

CHALLENGE PARTNERS: Quality Assurance Review Written Report

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

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| Telephone Number: | 020 7845 2155 |
| Email address: | head@eleanorpalmer.camden.sch.uk |

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| Unique Reference Number: | 10027 |
| 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 |

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| Date of last Ofsted inspection: | 18 th -19 th October 2011 |
| Grade at last Ofsted inspection: | Outstanding |

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| Date of Quality Assurance Review: | 2 rd – 4 th February 2015 |
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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:

Assessment Strategies Confirmed

Overall Review Evaluation

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

Information about the school

Eleanor Palmer is a one-form entry community primary school in the London Borough of Camden, serving a very socially and ethnically mixed community. The percentage of pupils eligible for additional support through the pupil premium at 23.2% is broadly in line with the national average, although well below average in the borough of Camden. Just over half of the pupils come from White British backgrounds, the remainder come from a wide range of minority ethnic groups. The proportion of pupils speaking English as a second language is above average (29.8%); 51.9 % of the pupils are boys. Demand for places is high, with over 8 applicants for every place in Reception. The school gained Teaching School status in March 2013. The percentage of children supported at school action plus is below average whilst at 10.5% the number at school action/with statements is high. In July 2014 the school became a level 2 UNICEF Rights Respecting School.

School Improvement Strategies

What went well:

- A key concept that underpins the culture of the school is a belief in creating 'Growth Mindsets'. This is based on the work of Carol Dweck, who advocates that the best way to teach is by inspiring a love of challenges, to be intrigued by mistakes and to love learning. The headteacher has very high expectations of both the staff and the pupils and the mantra, "Tell me and I will forget, show me and I will understand, involve me and I will remember" defines the way in which teachers are expected to teach and pupils expected to learn. As a result, both staff and pupils are encouraged to be reflective thinkers, to learn by their 'good mistakes' and to persevere in order to do the best they possibly can. Staff are given opportunities to grow and develop and benefit greatly from the coaching culture that exists in the school.
- Gaining knowledge and skills are fundamental and the school has high aspirations for all of the pupils, which they respond to, and is reflected in the excellent progress that the pupils make across the school. The support given to the less able pupils and those in receipt of pupil premium funding is very impressive and resources and interventions are tailored to ensure that every child sees themselves as a successful learner.
- Staff development has a central role to play in sustaining school improvement and the impact of being a Teaching School has had very positive benefits for the school, both in terms of the opportunities it has provided for its own staff, but as importantly, for other teachers and pupils

who have the opportunity to observe and learn from the excellent practice that takes place in the school.

Even better if.....

....leaders embedded strategies to ensure the achievement gap for disadvantaged pupils began to close during Key Stage 1.

....strategies were promoted to encourage children to participate more fully in home learning activities.

Pupil Achievement

- Attainment at the end of KS1 has been above average over time and last year was significantly above the national average.
- Attainment at the end of Year 6 is high and has been significantly so for the last 5 years. Maths has been consistently high for the last 5 years; reading and SPAG for the last two years.
- The school has done a very thorough analysis of achievement and has identified the key successes and areas of concern. Action has been taken to address these concerns. The impact of these is becoming visible as the year progresses.
- The school has a well-developed tracking system to monitor children's progress across the year and throughout their journey through the school. The tracking data is used to identify children, or groups, who may need support and target their teaching to meet this need.
- A particular challenging year group has improved its achievement and is making good progress but attainment is still lower than the school would like. The teacher from the previous academic year built up good relationships with the class and has taken them through to Year 6.
- The school has worked on moderation, particularly of writing. Moderation as a staff takes place termly and plans are in place to introduce cross borough moderation in the near future.
- The gap between disadvantaged pupils and their peers closes by the end of Year 6. However, the time it takes to see the closing of this gap is quite long.

Quality of teaching

What went well:

- There is a WOW factor the moment you enter the school; displays are vibrant, interesting and informative, showcasing a range of topics that the children have been engaged with. One of the Year 6 children told the team, "I really like this school because you know that when you walk through the door you are going to learn something new."

- The school promotes the ethos where every moment and situation presents an opportunity for learning and this expectation sets the tone for the school from the moment the pupils arrive, to the time they leave at the end of the day.
- The topic based approach immerses all of the children fully in their learning and lessons in all year groups are engaging, motivating and accessible for all. Medium term planning is very detailed but teachers modify these on a daily basis in response to the reactions of the children.
- A secure knowledge of pupils' prior learning, along with high expectations of all groups of pupils, ensures that progress is made daily and over time.
- A pupil told the team, "lessons are never over – you've always got more that you can learn". They are helped to know how to improve their skills and deepen their knowledge by the very detailed marking and constructive feedback they are given.
- Teachers have excellent subject knowledge and there are positive relationships across the school community which enable pupils to learn in a safe environment. Children genuinely want to learn and have very positive attitudes, embracing 'good mistakes' and developing their own growth mindset.
- Children are confident to talk about their learning, using subject specific vocabulary. They are also comfortable to ask questions of their teachers and peers about their work.
- Teaching assistants make a very valuable contribution in lessons, which enables all pupils to fully participate at their own level.
- Learning is fun for both the staff and pupils at Eleanor Palmer and risk taking alongside reflection is encouraged.

It would be even better if....

....support staff developed higher order questioning skills to consistently and appropriately challenge all learners.

Quality of Area of Excellent Practice

Assessment is a strength of the school and the team confirms this as an area of excellent practice.

The key to assessment at Eleanor Palmer Primary School is relationships; staff know the children well, and understand what they need to do in the next steps of their learning.

The dialogue, both written and verbal between staff and pupils, is used effectively to consolidate learning in maths and pupils engage in designing their own writing targets, scaffolded by teacher comments.

There are no fixed ability groupings in place, but rather children move fluidly throughout lessons, and by so doing they embrace the ethos of "Growth Mindset". Challenge is provided for all through careful questioning and reciprocal learning.

To enhance daily assessment, time is given to all class teachers for 1:1 reviews with pupils each term following a piece of independent written work. This valuable time is spent discussing progress over time and joint setting of writing targets for the following term. This personalised approach is having a positive impact on the teaching and learning of all pupils.

All groups are tracked and data analysed to ensure early identification of any child falling behind. As a result of this careful monitoring and holding staff accountable for pupil progress, early intervention is put in place as appropriate to enable all pupils to make at least expected progress.

The school has embraced the new curriculum's mastery level as this supports the ethos of teaching and learning in school; that learning is about depth and mastering skills- where the children are in their learning journey, where they need to go next and how best to get there.

Partnerships

The school has very good relationships with a range of multi-agencies who provide excellent support to the school and individual pupils. The school works hard to develop its relationships with all parents, who are very supportive of the school. The school engages in a range of partnerships that support professional development and subject knowledge and this has expanded since the school has gained teaching school status.

The school is seeking to start its own Challenge Partner Hub.

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.

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

None identified.