



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ELEANOR PALMER PRIMARY SCHOOL

Name of School:	Eleanor Palmer Primary School
Head teacher/Principal:	Kate Flood
Hub:	Camden Primary Partnership
School type:	Community
MAT (if applicable):	N/A

Estimate at this QA Review:	Outstanding
Date of this Review:	15/01/18
Estimate at last QA Review	Outstanding
Date of last QA Review	06/02/18
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	18/10/11

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Not submitted for this review
Previously accredited valid Areas of Excellence	N/A
Overall Estimate	Outstanding

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 judgments.

1. Information about the school

- Eleanor Palmer is a one-form entry primary school with a nursery in the London Borough of Camden.
- The social and economic backgrounds of the pupils are very diverse. Entry into the early years foundation stage (EYFS) is broadly typical to that nationally.
- The proportion of disadvantaged pupils is in line with the national average.
- The school maintains a high stability rate compared to that found nationally.
- The proportion of pupils from minority ethnic groups and the proportion who speak English as an additional language are above those found nationally.
- The percentage of pupils who have either a statement of special educational needs or an education health and care plan, or an identified special need is above the national average.
- The school has the Artsmark Gold, Healthy Schools status, is a Green Flag school and a UNICEF Rights Respecting school.
- Eleanor Palmer is a teaching school and maintains many local and national links.

2.1 School Improvement Strategies - Follow up from previous review

- Leaders notified teachers of their pupils' prior attainment soon after the last review and ensured that these were taken into account in the tracking of progress and expectations of attainment.
- Case studies for pupils with special educational needs and/or disabilities (SEND) were made and the impact of interventions detailed.
- Leaders have written impact statements on school improvement priorities which have contributed to school self-evaluation. Leaders are currently discussing how to extend their use.

2.2 School Improvement Strategies - What went well

- Leaders work exceptionally well with each other and with staff at all levels in the school. They have created a highly positive ethos which permeates the school and provides an atmosphere conducive to learning. This ethos encourages mutual respect, self-reflection and learning from others.
- Leaders are very experienced and share a deep knowledge of their school. They are intelligent practitioners who are consistently self-evaluative: they are enthusiastic and adventurous and, as a team, carefully plan school developments and are empathetic to the needs of staff. They model these qualities to all staff, to pupils and in lessons.
- Leaders have maintained high pupil outcomes at all key stages through broad data analysis, comprehensive school self-evaluation and carefully planned actions.
- Leaders have created robust, detailed, varied, innovative and triangulated school self-evaluation strategies. School self-evaluation is inclusive, involving stakeholders and staff at all levels and responsibilities.
- Actions arising from self-evaluation are wide ranging and there is a myriad of evidence of effective impact. For example, decisions made about the teaching of reading comprehension and the deployment of additional staff in Year 1, in order to diminish the difference as early as possible in Key Stage 1, are already having an impact on progress and standards.
- Inspired by leaders, all staff are outward looking and they use their knowledge of good practice from other schools to 'magpie' ideas and shape them for their own school. Leaders successfully develop partnerships not just in their role as a teaching school but also in wider contexts, such as leading an oracy project and a 'teaching for mastery approach' project.

- Leaders are very successful in recruiting and retaining staff. The staffing structure has been adapted to retain experienced senior leaders; newer teachers are attracted to the school because of its excellent reputation and the inclusive ethos.
- Leaders have created a broad, balanced and engaging curriculum for both core and non-core subjects, with very well-planned and extensively resourced cross-curricular links to deepen learning across the curriculum.
- Leaders teach classes on a regular basis. This enables them to model best practice, coach and mentor consistently and have a positive impact on the quality of teaching, learning and assessment. Leaders create bespoke plans for the development of the skills of individual teachers.

2.3 School Improvement Strategies - Even better if...

- ...school documentation summarised plans and targets more clearly in order to improve writing progress and outcomes, including those for disadvantaged pupils, so that progress matched the outstanding progress in reading and mathematics.
- ...school leaders tracked all pupils currently below expected levels in writing, particularly disadvantaged pupils, and were clear about plans in place to accelerate progress, monitoring through termly updates.

3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- A good level of questioning, for example, to check understanding and accelerate learning, was seen in lessons throughout the review. This evidenced the work of the school to develop questioning further.
- School leaders planned a range of continuing professional development opportunities for support staff: the success of these was seen during the review when at least good support for learning was observed.
- Next-steps marking was considered by school staff. Throughout the review and across the age range, marking was appropriate and bespoke to the piece of work.
- During the review, written vocabulary was used as part of scaffolding for learning for individual pupils and displayed on interactive whiteboards with pupils asked to use it in their work or in their learning conversations.

3.2 Quality of Teaching, Learning and Assessment - What went well

- There are excellent learning relationships between pupils and between pupils and teachers and support staff.
- The high expectations and clear boundaries set by teachers create a very positive atmosphere for learning.
- High levels of engagement show that pupils enjoy tasks and topics. Pupils show a good level of persistence and determination to complete tasks.
- Pupils are partners in their own learning. For example, pupils often write a short note to their teacher in their exercise book saying how they felt they understood and enjoyed their work and the teacher replies as part of their marking.
- Pupils are encouraged to be adventurous and phrases such as 'good mistake' build pupils' confidence. 'Big school' meetings give all pupils in the school a voice.
- Learning environments, both in classrooms and communal learning areas, are creative, exciting and purposeful. They both engage pupils and provide guidance for learning.
- Marking, feedback and assessment for learning strategies are very good and consistent throughout the age range of the school. Marking and feedback in books is bespoke to each pupil, appropriate and effective.

- Very good questioning, feedback and praise move learning on appropriately. Mini plenaries enable pupils to hear good examples and 'magpie' ideas.
- Pupils are required to reason and think for themselves. Differentiation is appropriate, providing challenge during lessons taught through a 'mastery in mathematics' approach.
- There is a high emphasis on speaking and listening: pupils have many opportunities to talk to a partner. The school is part of an oracy project which is having an impact on the quality of speaking and listening.
- Teachers have very good subject knowledge and use mature, subject specific vocabulary and rich language when they teach pupils. They impart knowledge and facts with an enthusiasm which engages pupils.
- Pre-teaching of SEND and lower ability groups enables all pupils to participate successfully in lessons. Interventions are carefully targeted with pupils being withdrawn at appropriate moments and are led by support assistants with appropriate skill levels. Pupils with SEND are very well managed in the inclusive classroom setting.
- Pupils write for a purpose, at age related expectations, freely and at length. Teachers scaffold the writing process building in, as necessary, carefully planned small steps and guided practice.
- The integrated-day recently introduced in Year 1 offers stimulating and engaging tasks that pupils choose. Additional staff deployed in guided reading ensures that pupils make good progress in a calm and purposeful setting.
- Teachers introduce many opportunities for cross-curricular links with, for example, writing and well-chosen texts linked to the topic being studied.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

- ...all staff sustained high expectations of secretarial skills so that spelling, grammar, presentation and handwriting further improved and thus supported better outcomes in writing.
- ...the dialogue between teachers and non-teaching staff in lessons was further developed to ensure the progress of all pupils.

4. Outcomes for Pupils

- A comprehensive range of school self-evaluation strategies and innovative actions have enabled leaders to maintain consistently good and outstanding outcomes over at least the last three years.
- Termly data collection, analysis and actions arising are incisive and rigorous. Summative assessments are triangulated using teacher assessment, standardised tests and a pupil progress tracker.
- There is a wide range of attainment on entry with, usually, broadly typical starting points. At the end of the EYFS the percentage of children who achieved a good level of development in 2017 was well above that nationally. Summer-born children and disadvantaged children achieved at a lower percentage than others in the school.
- In Year 1, the percentage of pupils that reached the required standard in the phonics screening check was well above the national average, with a three-year increase in the percentage. Leaders have plausible reasons for why a small number of pupils did not pass the check in Year 2.
- In Key Stage 1, good progress was made from the end of the EYFS with the percentages of pupils who attained the expected level above that nationally in all subjects. At greater depth, the percentages were above the national average in reading and mathematics but below in writing. There were no significant differences between boys and girls. Disadvantaged pupils attained below those in school but above other pupils nationally.

- Progress from the end of Key Stage 1 to the end of Key Stage 2 was well above the national average in reading, above in mathematics and in-line in writing. Attainment has been consistently high over a significant number of years and was above the national average in 2017 in all subjects and in the combined score at the expected standard. Attainment was above the national average in reading and mathematics. Disadvantaged pupils attained less well than other pupils in the school but broadly in-line with other pupils nationally in reading and mathematics and just below in writing.
- Leaders regularly gather in-year data and meet class teachers to discuss the progress of their pupils in pupil-progress meetings which leads to a range of actions to address any concerns about progress. Current in-year data for all year groups shows that cohorts of pupils are on track to achieve the targets set for progress and attainment at the end of the academic year.

5. Area of Excellence

Not submitted for this review

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

The school is the Challenge Partners hub lead and a national teaching school. The school is, therefore, very well placed to access support once this has been considered by senior leaders.

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.