



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR SOUTH WILFORD ENDOWED CofE PRIMARY SCHOOL

Name of School:	South Wilford Endowed CofE Primary School
Headteacher/Principal:	Natalie Aldridge
Hub:	Transform Hub
School phase:	Primary
MAT (if applicable):	Transform Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	28/04/2025
Overall Estimate at last QA Review	Effective
Date of last QA Review	04/03/2020
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	13/12/2022

Quality Assurance Review

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

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of excellence Accredited

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate Leading

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

South Wilford CofE Primary School is a larger than average size, two-form entry primary school that is highly successful and much sought after by parents locally. Over time, the pupil intake has changed significantly with an increasing number of pupils joining from different cultures and religions. This eclectic mix has been beneficial to all pupils, enabling them to learn about life in other countries and broadening their horizons. The proportion of pupils in the disadvantaged group has increased recently but remains below the national average. Most pupils are of White British heritage but the influx of pupils from other countries has increased the number for whom English is an additional language (EAL). The proportion of pupils with special educational needs and/or disabilities (SEND) is below average, as is the number with an education, health and care plan. Increasingly, pupils join or leave the school in-year, reducing the stability factor.

Leaders at the school have established a clear vision, based on the school's Christian ethos of "Spark the Flame, Light up the World. (We are here to be a light, bringing out the God colours of the world)." All pupils are encouraged to 'be at their best in their learning and spiritual journey.' Rewards are given to those pupils who consistently portray this philosophy and the school's values.

2.1 Leadership at all levels - What went well

- The senior leadership team (SLT) is a powerful, cohesive group of strong leaders who know their school extremely well. Led by a passionate headteacher, they collectively inspire staff and pupils alike to 'be at their best at all times.' The combined knowledge of the SLT members enables them to drive the school forwards, which not only results in enviable outcomes, but ensures that pupils leave the school with knowledge and skills that go beyond the curriculum; they are advocates of the world.
- While the SLT is firmly established, they fully acknowledge that all staff, and the pupils, have a voice in bringing their thoughts and views to be discussed and ultimately followed. Leaders take their time to ensure that any initiative that becomes implemented has been thoroughly researched so that its launch is successful but more importantly, benefits the school. The headteacher remarked, "It's about having a clear vision and ensuring that everyone is involved."
- Because South Wilford is an outward-facing school, leaders have made a significant contribution to the Trust, for example, through the work of the assistant headteacher who has led on developing mathematics in other schools. The art leader has also worked with other schools in the Trust, using her expertise to inspire other teachers in those schools. The impact of this notion of sharing strategies and expertise in this way has empowered leaders

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at South Wilford and motivated staff in other schools to develop these areas. Positive feedback from these schools is very rewarding.

- Leaders are proud to have developed a highly successful school academically but as the deputy headteacher stated, "We have never lost sight of developing the creative aspects of the school." The headteacher has created an environment that empowers leaders at all levels, improving their confidence and independence and enabling them to lead their respective areas successfully. She commented that she is inspired by the people around her and the great work they are doing.
- Subject leaders enjoy the autonomy and responsibility they are given to lead their areas. The continuing professional development (CPD) programme is carefully planned at the beginning of the academic year so that the Trust-wide provision can be offered to the right staff to improve their own development and ultimately, benefit the pupils. Any training for teachers and support staff is disseminated to other staff members, sharing the success of that CPD so that others can benefit from it. Pupil leaders are well-trained to fulfil their roles, giving them greater impact into the modus operandi of the school. All senior leaders are currently undertaking National Professional Qualifications to further develop their roles, which enthuses all staff to continue their own journey. The headteacher said, "We don't stand still – we keep moving forward!"
- The curriculum is well balanced, and pupils have a significant input into what they learn in the classroom. Not only does the curriculum develop pupils' knowledge and skills, but they are also encouraged to question what goes on in the world, not taking everything at face value. This leads to pupils taking on the role of 'global ambassadors. Leaders make sure that the pupils do not miss opportunities and have the confidence to have their own voice.
- Assessment methods are thoroughly embedded in the school. Moderation and standardisation processes have increased consistency, and the impact has been especially noteworthy through the dramatic improvement in writing outcomes, which significantly trump the national measures. The Trust has introduced new methods for the other core subjects, providing improved information about pupil progress in these areas. There is also a more robust assessment methodology for the foundation subjects.

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

- ... leaders enabled additional adults in the school to grow into their roles to increase their confidence to innovate and initiate.

3.1 Quality of provision and outcomes - What went well

- The exemplary quality of the teaching and learning that takes place in all classrooms provides compelling evidence of how pupils' journey through the school culminates in outcomes that trounce the national averages in all measures. Teachers reveal expert subject and pedagogical knowledge which has resulted from frequent, well-timed CPD and an innate ability to consistently apply all relevant strategies.
- Challenge in all lessons stretches the pupils' understanding. All levels of ability are tested appropriately, largely through probing questioning. Cold calling is routinely utilised so that pupils remain engaged in the learning
- Attitudes to learning are immaculate and pupils remain focussed because teachers make the learning stimulating. This was notably observed in a Year 6 mathematics session and Year 1 phonics lessons. Above all, teachers make the learning fun which captures pupils' interest.
- Relationships are highly positive, based on mutual respect. The inclusive nature of the lessons across the school enables pupils to make a full contribution to the learning through their informed discussions and responses to teachers' questioning.
- All staff have encouraged not only a love of reading but additionally, a love of writing. Areas of the school including outside the buildings provide opportunities for pupils to continue their reading. The use of blackboards all around the school with beautifully crafted writing mean that the pupils are immersed in writing, leading to excellent outcomes in this area.
- The literacy focus continues through teachers' emphasis on high level, subject specific vocabulary. In a Year 6 mathematics lesson, pupils developed their knowledge of 'adjacent angles' while in Year 1 phonics, ALL pupils referred to 'split-vowel digraphs.' This topic continued in a Year 5 science lesson where the teacher introduced the names of the chemical components of air. Even at the earliest age, in a Year 1 art lesson, the teacher exposed pupils to the techniques of 'en plan air' and 'sgraffito!'
- The relationship policy that leaders have developed has impacted greatly in class, leading to greater engagement in learning and giving pupils greater ownership over their behaviour. This aspect has personified the theory of professional vigilance in the school, increasing expectations for all. Pupils are given the responsibility to check the zones of regulation to ensure that they are ready for the day's learning and related activities. This approach has greatly reduced passive learning.
- To encourage pupils to 'be at their best,' staff model this approach so that pupils constantly see high expectations of behaviour and learning. They see staff supporting each other which inculcates this philosophy in themselves.

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Pupils recognise the effort that goes into supporting them, and this is repaid by them working hard and contributing positively to school life.

- The vibrant Nursery and very well-resourced Early Years Foundation Stage (EYFS) give children an exceptional start to school life. The curriculum in this area of the school begins with a focus on the school values of Love and Respect, Be Curious and Be Brave so that they become a vital part of their time at the school. Over time in the EYFS, children are given the opportunity to contribute to their own learning, giving them some responsibility even at that tender age, to have direction for their learning.
- The school's profile has become increasingly multi-cultural over time. Staff have benefitted from visits to other schools that have a high EAL population so that they are better equipped to integrate them into the classroom. Pupils joining from a range of other countries has enriched the life of the school, bringing in different cultures for all other pupils to experience. A group of diversity leaders, made up of pupils, has encompassed the welcome that these other pupils receive but they also hold leaders to account to ensure that all these different cultures are embraced and creating a sense of belonging.

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

- ... pupils in vulnerable groups had increased opportunities to contribute to the learning in class.

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

- Provision for disadvantaged pupils is well developed, which is essential as the number of these pupils is growing. The screening process that leaders have developed ensures that this growing demographic is better identified and more successfully supported.
- The SLT member who leads in this area stated that performance of this group in mathematics largely matches that of non-disadvantaged pupils. Thus, much funding is utilised to further develop the reading and writing for this group. This has led to significant improvement, and disadvantaged pupils at South Wilford achieve better than disadvantaged pupils nationally.
- The whole-school drive on challenge at the school stretches these pupils appropriately. The extra teacher time and reading sessions improve their outcomes and more pupils are attaining the greater depth standard. The tracking mechanism that is used sets out exactly what characteristics these pupils display so that teachers have clear information as to how they should support them in class. Outcomes are better than the national figure for the combined score for disadvantaged pupils.

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- Disadvantaged pupils' attendance at extra-curricular activities is encouraged by teachers to ensure that each one is accessing at least one activity. All activities are free, including peripatetic music tuition, so this reduces barriers to participation. Some subsidising of trips also enables pupils to participate in them. Some disadvantaged pupils are felt to be appropriate for some of the leadership opportunities in school and they are fully supported to undertake them, raising their self-esteem and importance in the school.
- The SENDCo is very experienced and swiftly identifies the needs of these pupils so that as she stated, they are "happy, learning and children who feel like they belong." Her support for staff ensures that pupils with SEND are able to access the full curriculum and benefit from quality first teaching. Consequently, they make strong progress from their individual starting points.
- The number of pupils with SEND are comparatively small but they receive comprehensive support to integrate them into school life. With attendance being one of the key issues with these pupils, staff work tirelessly to improve this aspect with significant success. The SENDCo and her SEN HLTAs work proactively to help these pupils, and their parents, to provide wraparound care. They work successfully together because they fulfil their roles so passionately; they are a formidable team.
- Quality-first teaching is the key strategy to support pupils with SEND, alongside bespoke interventions and planned resources geared to help them to learn more effectively. The one-page pupil passport that teachers receive also helps them to cater for their needs because they note that they have immediate responsibility for each pupil's education. This highlights the school's inclusive ethos.

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

... None emerged on this review.

5. Area of Excellence

Focus on pupil leadership

Accredited

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

The plethora of opportunities that pupils have to enable them to engage in leadership responsibilities is both unique and extraordinary. Leaders have prioritised this aspect of personal development by encouraging and growing pupils as leaders. This also forms a major thread through the whole curriculum as teachers develop courageous advocacy in all topics. The focus on spiritual flourishing as a church school adds to the personal development offer in the school.

That pupils are included in all aspects of strategic and operational aspects of school life enhances their confidence and ability to offer a meaningful contribution to school life. Curriculum leaders have a real tangible input into the leadership of all subject areas across school. Every subject, as well as the adult subject leader, has a pupil 'subject leader' who works alongside them. Pupils who lead the subject are selected through their passion for that subject. They meet regularly with the adult leader, creating an action plan at the start of the year. The work they do together includes book audits, lesson visits, collecting pupil voice, leading events in school, helping to choose resources, hosting subject related competitions, meeting with link governors and supporting the learning across school by going into classes to assist in that subject. Pupils gain immeasurably from this collaborative work, supporting them to achieve greater depth levels and helps them to aspire to continue their passion for the subject beyond South Wilford.

In addition to the curriculum leaders, the following leadership opportunities have been provided;-

- Digital leaders - Lead on digital innovation through the use of iPads in particular
- Faithful friends - faith-centred group leading on Christian Distinctiveness as well as multi-faith events. This group consists of pupils who also lead collective worship
- Resilience leaders - A group who have been trained in the skills of mindfulness and resilience who then use those skills to support other pupils
- Eco leads - Leading on sustainability
- DEIB leads - Ensuring the diversity values of the school are lived out
- Sports leaders - Lead sporting events and arrange sports games at lunch times
- School council - Make decisions that impact whole school events; they work closely with the Parliamentarians
- Transform Parliamentarians - These pupils represent South Wilford at Trust Parliament where they work on projects that are important to the Trust schools. They feedback to the school council.

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- Take care team - These pupils often show visitors around school, ensure the safety of the site through looking after equipment, helping out at lunch times in the hall etc.
- Anti- bullying ambassadors
- Attendance champions

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

The following data indicates the significance of the leadership roles has in contributing to phenomenal national outcomes.

KS1	2022	2023	2024 (TA)	Nat Average
Reading Expected level	88%	88%	83%	
Reading Greater Depth	42%	40%	49%	
Maths Expected Level	88%	90%	88%	
Maths Greater depth	38%	37%	45%	
Writing Expected Level	84%	87%	83%	
Writing Greater depth	40%	27%	28%	
Combined expected	81%	87%	81%	
Combined Greater depth	27%	25%	26%	

	2022	2023	2024
EYFS GLD	76%	82% (Nat Av 67.3%)	82%
Phonics score	95%	93% (Nat Av 78.9%)	94%
Multiplication test score above 20	87%	85%	77%

KS2	2022	2023	2024	Nat Average
Reading Expected level	85	88	90%	74%
Reading Greater Depth	52	49	54%	28%
Maths Expected Level	92	93	86%	73%
Maths Greater depth	52	42	39%	24%
Writing Expected Level	87	91	93%	72%
Writing Greater depth	25	39	47%	13%
SPAG Expected	88	86	85%	72%
SPAG Greater depth	50	40	49%	32%
Combined expected	81	83	83%	61%
Combined Greater depth	23	31	29%	7%

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The main impact has been observed in the increase in pupils' confidence, which has been seen in observations in lessons, where oracy skills are strong. Staff also note this increased confidence when pupils interact with adults about their learning and experiences of school. Visitors often comment positively about the way pupils speak about school and their learning. They have presented in various forums including at Diocese conferences, Trust events and workshops. They regularly speak to governors and parents about their learning and have produced blogs and videos demonstrating their learning.

Pupil leadership is without doubt a USP of South Wilford. While the majority of schools invest in the pupils by providing them with leadership roles, nothing that I have seen matches this degree. Pupil leaders also meet frequently with those from other schools to pass on their strong practice but also to pick up positive ideas in other settings. It is an absolute pleasure to accredit this Area of Excellence.

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

Simon Good/Natalie Aldridge
Deputy Headteacher and Headteacher.
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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 content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school. This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.



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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. The School Support Directory 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>)