



QUALITY ASSURANCE REVIEW  
REPORT FOR FAIRFORD  
ACADEMY BARNEHURST

<b>Name of School:</b>	Fairford Academy Barnehurst
<b>Headteacher/Principal:</b>	Aman Aujla
<b>Hub:</b>	Impact Alliance Hub
<b>School phase:</b>	Primary with Nursery
<b>MAT (if applicable):</b>	Illuminate Minds Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Not applicable (N/A)
<b>Date of this Review:</b>	12/03/2025
<b>Overall Estimate at last QA Review:</b>	This is the school's first review
<b>Date of last QA Review:</b>	N/A
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	28/02/2023

## 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** 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

### 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

Fairford Academy Barnehurst (FAB) is a well above average sized, 3 – 11 mixed primary school with a nursery. The purpose-built school buildings and outdoor areas provide pupils with an exceptional amount of pleasant space, including a large forest school.

The school's location within Barnehurst is an area of above average deprivation. The proportion of disadvantaged pupils and the pupil deprivation base are both above average. The majority of pupils are White British, with a diverse range of heritages represented. The proportion of pupils for whom English is an additional language is above the national average.

The proportion of pupils with special educational needs and/or disabilities (SEND) and those with an education, health and care plan is close to national averages.

The school is in the borough and local authority of Bexley. It is an academy converter within the Illuminate Minds Trust, joining in 2015. FAB's vision is that 'its pupils and staff become the best version of themselves'. This is underpinned by its motto 'happy and bright'. In order to help its pupils achieve this, FAB teaches the values of 'ambition, resilience, teamwork and respect'.

### 2.1 Leadership at all levels - What went well

- For leaders, building relationships is at the heart of their vision. The school community creates a culture of belonging by implementing leaders' expectations outlined in the Relationships and Behaviour policy, such as daily meet and greet protocols and bi-weekly circle time sessions for group reflection. Staff and older pupils agree that this approach has transformed the school experience and pupils' outcomes in the three years since the chief executive officer and headteacher arrived at the school. For example, behaviour for learning is excellent, pupil suspensions have disappeared and the attainment of Year 6 pupils has been above national averages for the last two years.
- Leaders base their policies and actions on established educational theory and evidence-based practices, such as Trauma Informed Schools for behaviour, the Quality First Teaching Bexley toolkit for adapting lessons to meet needs and 'The Difference' charity for inclusive practices. To make sure these approaches work as intended, leaders train all staff in 15 key areas as a universal offer for meeting needs. This includes recognising different pupil

behaviours, learning restorative language and approaches, sensory trail training and using visuals, especially Widgit. They support staff to gain accreditations, including, Forest School, Team Teach level 1, emotional literacy support assistant (ELSA) and National Professional Qualifications.

- Following an induction programme, all staff join the termly training sessions to repeat and reinforce the key training. Through regular monitoring of staff in action, leaders use 'live' feedback to constantly improve practice. Where required, leaders work together to support staff, acting as mentors. Leaders plan to add coaching to their offer so that staff can select which aspect of leaders' expectations to improve.
- The climate for learning is visibly inclusive and ambitious. Pupils' beautiful work is displayed artistically, colourful models of well-known characters hang down from the ceiling, current vocabulary is prominently displayed on classroom walls, a consistent beige colour scheme in classrooms avoids over stimulation and resources are well organised but readily accessible by pupils.
- Pupils' holistic development is a priority. The school's ethos and values are threaded through the curriculum as are the wider opportunities that pupils receive as part of their 'Fairford Journey'. This entitlement includes more than 40 activities beyond the national curriculum, such as, stargazing, staying away from home, raising money for a charity and resolving a problem for a friend in the playground.
- Pupils learn about the beliefs and customs of other faiths as well as what it is like to live outside of Bexley. They visit a Buddhist temple, travel on the underground, visit a farm and, using the platform Lyfta, watch professional storytelling videos for children about people from around the world. As a result, climate for learning and personal development are key strengths of the school.

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

...leaders implemented their plans to add coaching to their staff training opportunities.

...leaders made sure that when live marking, early career teachers and newly qualified teachers responded to misconceptions shown by several pupils by whole class feedback or by reteaching the relevant concept.

### 3.1 Quality of provision and outcomes - What went well

- Curriculum leaders ensure their curriculum choices best suit the school cohort. The senior leader for the foundation curriculum adapts commercial subject schemes to fit the topics for the FAB learning journey. Middle leaders for core subjects adapt their curriculums according to their pupils' needs. For example, the English lead uses some aspects from the Talk for Writing scheme, analysing narrative, or deconstructing vocabulary, to make lessons vocabulary rich. This year the reading lead added in a new book written for suspense, 'Once', which the current Year 6 pupils needed to experience and practise.
- All classrooms are vocabulary rich, purposeful, learning environments which pupils access as scaffolds. For example, all rooms display the steps of a fair test in science to develop understanding of the sequence and to know what to do next in their science experiments. Year 2 pupils shared their birthday whilst accurately pointing to their birthday month on the wall.
- Teachers' questions lead to deeper thinking, such as what pupils thought about the role of women across time. A Year 2 pupil expressed her dismay that a female pirate had to dress as a man to get work because women were not seen as important.
- Pupils engage positively with all activities such as, answering teachers' questions, 'think-pair-share' activities, writing answers on mini whiteboards and independent working. They are confident to seek support from partners or their teachers if appropriate, aware that 'sometimes teachers don't help you because they know you have got good knowledge yourself'.
- Leaders have high expectations of what pupils can achieve and make sure that the work given interests and engages pupils. Teachers are clear about the knowledge, skills, and vocabulary that pupils must learn. Pupils' willingness to talk about their work and their ability to recall and articulate their learning clearly, demonstrates how well teachers apply this knowledge to real life situations. Key Stage 1 pupils remembered learning about coins in mathematics, vehicles that move in design and technology and pirates such as Mary Read and Calico Jack in history. Year 1 pupils showed awe and wonder when handling chicks in their science lesson about life cycles.
- Teachers model sounds, decoding and blending well, using a system of lines and dots under written words that help pupils pronounce accurately. Indeed, pupils use the same marking scheme to self-correct their own work.
- Pupils learn about future aspirations and how to deal with new situations from their online platform and visiting speakers, such as the police and Transport

for London. A Year 6 pupil impressed a visiting reviewer when she shared her ambition to study at the London School of Economics and become a lawyer.

- Using circle time, teachers prepare pupils thoroughly for secondary school. They discuss issues linked to milestones, for example what to expect at open days before making their school choices.
- Teachers deliberately automate lesson routines according to leaders' expectations, for example using a range of clapping or counting techniques to signal concentration. Pupils respond positively, keen to show respect. This means that focus and attention are on knowledge acquisition and skills development.
- A range of leadership and responsibility roles support pupils to develop and help each other. One pupil explained how the 'Kindness Champions support arguments in the playground and develop our ambitions.'
- FAB pupils are clearly happy because the improvements they suggest are merely more of what they already have, such as more climbing frames, sensory trails and even more therapy dogs. One Year 6 pupil summarised an overriding theme about how much effort teachers give with, 'We love our teachers and they love us.'

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

None identified.

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

- In addition to strong relationships, the exceptional inclusivity at FAB stems from the concept of what is essential for some is great for all. This is visible throughout the building, such as the sensory trails painted on corridor floors, dual coding as standard on displays, a sensory garden and regulation stations and visual timetables in each classroom.
- Similarly, the routines for all pupils, such as circle time, particularly help pupils with social and emotional needs. All pupils benefit from the mathematics vocabulary shown on slides at the start of each lesson, with teachers targeting their questioning to the disadvantaged pupils.
- All Nursery, Reception and Year 1 pupils attend forest school, which is particularly effective for developing fine motor skills. Pupils delight in sharing their experience, those with autism spectrum disorder coming alive when

outside, independently identifying links to nature and enjoying the mud kitchen.

- The SEND co-ordinator changed the school's culture to one where everyone accepts responsibility for pupils with SEND. Staff now want to support pupils and actively seek ways to do this. Leaders say that the most important resource in lessons are the teachers who work with a small group. Using the same sentences as their peers, pupils achieve the task by taking it in turns with the teacher to say a word. Similarly, books show how teachers' marking develops disadvantaged pupils by correcting repetition and making them start with a different word or phrase.
- Support staff help pupils meet the targets in their plans during lessons, for example holding up hands to help a pupil correctly subtract six from eight by dropping fingers. ELSAs also provide extra input, such as sensory trails inside and outside, or scheduled time with one of the adored therapy dogs. Some pupils benefit from a 12-week nurture course in a specially designed classroom with a trained specialist before reintegrating with their peers. However, pupils often do not need formalised interventions because all support staff are trained to meet higher needs, such as offering lego therapy in the moment.

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

None identified.

## **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>)