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**CHALLENGE PARTNERS: Quality Assurance Review Written Report**

<b>Name of School:</b>	<b>Eleanor Palmer Primary</b>
<b>School Address:</b>	Lupton St, Camden, London.
<b>Hub:</b>	Camden Primary Partnership

<b>Telephone Number:</b>	02074852155
<b>Email address:</b>	head@eleanorpalmer.camden.sch.uk

<b>Unique Reference Number:</b>	100027
<b>Local Authority:</b>	Camden
<b>Type of School:</b>	Primary
<b>School Category:</b>	Community
<b>Age range of pupils:</b>	3-11years
<b>Number on roll:</b>	236
<b>Head teacher/Principal:</b>	Kate Frood

<b>Date of last Ofsted inspection:</b>	18 <sup>th</sup> – 19 <sup>th</sup> October, 2011
<b>Grade at last Ofsted inspection:</b>	Outstanding

<b>Date of Quality Assurance Review:</b>	6 <sup>th</sup> – 8 <sup>th</sup> February, 2017
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## QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES<sup>1</sup>

<b>School Improvement Strategies:</b>	Outstanding
<b>Outcomes for Pupils:</b>	Outstanding
<b>Quality of Teaching, Learning and Assessment:</b>	Outstanding
<b>Area of Excellence:</b>	This is the school's fifth review No area chosen to be presented.
<b>Previously accredited Areas of Excellence:</b>	Mathematics (2014)

### Overall Review Evaluation

The Quality Assurance Review found indicators that Eleanor Palmer Community school appears to be firmly within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report.

1. Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

## **Information about the school**

- Eleanor Palmer is a one-form entry community primary school with a nursery, based in Camden, London. It serves a diverse socio-economic and ethnic community.
- The school is highly oversubscribed and maintains a high stability rate (the top 10% of the country). This aids continuity and sustainability. Those eligible for free school meals is slightly less than the national rate and has been decreasing steadily over the last 3 years.
- The school has its roots deeply embedded in serving the community. This effectively enriches the curriculum through the opportunity these strong links provide.
- Just over half of the pupils are from white British backgrounds with other children coming from over 30 different nationalities. The proportion of pupils with English not as their first language is above the national level at 28%.
- There is an even distribution of gender across the school and two classes have either 2/3<sup>rd</sup> boys or girls.
- Eleanor Palmer is a teaching school and continues to develop this role exceptionally well and expand its sphere of influence and professionalism not only across the borough but much further afield.
- The school became a Challenge Partner Hub School in September 2016, where it links well the sharing of expertise and the promotion of excellence for all. It has retained a breadth of curriculum enhancement through the Arts Mark Gold, Healthy Schools award, conservation understanding, being a Green Flag school and holds the UNICEF 'rights respecting school' level 2 award.
- The school maintains a link with a partner school in Sierra Leone where staff are shortly to make a visit.

## **School Improvement Strategies**

### **What Went Well**

- School improvement is a key priority for all staff and particularly school leaders. They engage in this process with rigour, enthusiasm and forensic determination to ensure they constantly maintain and improve upon all that they do. This ensures that their inclusive and holistic approach to pupils' development and academic achievement is the best that it can be. And in doing so, provides high levels of challenge and support for teacher professionalism.
- The key feature of its outstanding provision is based around the high levels of trust. (Bryk & Schneider 2002), say "trust is a prerequisite of learning and academic success". The headteacher and senior leaders have enabled this to be a reality for Eleanor Palmer school. Teachers model an enjoyment of learning, represented by children who have excellent attitudes to learning and a growing understanding of how they learn best.

- School leaders actively encourage whole community involvement in their plans and actions, ensuring community cohesion is a living active part of their vision and aims. These are clearly articulated through a visible and accessible development plan which is aspirational and achievable through the efforts and high level of commitment provided across the whole school.
- The development plan is monitored regularly to ensure all aspects are on track to succeed. The school welcomes and embraces challenge to all it does, to ensure it meets the different perspectives of a very functional and high achieving school. To this end, the leadership of a teaching school and a challenge partner hub school, ensures that teachers learn from, and contribute to, other schools, all of which raise professional expectations and accountability, whilst deepening an understanding in pedagogy and professional practice.
- These very high professional expectations are modelled to pupils through the development of a very safe, stimulating and 'growth mindset' learning environment where its 'okay' to make mistakes and to learn from them. This creates the trusting environment for pupils which aids high impact inclusive practice and pupils' development of self-esteem.

### **Even Better If...**

... teachers in each year group were notified of pupils' prior attainment and in particularly those attaining close to conversion to deeper or high expectations. This will help to maintain at least good levels of progress.

... the school collated a few case studies for SEN pupils to show the impact of interventions and the progress made from starting points

... preparation was made ready for 1<sup>st</sup> September 2017 to build some examples of the impact of professional development linked to school improvement priorities.

### **Pupil Outcomes**

- School leaders and all staff have their sights set high to ensure pupils, particularly pupil premium children, achieve the best that they can. They know their children very well and interpret data with incisive understanding.
- In 2015 the school exceeded national floor standards which were well above national expectations. This represents the standards established and maintained since the school received its 'outstanding' status in 2011.
- The inspection dashboard for 2016 identifies strengths in Key Stage 2 (KS2): disadvantaged pupils who reach average scale scores equal to or above the national score in reading and mathematics.
- Transition matrices indicate that the number of pupils at L2A achieving high reading outcomes was less than national outcomes and similarly so in mathematics.

- Pupils' attainment in Year 6, 2016 was well above the national averages in all subjects, for disadvantaged pupils and those with English not as their first language.
- The KS2 reading and writing, prior middle attaining pupils, achieved higher than national. Of that group, the proportion achieving greater depth was lower than the national figure.
- Outcomes for English grammar, punctuation and spelling (EGPS) tests show that both boys and girls score higher than national outcomes. Girls achieve much higher than boys in EGPS. The secretarial skills of all pupils is a focus for the school.
- From established starting points the school reaches standards at the end of KS1 that match national comparators.
- Key Stage 1(KS1) pupils attained at least the expected standard in all subjects for all EYFS development groups. The proportion of pupils that met the expected standard in phonics was above the national figure. The latter information represents an improving rate over the past 3 years.
- Provision maps for children with special educational needs and/or disabilities (SEND) 'My Plans' have been developed to enable pupils to aim high and reach their potential.

## **Quality of teaching, learning and assessment**

### **What Went Well**

- Staff 'live' the vision and values of the school. They project a love of learning and passion for all subjects which transfers to strong pupil engagement and learning behaviours. The very good relationships developed with and between pupils encourage them to achieve the best they can and all make at least good progress. This contributes to a very safe, stimulating and purposeful learning environment in all classrooms and school spaces.
- Staff make the learning personal, identifying individuals needs and 'next steps'. Effective planning linked to 'next steps' allows for flexibility given the pupils' rate of progress from day to day. Teachers make swift adjustments to planning and delivery, through a thorough range of assessments.
- High level questioning in lessons allows for accelerated learning and good pace, with lower attaining pupils engaged in high level learning.
- Staff build in timely sessions in lessons where all children can contribute and be involved in building new and technical vocabulary.
- Pupils behaviours for, and attitudes to learning are very mature allowing staff to deliver high quality teaching with good pace.
- Levels of pupil engagement and structure of lessons is appropriate for each class. Leaders trust teachers to deliver 'quality first learning' without the need to follow rigid templates. Staff take risks in their teaching, allowing for stretch and challenge in lessons and opportunities to develop the need and experience of

challenge to build resilience. They set high expectations in lessons in terms of behaviour, engagement and effort.

- Real life experiences and school trips reinforce the topic work approach and help to immerse pupils in their learning.
- Pupils in all years understand the use of green and yellow marking in books to represent an appropriate response.
- Where used, teaching assistants provide effective support and pre-teaching opportunities.
- Every inch of outside space is utilised to offer learning experiences for children and pupils. It is creatively designed and constructed and offers creativity across a range of social, personal and collaborative experiences; supporting the academic behaviours and attitudes to learning.
- The 'growth mindset' approach to pupil development is embedded in practice and is a natural and intuitive response to pupil uncertainty and raising expectations.
- A carefully monitored and structured intervention approach is used to support pupils with SEN or those requiring additional support. Their good progress is indicative of the fully inclusive approach the school provides to its local community.

#### **Even Better If ...**

... staff considered the use of further opportunities for assessment for learning and select the suitable moment for targeted questioning vs whole class response

... support staff continued to develop their skills, especially their questioning skills, in the promotion of independence of pupils they work with.

... staff considered the validity of a 'next step question' or 'challenge question' when marking, where this is deemed appropriate for either individuals or groups of pupils.

... the explicit display of key vocabulary associated with current concept development was used in classrooms and around the school, including EYFS play areas.

#### **What additional support would the school like from the Challenge Partners network, either locally or nationally?**

The headteacher is an active participant within the management of Challenge Partners. Her role as a Hub school leader ensures that the school can access all the supportive practices that CP offers as well as encouraging other schools to do the same.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**