most of the opportunities available at Belmore, we will be able to try our best in later life.'

#### **4.2 Personal Development - Even better if...**

- ...leaders developed CPD sessions to support staff delivering sessions on financial management.
- ...leaders developed clear milestones to measure the impact of personal development.
- ...leaders considered developing 'pupil subject champions' who supported curriculum monitoring.

## **5.1 Subject leadership - Science - What went well**

- Staff at Belmore pursue a shared vision to provide a broad and balanced science curriculum for all students, which is embedded securely and consistently across the school. The impact of this vision is clear in well-presented books demonstrating coherently planned and well sequenced learning across a range of scientific topics areas. The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards building sufficient knowledge and skills for future learning.
- The school's science leader increasingly works with colleagues from other local schools. A positive outcome from this work has seen the development of opportunities to work with colleagues to develop their skills and knowledge, particularly on improving pupils 'skills for scientific exploration. Work with the local secondary setting has also provided pupils with opportunities to use a wide range of high-quality scientific resources.
- The science leader has worked closely with staff to develop a systematic approach to the teaching of vocabulary across the curriculum. A review of the science curriculum has ensured that pupils are now continuously exposed to a progressive range of vocabulary to support their acquisition of key language, which is leading to improved outcomes across the curriculum.
- Shared accountability is a feature of the school's continuing success. The science coordinator regularly work with colleagues to monitor teaching and learning. Accountability procedures are supported by consistent performance management processes, which focus on key aspects of the school's development plan.

## **5.2 Subject leadership - Science - Even better if...**

- ...leaders introduced an 'impact model' to further demonstrate the impact of subject monitoring.
- ...leaders provided further opportunities, such as 'talking head videos', to further demonstrate pupils' ability to retain prior knowledge and to use this to further their understanding.

## **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>)