

Written Report

CHALLENGE PARTNERS: Quality Assurance Review Written Report

Name of School:	Eleanor Palmer Primary School
School Address:	Lupton Street, London NW5 2JA
Hub School:	Belleville and Wandsworth

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

Date of last Ofsted inspection:	18 – 19 October 2011
Grade at last Ofsted inspection:	Outstanding

Date of Quality Assurance Review:	23 – 24 January 2014
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

School Improvement Strategies: Outstanding

Achievement is: Outstanding

Quality of Teaching: Outstanding

Area of Excellent Practice:

Mathematics Confirmed

Overall Review Evaluation

The Quality Assurance Review found indicators that Eleanor Palmer Primary appears to be firmly within the Outstanding grade as judged by Ofsted in the school's previous Ofsted report 18 – 19 October 2011.

Information about the school

- This school is an average-sized primary school.
- The proportion of pupils eligible for additional support through the pupil premium, funding for pupils in local authority care or eligible for free school meals, is similar to average.
- The majority of pupils come from White British backgrounds. The remainder come from a wide range of minority ethnic groups. Almost a third of pupils are learning English as an additional language.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is just above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

School Improvement Strategies

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- The school has an overwhelming ethos of a love for learning. This is evident throughout the school environment, where the school motto is clearly displayed and children talk about their learning experiences very positively. Displays in classrooms, corridors and spaces around the school are vibrant and stimulating. Staff have worked hard to provide pupils with a great place to work!
- It is clearly evident that the whole school community is committed and passionate about learning and that all stake holders have a voice in school improvement. The head teacher and senior leaders are passionate about the school and continually drive through improvements in teaching and learning. For example, the school achieved Teaching School Status in March 2013 and have since engaged in numerous training opportunities to further support and develop staff at all levels.
- Governors work very closely with the school. Their individual skill-set is matched to school priorities which allows for a flexible approach to school improvement and ensures that governors have a range of experiences as well. They are invited to training courses/development days to see how new ideas are having a direct impact on children's learning and progress. This ensures that there is another layer of rigour when evaluating the impact of actions and shows their commitment to the school.
- The SEF and school development plan are working documents which are reviewed continuously throughout the year. Senior Leaders commented on how this is shared regularly at governing body meetings where staff discuss progress made against the actions and feel that they are supported but also challenged by the governing body.
- There are clear stages of induction for new staff. All teaching staff are benefitting from working with each other as coaches within their classrooms. This enables teachers to reflect and discuss teaching and learning 'in the moment' which allows for a greater impact on children's progress within a lesson. This builds on the Challenge Partner Review from last year.
- Where there has been the need for a greater level of support for teaching staff, support plans have been written to ensure small steps are achievable but also measurable. These have had a positive impact with teachers moving their practice forward.
- Senior leaders are very open to sharing ideas and learning from each other as well as from colleagues outside the school – they welcome these opportunities and use them to ensure there is a good impact on pupils' progress within their own school. For example the JPD groups which all

staff are involved in are working on three key ideas which feed into the school development plan. Again this is enabling the outstanding practice to be shared with all staff and builds on the Challenge Partner Review from last year.

- Senior leaders are continually reviewing the impact of actions taken so far to improve pupil outcomes. In particular in writing, the current 2014 Year 6 data is looking very encouraging with a likely 97% Level 4 and above, 63% Level 5 and 6% level 6.
- Book Bingo ensures a fun, but good random sample of books for scrutiny. In assembly the balls are chosen from the machine and pupils take their books to the headteacher to celebrate their learning. In addition this is a good opportunity for marking to be regularly checked and monitored.

Pupil Achievement

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- Pupils in Year 1 attain very well in the phonics screening test.
- Attainment by the end of KS1 has been above average over time and has sometimes been significantly so.
- By the end of year 6, pupils reach high levels of attainment, particularly in mathematics which has been significantly above average for the past five years. Reading was also significantly above average in 2013.
- Value added in mathematics has been excellent over time and the school has appeared in the top three percent of schools nationally for the last three years. The value added for reading in 2013 was also significantly above average and sat at percentile 7.
- Almost all groups of pupils achieved above average value added scores.
- Almost all pupils made good rates of progress in reading and almost all pupils made outstanding progress in mathematics. Progress in mathematics is quite remarkable!
- No child underachieved in either reading or mathematics including those with special educational needs.
- Those in receipt of pupil premium funding also make similar rates of progress to their peers and over time the attainment gap between this group and those non-pupil premium counterparts is closing markedly in mathematics and reading.
- Current rates of progress remain rapid in reading and mathematics. Rates of progress in writing are significantly better than for the cohort of 2013. The school predicts that 97% of pupils will gain L4, 67% L5 and 6% L6 in writing which is a massive improvement on last year.

EBI...

- ...all teachers are confident to judge the amount of progress pupils make in writing and reflect this within the levels awarded.

Quality of teaching

All teachers were observed.

- Pupils make at least good progress in the vast majority of lessons which ensures they reach high standards of attainment and excel in many areas. This prepares them very well for the next stage of their education.
- A variety of activities and teaching strategies are used very successfully to motivate and engage pupils. These activities are well thought through and develop pupils' abilities to think for themselves, particularly the most able. This was particularly evident in a number of lessons, for example in Year 6 mathematics pupils tussled and persevered to solve a problem involving factors to discover the name of the rabbit and tortoise!
- Children in the Early Years Foundation Stage benefit from superb teaching. Children are very well engaged through their direct involvement in storyboards for example. Some children played in role as the wolf and three little pigs and thoroughly enjoyed their learning. Progress was outstanding.
- Technology is used well to enrich learning and promote progress. In a Year 3 topic lesson, 'I Pads' were used well to create Icelandic pictures. Pupils confidently used a programme which allowed them to 'layer' their results and effects.
- Teachers speak in lessons about making 'good mistakes'. All contributions to lessons are valued. These 'good mistakes' are capitalised upon to dispel misconceptions successfully.
- Pupils regularly use marking prompts to help improve their work, responding well to their teachers' comments and suggestions. This has had a remarkable impact, for example on improving the quality of writing across the school. Year 6 made bones from paper and card to test their density and strength. Year 2 investigated substances which preserved food stuffs and in Reception, children made boats out of different materials and tested whether the 'Gingerbread man' survived his journey across the water.
- Teaching assistants are well directed and promote improved rates of progress. In Year 2, the teaching assistant employed some good questioning techniques which engaged all pupils in her group.
- Resources are used well to support learning. Beads and number lines supported pupils well in Year 5 mathematics, Numicon in Reception and Nursery.
- The school ensures links are successfully made across subjects which enriches learning. For example, writing books in Year 6 show high quality writing about the onset of World War 2 and how pupils put themselves in the shoes of being evacuees. History was also linked with science well when pupils considered how food could be preserved on the 'Cutty Sark'.
- In all lessons pupils have excellent relationships with their teachers on a daily basis, including the relationship between the PE coach and the pupils which was also very positive and pupils responded to him enthusiastically.
- In guided reading, activities are varied, for example in Year 4 the most able readers reviewed a number of books by reading the first ten pages. Interesting stimuli for writing ensure that pupils respond excitedly to their writing tasks, for example In Year 1, the 'Toy Story' theme.

EBI...

- ...staff ensure that they monitor levels of engagement whilst pupils are listening to the teacher on the carpet. It's not about how long pupils are on the carpet but sensing when the activity should change.
- ...staff ensure that they monitor the progress of all pupils during lessons including those who are working independently or with teaching assistants.

Quality of Area of Excellent Practice

The area of excellent practice has been re-confirmed for mathematics. The school continues to excel in this area, particularly in its approach to problem solving and developing pupils' thinking skills which are at the core of its mathematical philosophy. The Challenge Partner review team felt that the school should propose a further area of excellent practice, in the Early Years Foundation Stage, at the time of its next review.

Partnerships

- The school joined the Challenge Partners hub after they received the Outstanding judgement from Ofsted in October 2011. Since then senior leaders have attended training to carry out peer reviews, some of which have been undertaken, and attended conferences. They feel that these have had an impact on their own professional learning which in turn has impacted on pupils outcomes.
- The school have excellent partnerships with local schools. They also have a strong partnership with a school in Sierra Leone as well as other engaging in local projects such as 'Teens and Toddlers'.
- The school achieved Teaching School status in March 2013 and since then the alliance has grown to 26 schools. This has allowed them to further engage with colleagues from other schools and the local authority and develop CPD for all staff. Inset and training courses offer a range of opportunities to support learning and allow colleagues to spend time in classrooms observing current practice.
- SLE's have been appointed within and from outside Eleanor Palmer. These are now about to have training and will be ready to be deployed this term.
- There is a very strong partnership with the Institute of Education, especially with the Schools Direct Programme. Inset happens every week for the trainees involving expertise from colleagues across the local Camden schools. This has provided opportunities for senior leaders to develop themselves by organising and delivering some of the courses.
- The school are involved with numerous projects to develop teaching and learning such as 'Inference Learning', 'Great Pedagogy' (National College), 'Maths Mastery' and the 'Joint Professional Development' JPD. In these they are taking the lead but also developing their own skill-sets.
- The school is always looking for new opportunities to create effective partnerships. Links with other Teaching Schools may offer opportunities for SLE's to shadow each other in the future to build experience of the role.

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.