

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:	Camden

Telephone Number:	02078452155
Email address:	head@eleanorpalmer.camden.sch.uk

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 th - 19 th October 2011
Grade at last Ofsted inspection:	Outstanding

Date of Quality Assurance Review:	8 th – 10 th February 2016
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QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES¹

School Improvement Strategies: Outstanding

Outcomes for Pupils: Outstanding

Quality of Teaching, Learning and Assessment: Outstanding

Area of Excellent Practice: This is the school's fourth review. No area chosen to be presented.

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 18th -19th October 2011.

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 in Camden, North London. The school serves a diverse social and ethnic community.
- 20% of pupils are eligible for the Pupil Premium, which is broadly in line with the national average.
- Approximately half of the pupils are from White British backgrounds. Other pupils come from a range of minority ethnic backgrounds. The proportion of pupils using English as a second language is above the national average. 53.1% of pupils are boys.
- The percentage of pupils identified as being disabled or having special educational needs (SEN) is the national average and pupils with a statement or EHCP is well above national average.
- The school has an excellent reputation leading to a demand for places and there is very high stability compared to other inner city schools.
- Eleanor Palmer gained Teaching School status in 2013 and uses this to 'grow' teachers and support excellent Continuing Professional Development (CPD).
- The school is very inclusive in its approach and became a level 2 UNICEF Rights Respecting School in July 2014. The school has gained Arts Mark Gold, Healthy Schools, and is a Green Flag school.

School Improvement Strategies

What Went Well

- Eleanor Palmer has brave, skilled inspirational leaders with a commitment to inclusion and excellence for all. Their mantra is "Do the job and improve the job!" in everything you do.
- All stakeholders are consulted; pupils, parents and staff feed in to a well-established culture of honest and inclusive self-review, leading to continued school improvement.
- All staff are encouraged to be outward looking. They bring back information and ideas which they critically evaluate to see how it can be used in school and evaluate its effectiveness.
- Teaching and learning is at the heart of Eleanor Palmer with leaders spending significant time teaching in classrooms, leading by example and sharing best practice.
- There are high aspirations for all pupils. There is real focus on learning together. Staff are not afraid to show, share and learn from their mistakes.
- Leaders promote and exemplify a Growth Mindset culture. It is safe to make mistakes and learn from them to develop self-awareness and resilience for both pupils and staff.
- Leaders know the school and each pupil well, accurately identifying areas for improvement for individuals and groups of pupils to drive progress for all.

- Leaders strive to reduce in school gaps in attainment e.g. disadvantaged pupils. 'Hard' and 'soft' measures are used to monitor progress and learning all built on excellent knowledge of pupils. Leaders want to understand what the school experience is for each pupil as well as how well they do in formal learning.
- Currently there is a focus on mathematics, closing the gap early. The next initiative is about closing the reading gap. Eleanor Palmer develops reading to create readers and reading habits for life.
- Target setting is dynamic, involving the pupils in their targets and changing them sometimes on a daily basis.
- In class provision ensures all pupils have access to quality first teaching. There is a strong focus on learning together.
- School leaders invest quality training and development in all staff using Challenge Partners and the Teaching School to develop current staff and leaders for the future.
- Senior leaders are involved in collaborative triads with a particular learning focus from the School Development Plan identified key issues to promote learning for example to close the gap.

Even Better If...

...the school further developed the collaborative model of improving practice, bringing together the best of the recent initiatives of lesson study, working in triads and shared 'book looks.'

Outcomes for Pupils

- Senior leaders are clear about data to improve school improvement. The Headteacher says that "we are data informed and empowered not data driven."
- Early Years Foundation Stage (EYFS) outcomes for 2015 were above the national averages for all children.
- The phonics screening check was above national in 2015 (80%) after a dip in 2014.
- The target for passing the phonics screening check in 2016 is 80% with 67% for disadvantaged pupils (2 out of 3 pupils).
- Key Stage 1 attainment remains significantly above average for all subjects with high proportions of pupils attaining level 3. SEND and White British pupils achieve particularly well.
- Key Stage 2 APS attainment is significantly above national in mathematics, mathematics, reading and spelling, punctuation and grammar (SPAG). Reading attainment is significantly above national at level 5 and attainment at level 6 for SPAG, writing and mathematics is significantly above national.
- Progress in KS2 is strong and sustained with all pupils making at least expected progress with significant value added for mathematics and reading.
- Leaders have positively embraced assessment without levels involving a combination of standardised scores, teacher assessment judgements and assessment against curricular statements to provide a rounded view of pupils' attainment.

- The school rapidly responds to any issues arising from in-school data.

Quality of Teaching, Learning and Assessment

What Went Well:

- School leaders have a passion for developing and inspiring pupils from all backgrounds and abilities. The school provides a stimulating and exciting physical and social environment for learning. You can't help but notice the buzz when entering the school.
- Good relationships at all levels and well established routines encourage a positive attitude to learning. Pupils are confident to contribute to lessons within the secure 'it's okay to make mistakes', ethos in school.
- Teachers share good practice routinely through a 'lesson study approach' - triad teaching groups focusing on school improvement areas. This promotes a supportive ethos to improving teaching and learning.
- Prompt starts to learning allow pupils to engage in learning opportunities and make maximum use of learning time. Lessons build on previous learning and links are made clear, particularly in writing where pupils could talk about the context and purpose of their writing. Lessons are well planned and resourced. Teachers build on previous learning and formative assessment to ensure all groups of pupils are supported appropriately through use of adults, scaffolding and the right resources.
- Engagement of pupils is high due to exciting, creative topic links, real experiences and engaging tasks. Real contexts using experiences, role play and audience ensure clear purpose for writing and engagement in learning.
- Both open-ended, discrete and more challenging tasks are provided.
- Teaching addresses misconceptions and misconceptions are planned for in lessons.
- The use of mini plenaries throughout the lesson ensures teachers move the learning forward, maximising impact on learning throughout the lesson.
- Good subject knowledge enables targeted, effective questioning which challenges pupils to identify their own errors and solutions, developing mastery in some subjects.
- Opportunities for discussion and talk partner work using subject specific vocabulary contribute to engagement in learning.
- Enjoyment of reading and reading for pleasure is evident in the whole school daily reading time with a mixture of guided reading, whole class and independent reading.
- The use of clear success criteria, dialogic marking and timely feedback encourages pupils to be reflective learners, evidencing their own progress within pieces of work.
- An inclusive approach to teaching and learning enables pupils to access the environment independently, teachers work with a range of pupils in lesson including those with higher needs.
- 'All my own work' books are used termly as the basis for conferencing to discuss pupils' next steps to develop honest reflection on their progress and involvement and ownership of the next steps.

- Progress in books is clear from the beginning of the academic year. Pupils take pride in their work, which is consistently well presented.
- There is good evidence of extended cross-curricular writing and writing for a purpose within a clear context.
- The learning environment is stimulating and engaging. High quality displays evidence topic work across a range of curriculum areas.
- Homework club and 'stay and play' mornings provide opportunities for pupils and parents to learn together to further improve relationships with families and good learning habits for pupils

Even Better If:

...modelling and scaffolding was used as a springboard for learning without restricting the challenge for higher attainers.

...all adults responded to learning and had appropriate skills to move learning on, and engage pupils, at all times during the lesson.

...the learning objective was made clear for all pupils and adults within the context of the activity in order to ensure that progress towards the objective was accurately assessed.

Quality of Area of Excellent Practice

The school chose not to present one at this review.

Partnerships

How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?

School leaders have attended the Challenge Partner 'Closing the gap' conference. The school has been part of the pilot of Challenge Partner 'immersion days' where six schools opened up themselves for other schools to learn and share excellent practice. The Headteacher has developed influence within Challenge Partners resulting in raising the profile of the school and freely sharing ideas with the school and academic community. The school has worked with imagination and vigour to engage with all parents and build good links with the local community. There is a good range of professionals, agencies and external visitors who support and extend the school curriculum offer.

The Headteacher and the staff have a strong and influential presence in local and national networks, including Challenge Partners. The school, as a Teaching School, is influential in improving practice for new teachers and beyond.

How have you worked with, or supported, other schools in Challenge Partners?

Eleanor Palmer is very active in Challenge Partners and is developing into a local hub, hosting meetings, training, conferences, open days and inspirational speakers in school.

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?

The Headteacher plays a very active part in the management of Challenge Partners and will always obtain the correct support and resource for the school via challenge Partners and beyond.