



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR DOVELANDS PRIMARY SCHOOL

Name of School:	Dovelands Primary School
Headteacher/Principal:	Jenny Slinger
Hub:	East Midlands South Hub
School phase:	Primary
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	26/01/2026
Overall Estimate at last QA Review:	The school opted not to have estimates
Date of last QA Review:	20/01/2025
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	11/01/2022

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 Effective

AND

Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs Leading

Area of excellence Not applicable

Previously accredited valid areas of excellence Not applicable

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

Doveland's Primary School, located near Leicester city centre, is larger than average and currently has 573 pupils on roll. The school offers a 24-place Nursery that is highly regarded and consistently oversubscribed.

Nearly half of pupils are of White British heritage, with the remainder representing diverse ethnic backgrounds. More than one-third speak English as an additional language, with over 50 different languages represented. The proportion of pupils in the disadvantaged group is increasing but remains below the national average. The school is highly inclusive as evidenced by the rising proportion of pupils with special educational needs and/or disabilities (SEND), approaching the national average. However, the number of pupils with an education, health and care plan remains below the national average.

The headteacher, who brings considerable experience to the role, was appointed in late 2023. She is ably supported by a talented senior leadership team and staff, many of whom have served the school community for an extended period.

The school holds UNICEF gold status as a 'Rights Respecting School.' Leaders have established a clear and ambitious vision, underpinned by core values that are consistently woven through all aspects of school life.

2.1 Leadership at all levels - What went well

- The dedicated headteacher and her experienced leadership team have improved standards, leading to a thriving and popular school. Through effective collaboration, they motivate staff to provide positive experiences for all pupils.
- Leaders demonstrate an outward-looking approach and actively collaborate with a local triad of schools. They also conduct visits to other schools to observe and develop best practices. For example, they visited a school to examine effective implementation of the Little Wandle phonics programme.
- Subject leaders make a positive difference. They have clear roles and responsibilities and have opportunities to lead their subjects well. Their subject progression maps ensure a consistent approach, outlining the key skills and essential knowledge and concepts that must be taught.
- Several middle leaders are relatively new to their roles; however, the strong integration of curriculum documentation enables them to develop their leadership skills without compromising pupils' learning. The curriculum progression documents clearly outline key strategies and terminology, ensuring consistent expectations for pupils throughout their academic

progression. As an example, the passionate and dedicated subject leads for geography and art have expressed appreciation for the substantial support provided, which has enabled them to perform their responsibilities well.

- Teachers note that Continuing Professional Development (CPD) helps them perform their roles effectively, supports staff development and reduces workload. Both teachers and teaching assistants value the weekly coaching program as a constructive way to improve their teaching.
- Assessment systems are comprehensively developed with clearly defined aspirational targets. Regular pupil progress meetings and rigorous analysis of data, make a significant contribution to the strong achievements demonstrated across all pupil groups. This success is evident in consistently strong outcomes in national tests, including among disadvantaged pupils.
- Reading is an exceptionally strong area of the school. The phonics lead has effectively trained all teachers and teaching assistants, ensuring that phonics teaching is delivered in a consistent and coherent manner. Phonics teaching begins in the Nursery, so children gain early exposure to letters and sounds. Parents are encouraged to come into school to experience this learning with their children so they can better support their children. The focus on reading throughout a pupil's journey at the school leads to strong outcomes in Year 6.
- Parental engagement is strong. Parents are invited to take part in a variety of helpful workshops. The school provides a wide selection of well-attended sessions that cover both academic matters and pupil wellbeing, helping parents stay informed about all aspects of their children's education. Parents indicate that school leaders demonstrate respect for their perspectives and ensure their voices are heard.
- Governors demonstrate a high level of understanding and offer constructive, balanced support and challenge. They hold senior leaders accountable for their actions and play an active role in school improvement efforts. Through regular engagement in various capacities, they recognise and value the dedication of all staff members.

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

... with a new assessment system now in place, staff effectively used data even further to evidence the journey of improvements over time.

3.1 Quality of provision and outcomes - What went well

- Dovelands Primary consistently delivers robust educational provision and maintains positive academic outcomes for all pupils, including those from disadvantaged backgrounds.
- Upon entering the school, visitors are welcomed by attractive displays of pupils' work. The well-organised and inviting learning environment extends

both indoors and outdoors. Shared areas showcase the school's values and promote a love of reading. In each classroom, consistent standards are upheld with working walls and displays featuring pupils' achievements. This positive setting contributes to pupils being eager and engaged in their learning.

- Leaders have diligently ensured that comprehensive curriculum documents are in place, clearly articulating the progression of skills, concept and knowledge from the EYFS through to Year 6 across all subjects.
- Teachers model secure subject knowledge. Consequently, learning is purposeful. Teachers are clear about what the intended learning outcomes should be and plan tasks to enable pupils to achieve well. This is particularly evident in focus areas such as mathematics. In Year 3, pupils used their mathematical fluency to solve complex mathematical problems.
- Visits to lessons revealed a remarkable degree of consistency in pupils' learning behaviour and in teachers' expertise. In Reception and Year 1, for example, teachers and teaching assistants showed strong fidelity to the Little Wandle scheme, moving at a brisk pace, and fully engaging the children.
- Teachers skilfully use a range of effective strategies like questioning and mini whiteboards to quickly check pupils' understanding and address misconceptions. For example, in Year 4 writing lessons, teachers clarified pupils' misconceptions about the usage of contracted forms, commas and apostrophes. As a result, pupils were able to improve their writing.
- Questioning is a major strength and was evident throughout every lesson. For example, in a Year 3 mathematics class, the teacher carefully examined the depth of pupils' understanding, allowing peers to contribute further to initial responses. The diverse array of well-crafted questions posed by all staff ensured sustained high levels of challenge for pupils of all abilities.
- The provision for phonics is prioritised well. The teaching of phonics is highly structured and sharply focused, resulting in positive outcomes and an enjoyable learning experience. Pupils' needs are identified carefully, and teachers demonstrate high fidelity to the agreed approach.
- A consistently high level of engagement is expected, and pupils routinely meet this standard. Positive attitudes toward learning are evident across all classrooms, which can be attributed in large part to teachers' ability to deliver lessons that are both enjoyable and stimulating.
- Pupils demonstrate an understanding of terminology such as 'retrieval' through accurate modelling by adults. Their capacity to apply prior learning is evident; for example, in a Year 5 mathematics lesson, pupils responded promptly and effectively to the Flashback Fours starter activity. Likewise, during a Year 4 geography lesson, pupils exhibited a clear understanding of task expectations, which contributed to their increased confidence.
- At Dovelands, pupil voice is integrated into activities across the week rather than treated as an add-on. In lessons, pupils are given meaningful choices and supported in developing independent learning skills through appropriate scaffolding and active staff engagement. This model fosters autonomy and

encourages deeper participation in learning. As noted by one pupil, "I feel that I belong when I come to school."

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

... consistently high-quality provision in the foundation subjects lead to excellent outcomes for all pupils.

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

- The inclusion lead oversees both inclusion and support for disadvantaged pupils, reflecting the school's commitment to vulnerable groups. As SENDCo, she partners proactively with the pastoral team to assist these pupils. The team also comprises the mental health and attendance lead, pastoral support lead, and emotional literacy support assistant. They collaborate closely and coordinate with external agencies to effectively meet the needs of vulnerable pupils.
- The school continues to welcome a growing number of disadvantaged pupils each year. These pupils achieve strong outcomes, reflecting both the dedication of staff and the effectiveness of a well-structured curriculum. The inclusion lead stated, "A rising tide lifts all boats." The inclusion team is deeply committed to maintaining high-quality support for disadvantaged pupils.
- Staff deliver Quality First Teaching, adapting lessons thoughtfully to meet pupils' needs. For instance, teachers use flexible groups, pre-teaching and targeted prompts. Moreover, teaching assistants offer valuable support to pupils who are struggling with their learning.
- Teachers actively promote the involvement of disadvantaged pupils in extra-curricular activities. To support equitable access, all activities are either free or significantly subsidised, reducing barriers for pupils. Additionally, some trips are subsidised to ensure wider pupil participation.
- SEND support plans facilitate pupil progress through the effective implementation of the graduated approach, employing the 'assess, plan, do, review' cycle. Support measures are systematically reviewed each term. Pupils with SEND benefit from individualised plans and collaboration with external services, contributing to improved attendance and reduced anxiety levels.
- Leaders have made considerable efforts to improve attendance rates and recognise that this work must continue, particularly for disadvantaged pupils. The school is achieving positive results through a personalised approach that prioritises meeting pupils' individual needs within its attendance strategies. For some pupils, there have been notable improvements in their attendance.

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

.... None identified.

5. Area of Excellence

The school chose not to apply for an Area of Excellence 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 partnership of schools and trusts 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 connect with other schools in your hub and across the national partnership 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>)