



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ABBHEY HILL PRIMARY AND NURSERY

Name of School:	Abbey Hill Primary and Nursery
Headteacher/Principal:	Adam Jevons-Newman
Hub:	Transform Hub
School phase:	Primary
MAT (if applicable):	Transform Multi Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	15/01/2025
Overall Estimate at last QA Review	N/A
Date of last QA Review	N/A
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	25/04/2023

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 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 N/A

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

Abbey Hill Primary and Nursery is an average sized primary school. The proportion of pupils who are disadvantaged is well above average. Most pupils are from a White British background. The proportion of pupils speaking English as an additional language is below average.

The proportion of pupils with special educational needs and/or disabilities (SEND) is well above average, whilst the proportion with an education, health, and care plan (EHCP) is well below the national average.

The senior leadership of the school has experienced a period of change over recent years. Both the headteacher and deputy headteacher were appointed in September 2024; the current headteacher having worked in an 'acting role' prior to taking up the substantive post.

The school's values are Ambition, Pride, Kindness and Resilience. The school believes that as 'Abbeyhillians' everyone can achieve their 'Dreams Together.'

The school is part of the Transform Multi Academy Trust which comprises twenty-six primary schools across the Nottingham and Derby areas.

2.1 Leadership at all levels - What went well

- The passionate and dedicated headteacher, ably supported by the newly appointed deputy headteacher and other senior leadership team (SLT) members, has worked tirelessly to steer the school skilfully on its improvement journey. Instability, caused by the absence of key staff alongside disappointing results at Key Stage 2, has created the need for leaders to prioritise their work and focus on the areas that will provide the most significant impact on pupil outcomes. These priorities include a focus on improving attendance, ensuring adaptations to learning and raising attainment. Leaders have worked with all stakeholders, including the Trust to implement robust systems and processes that will provide consistency and stability across the school.
- Leaders are open, transparent and focused on supporting staff to develop and improve. Coaching is a key strategy that has been adopted to enhance the

effectiveness of staff at all levels. Leaders have seen the impact of this approach, particularly in subject leadership.

- The school's values of 'ambition, pride, kindness and resilience' are at the heart of its work. Leaders have recently re-visited them with all stakeholders to ensure they are still 'fit for purpose.' Pupils know and understand the value and can talk confidently about how they guide their actions in school on a daily basis. Recognising values 'in action' has been successful in embedding them across the school community.
- The school has benefitted from support within the Trust. The Trust holds leaders to account whilst providing support in a range of areas. For example, the school has accessed support regarding improving and monitoring attendance.
- Improving the climate for learning has been a priority for leaders. Classrooms are calm, purposeful and focused on learning. Pupils' attitudes to learning are positive and they engage well with the activities provided. Leaders have focused on incentivising desired behaviours and the use of positive praise to motivate pupils. Incidents of pupils being dysregulated have reduced significantly.
- Establishing communication channels with parents has been highly effective in supporting pupils to make progress. Leaders ensure that parents are well informed about their children's progress and that there are 'no surprises' regarding how well they are achieving.
- Supporting the well-being of both pupils and staff is considered crucial by leaders. Leaders are ambitious but realistic in their expectations of staff. For example, a well-being charter for staff has been introduced to ensure a focus in this area is maintained. A well-being group has also been established to consider ways in which this can be monitored and improved.
- Leaders have created highly effective teams. For example, behaviour and attendance are overseen by a team involving the deputy headteacher, the child and family support worker and a designated teaching assistant. Each member of the team is knowledgeable and understands their role and the contribution they can make in this area.

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

- ... leaders were able to articulate the whole school approach to learning more succinctly.
- ... attendance data was used more effectively to impact on provision.

3.1 Quality of provision and outcomes - What went well

- Teachers ensure that pupils are supported throughout the learning process by providing appropriate scaffolds. For example, word banks are available for pupils to edit and improve the quality of their writing.
- In consultation with pupils, a consistent approach to display has been implemented across the school. This uniformity reflects leaders' intentions to provide quality learning environments and equal opportunity for all. A key feature is the use of working walls. Pupils refer to them throughout lessons and find them a valuable resource.
- In lessons, retrieval techniques are applied to help pupils consolidate their learning. Reference to prior learning prompts pupils to remember what they have learnt. Pupils find these activities helpful.
- Adults are well deployed and support pupils skilfully. For example, teaching assistants work flexibly and intervene appropriately, allowing pupils the chance to 'have a go' and develop their independence.
- Pupil voice helps shape the direction of the school. Pupils relish the responsibilities on offer such as being a member of the school's parliament or a class ambassador. They are proud of their school and the contributions they make.
- Developing and extended pupils' vocabulary is a priority for the school. From entry into nursery and throughout the school, teachers provide pupils with opportunities to acquire a wide and extended vocabulary. This is enhanced across the curriculum through the explicit use of subject-specific and technical language. Teachers have high expectations regarding the way in which pupils respond to questions.
- Developing teachers' subject knowledge through tailored continuing professional development (CPD) has been a major focus for the school in its aim to improve pupils' outcomes. The school uses an on-line interactive software package to ensure all staff receive bespoke CPD. This is enhanced through access to Trust training. As a result teachers have secure subject knowledge and extend pupils' learning well. This was evident through teachers' reference to learning across the wider curriculum in lessons.
- A calm and 'homely' environment has been created in the early years foundation stage (EYFS). Leaders believe that this is key as pupils transition into school. The EYFS leader has forensically planned and created opportunities for pupils to excel and progress according to their level of need.

Developing pupils' acquisition of language through providing high quality activities is central to all curricular planning.

- Promoting regular attendance, particularly for those pupils who are persistently absent, is a key focus for the school. Leaders have worked hard to change the culture regarding attendance in terms of all staff being involved and working proactively to hold families to account for any concerning attendance. Staff know their community well and have developed strong links with families. Clear procedures and processes have been established, and attendance is robustly tracked.
- Technology is used well to enhance learning. Visualisers are used effectively to model appropriate methods and desired outcomes. Newly acquired iPads are proving to be an effective way to develop pupils' ability to learn independently.
- Relationships between staff and pupils are warm and respectful. Pupils enjoy being in school and are proud to be 'Abbeyhillians.' They said, 'Teachers help us understand about being polite, happy and a kind, responsible person.'

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

- ... staff ensured adequate opportunities for pupils to consolidate or showcase their learning in all lessons.
- ... transition arrangements were further developed to support all Abbeyhillians.

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

- Leaders know their community well and have a clear vision for how they can impact on the outcomes for disadvantaged pupils. Leaders are passionate and are committed to all pupils receiving the highest quality education. They are clear that providing quality first teaching will be the most significant element in overcoming disadvantage and therefore tailored CPD is a whole school priority. Leaders also acknowledge the need to enhance the provision for disadvantaged pupils through planned enrichment and tailored opportunities. This is achieved through an ambitious and coherent curriculum planned through four key lenses.
- Within the curriculum, leaders have planned an extensive range of visits and visitors to school. For example, pupils collaborated with an author to produce a series of books. The author modelled and highlighted the use of key writing

skills. Following the project there was an increase in the percentage of pupils achieving the age-related standard in writing across the school.

- Consideration of how the school can support the needs of disadvantage pupils begins in the EYFS. Staff work hard to develop relationships with parents and establish an authentic partnership. Routines in the EYFS are strong and consistently applied.
- Ensuring appropriate provision for pupils with additional needs is a priority for the school and the school has worked hard to create an environment where pupils, including those with SEND, are supported within the classroom. Work is adapted to meet the needs of pupils; scaffolds ensure they experience success.
- Leaders have created a bespoke provision for pupils requiring an additional level of support called 'The Hive.' Pupils access this calm and welcoming provision on a flexible basis. Staff in this provision are knowledgeable and highly skilled. It is proving to be a highly effective resource and a place where the most vulnerable pupils can flourish.

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

- ... adaptations to learning to support all pupils were further embedded.
- ... opportunities for pupils with poor attendance were optimised for the highest impact.

5. Area of Excellence

N/A

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



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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.

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>)