



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR MASEFIELD PRIMARY SCHOOL

Name of School:	Masefield Primary School
Head of School	Andrew Done
Hub:	Aspire
School phase:	Primary
MAT (if applicable):	BASE Academy Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	05/03/2025
Overall Estimate at last QA Review	This is the school's first QA Review
Date of last QA Review	N/A
Grade at last Ofsted inspection:	The school continues to be good, however evidence gathered suggests that the inspection grade might be outstanding if a graded inspection were to be carried out.
Date of last Ofsted inspection:	11/07/2024

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

Masefield Primary School is a popular, significantly oversubscribed school in the village of Little Lever in Bolton. The standard admission number reduced from 40 to 30 in 2020 and there is a 26 place Nursery which offers full and part time places. In 2016, the school became one of two primary schools which make up the BASE Multi-Academy Trust, led by the CEO who is executive headteacher of the two schools. The head of school took up his substantive post at Masefield in May 2022, having previously been the deputy headteacher and acting headteacher, as well as head of teaching and learning for the trust.

Most pupils in the school are White British and stability of the school population is close to the national average. The proportion of pupils who have support for special educational needs and/or disabilities (SEND) and the percentage of pupils with an education, health and care plan (EHCP) is above the national average. Although the proportion of disadvantaged pupils is broadly in line with the national average, there are pockets of more significant deprivation.

The school motto, 'Believe, Achieve, Succeed', is underpinned by its core values, mission and aims. Best practice in various aspects of school life has earned Masefield numerous awards which in 2024 included Thrive School of Excellence, Gold History Quality Mark, Games Mark Gold (for the third year running), and the Eco-Schools Award with distinction.

2.1 Leadership at all levels - What went well

- The inspirational head of school and his proactive senior leaders drive this outward facing school with passion, commitment and dedication. Their infectious enthusiasm is mirrored by staff, who constantly strive to provide the very best both academically and personally for all pupils in their care. The robust systems, procedures, and documentation, along with clear distributed leadership responsibilities and highly effective communication, ensure that no stone is left unturned in identifying and following up on the next steps of development.
- An ambitious shared vision, underpinned by an ethic of excellence, ensures that the high standards staff set for themselves are mirrored by the pupils. Consequently, Masefield is a happy school with a strong team spirit, where every individual truly matters and is appropriately supported to reach their potential. This is summed up in the school 'mantra' displayed around the school, regularly recited and lived out daily.
- A wealth of professional development opportunities to support leadership include a range of National Professional Qualifications undertaken by staff, one of which the headteacher facilitates. Subject association resources with online training, along with trust and local authority professional development, are just a few of the many other sources of training that leaders at all levels,

including governors, proactively access on their continued and rigorous drive for ongoing improvement.

- Research is at the heart of carefully selected school development, which is implemented exceptionally well with clarity, precision and rigour. As a consequence, the impact is worthy of sharing with others. Masefield has been recognised as a Learning by Questions (LBQ) and White Rose Ambassador School, for which leaders share their expertise locally, nationally and internationally. The headteacher led an international webinar about the impact of 'Thrive' and most of the schools in Bolton have implemented LBQ following the headteacher's sharing of this. Pupils have made presentations to school leaders and teachers at the Bolton Headteacher Briefing, Churchill War Rooms, the BETT conference and Old Trafford, about the work they do with LBQ and how it improves and consolidates their learning. Leaders have also shared some of their innovative work and expertise by supporting numerous schools and welcoming visitors to observe their strong practice in action.
- Aspiration is encouraged at every opportunity and pupils in different year groups engage in projects to promote this. These include the 'Bright Leader', and Manchester University 'Scholars' programmes. Many opportunities for pupils to take on leadership responsibilities include becoming subject ambassadors, librarians, playleaders, reading buddies and prefects. Character passports for each year group, with activities pupils also work on at home, reinforce character development well and further promote the strong home-school partnership that exists at Masefield
- Understanding of spiritual, moral, social and cultural development, including school and British values, is carefully incorporated throughout the curriculum and assemblies. A range of visits and visitors, including to a church, mosque and Hindu temple, and opportunities to engage in a wide range of clubs and activities, care for school chickens and rabbits, provide important opportunities which some pupils may not otherwise have.

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

- ... having worked with senior leaders to create exceptionally well-designed learning sequences, subject leaders continued to further refine task design based on new research.
- ... leaders routinely evaluated the impact of its extensive work in supporting other schools in Bolton and beyond.

3.1 Quality of provision and outcomes - What went well

- Children get off to a flying start in the attractive and stimulating Early Years Foundation Stage (EYFS), where their needs are carefully met and

independence developed. A wealth of attractive, well-organised resources, encourage children to explore, investigate and develop their language skills. For example, some Nursery children were planting seeds, whilst retelling the story with characters from 'Jasper and the Beanstalk', whilst others chose to count different numbers of beans into pots using pincers, as part of their learning about growing and life cycles.

- Early reading and a love of reading are at the heart of learning at Masefield. By the time pupils leave Key Stage 2, reading outcomes are exceptional. Recent adaptations to the writing approach, supported by strong phonics outcomes and a focus on fluency, oracy and grammar, ensure that writing skills are progressionally sequenced. The very successful 'Are You Really Reading?' strategy also supports writing outcomes, which are consistently above those seen nationally.
- Strong leadership of mathematics and clear sequenced progression of procedural documentation provide absolute clarity of expectation within the mastery approach. Daily fluency and additional arithmetic sessions reinforce basic skills and prior learning well. A clear lesson structure of 'I do, we do, you do' and 'digging deeper', using White Rose, supplemented highly effectively by LBQ and other resources, makes 'every minute count' at Masefield. Closely monitored ongoing assessment also ensures timely targeted support, with personalised feedback which enables all pupils to participate confidently. Consequently, mathematics outcomes by the end of Year 6 are well above the national average.
- A well-planned cycle of monitoring for all subjects is embedded successfully. Clear systems are in place for communication of findings to staff, senior leaders and governors. These ensure that next steps for all subjects and individuals are identified and addressed quickly.
- In the wider curriculum, subject leaders and teachers are well equipped and supported to plan and deliver the carefully crafted curriculum. Clear procedural documentation supports workload and wellbeing exceptionally well, whilst enabling teacher choice in task design.
- Learning is reinforced well through non-negotiable, lesson by lesson recall, knowledge organisers, end of unit assessments, Friday flashbacks, cold calling and 'knowledge days', which are held five times per year. Leaders and teachers are assiduous in making the well-planned links to prior learning explicit. For example, learning about local famous people develops pupils' understanding of the North West, and its place within the UK. Building on learning about Lord Leverhulme in Year 1, pupils in Year 3 study the impact of Samuel Crompton in Bolton during the Industrial Revolution. Comparing historic Bolton and its famous influencers, including Fred Dibnah and Sara Cox, with the city of Manchester in Year 4 is further built on in Year 5 through a residential visit to London. Large playground maps and timelines, along with purposeful visits and visitors, also clarify and reinforce learning.
- Extremely high expectations of personal conduct, care and kindness are modelled by all staff, which pupils mirror through the 'Masefield Way', a

school non-negotiable understood by everyone. Pupils are encouraged and coached to become confident, resilient learners who are 'loud and proud' of their achievements both personally and academically. 'Aspiration days', 'individuality days', weekly rewards and 'kindness' lanyards reinforce this well, and pupils' behaviour is exemplary. Learning is fun and pupils want to come to school, therefore attendance is above that seen nationally.

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

- ... there were increased first hand opportunities for pupils to celebrate diversity to prepare them for future life.
- ... refinements made to the school writing strategy enabled outcomes at both age-related expectation and greater depth to become more closely aligned to the exceptional standards in reading.

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

- Leadership and provision for disadvantaged pupils and pupils with additional needs are strong. Early identification and proactive support are of high priority. There is a clear 'inclusion pathway', and barriers to learning for both SEND and disadvantaged pupils are discussed regularly. Targeted action is rigorously implemented and closely monitored. This involves a range of additional support, including WellComm, NELI, and a speech and language therapist.
- As a 'Thrive' school of excellence, all pupils are assessed and supported to become resilient, confident learners, including through enrichment, structured breaktime activities and targeted PSHE lessons. Additional bespoke support through provision in 'The Nest' also enables two trained members of staff to support individual needs and address barriers to learning. An after-school café is in the process of being set up where disadvantaged, SEND and other groups of pupils budget, plan, prepare, and serve parents in the outdoor classroom café. Other additional opportunities include Forest School and participation for SEND pupils in a 'Panathlon' sporting event which develops problem solving and critical thinking and opportunities.
- Parents of SEND pupils are fully involved in their child's learning through working together on individual provision maps and attending bespoke workshops.
- Pupil premium funding is used well for additional staffing, supportive technology and to enable disadvantaged pupils to access enrichment opportunities, including peripatetic music lessons, art and drama. Attendance at additional clubs is high and is closely monitored to ensure that opportunities

disadvantaged pupils may not otherwise have are maximised. Consequently, the achievement of disadvantaged pupils is well above that of their national peers.

- Much work has been undertaken to provide suggested adaptations for SEND pupils in all subjects. These adaptations were evident in pupils' books and through very effective teaching assistant support using additional resources and supportive challenge. This enables most SEND pupils to access the same learning as their peers and ensures strong progress from their starting points.
- Outreach from Ladywood, a special school sharing the same site, provides expert support, especially for pupils with more specific additional needs. Pupils from Ladywood join lessons each week at Masefield and this is reciprocated, providing a further personal development dimension.

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

... None identified

5. Area of Excellence

Not submitted for this review

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.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to



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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>)