



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR ELEANOR PALMER PRIMARY SCHOOL

<b>Name of School:</b>	Eleanor Palmer Primary School
<b>Headteacher/Principal:</b>	Co-headship – Sally Hill and Natalie Stevenson
<b>Hub:</b>	Camden
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	N/A

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Not applicable
<b>Date of this Review:</b>	14/11/2022
<b>Overall Estimate at last QA Review</b>	Leading
<b>Date of last QA Review</b>	24/01/2022
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	18/10/2011



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#### Quality Assurance Review

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

**Leadership at all levels** Not applicable

**Quality of provision and outcomes** Not applicable

**AND**

**Quality of provision and  
outcomes for disadvantaged  
pupils and pupils with additional  
needs**

**Area of excellence** Not applicable

**Previously accredited valid areas  
of excellence** Not applicable

**Overall peer evaluation estimate** Not applicable

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.  
The QA Review uses a different framework to Ofsted and the review is  
developmental not judgmental.***

## **1. Context and character of the school**

Eleanor Palmer Primary school is a one-form entry school in the borough of Camden. Pupils come from a wide range of social backgrounds and ethnicities. The proportion of disadvantaged pupils is below the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is broadly average and those with an education, health and care plan is above. Stability is high with very few pupils joining or leaving at other than the usual times. Attendance is well above the national average.

The leadership structure operates a co-headship model. Both co-heads had previously been deputy headteachers at the school. There is also a deputy headteacher and an inclusion leader who make up the senior leadership team (SLT). The school's values encompass 'With your head, hand, heart and voice – love learning, achieve excellence, create and innovate, engage with your world, belong at Eleanor Palmer.'

### **2.1 Leadership at all levels - What went well**

- The culture of ambition ensures that everyone has high expectations of what all pupils can achieve. The co-headteachers said, 'It is in our DNA to develop people and create leaders.' Shared ownership and accountability are facilitated by a truly dedicated SLT that is restless for continuous improvement. Senior leaders lead by example with pride and zest. The teaching and learning policy was created collaboratively and, together with the recent positive behaviour policy, underpins the shared vision and positive ethos.
- Development planning provides a clear direction for the work of the school through a thorough analysis of strengths and areas for improvement. Governors are critical friends, and their challenge holds leaders to account.
- Staff know their pupils and families extremely well. This results in accurate pitch and bespoke support to match academic and emotional needs. Well-being is a high priority across the whole school and leaders have worked hard to develop a well-being curriculum. Building trust with parents, particularly those who may be hard to reach, results in a productive partnership. Leaders run workshops for parents which are well attended, for example in phonics.
- All subject leaders exude passion for their roles and make a proven contribution to whole school improvement. They said, "This is not just a hat to wear, it is a role to develop.' In mathematics, a balance of fluency, reasoning, and problem solving ensures that pupils benefit from a rich mathematics curriculum. This was reflected in their books. Many pupils expressed their love of mathematics. The strong leadership of physical education focuses beyond the subject to weave in important personal development.

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- The co-headteachers say that 'Reading is at the heart of everything we do.' The literary leader ensures that every class has designated story/novel time every day and volunteer adults support reading for pleasure. Author links are strong and authors, including Candy Gourlay and Zanib Mian, have visited to talk about their writing. Strong adult support lower down the school sees pupils achieving reading fluency as early as possible. The secure progress is demonstrated by the phonics outcomes that are significantly higher than the national average. The literacy leader has developed a useful writers' toolkit and a new handwriting scheme, Letter Join, has had a marked improvement.
- Staff meetings comprise two hourly sessions once a fortnight to enable time for deeper research. The mathematics leader has grown into the role by closely shadowing the previous mathematics leader, who is also the mathematics leader for Camden Learning. She leads continuing professional development (CPD) for staff, for example running a mathematics club for support staff. She uses weekly designated time to monitor the impact of the CPD on pupils' increasing mathematical confidence, enjoyment and progress.
- Leaders are outward facing and make the most of all the CPD opportunities organised by Camden Learning, such as subject leader network meetings. The deputy headteacher and SENDCo are participating in the NPQSL course. The school business manager trains other business managers in other schools.

## 2.2 Leadership at all levels - Even better if...

...leaders mapped the progression of pupils' leadership skills and qualities in order that pupils have a deeper understanding of, and can articulate, the value of these throughout their lives.

## 3.1 Quality of provision and outcomes - What went well

- Academic outcomes are significantly above national averages at all levels in all subjects. This is as a result of consistently strong teaching that is meticulously monitored. One reason that pupils achieve so highly is due to the TAs support through interventions. Gaps are quickly plugged and strategies such as pre-teach sessions prepare pupils well, particularly in understanding vocabulary used.
- The well-established routines in the Early Years Foundation Stage (EYFS) enable children to be ready to learn. Children demonstrated impressive mathematical knowledge during registration, using different methods to count how many children were present and absent. One Reception child said, 'Ten and ten is 20 and two more makes 22.' In the Nursery, children enjoyed learning about spiders and the teacher modelled ambitious vocabulary, such as 'harm.' Staff model frequent repetition of key vocabulary resulting in children using new words they have learned.

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- Caring relationships at all levels create a vibrant climate for learning. Pupils show eager attitudes towards their learning and are proud of their school. They said, 'Teachers really care about our well-being. They teach us how to solve unpleasant feelings.' Pupils' behaviours for learning include independence and resilience. Independence begins in the EYFS with continuous provision extending into Year 1. TAs scaffold appropriately to encourage independence.
- A growth mindset approach has been part of the school's culture for several years. Lesson Study facilitates a 'personal best' culture where 'good mistakes' are seen as something to learn from. Teachers used 'good mistakes' in mathematics and PE to move learning on.
- The school's learning environment is enhanced by glorious art work that is supported by a specialist art teacher. Strategies to embed learning are consistently displayed in all classroom environments, providing pupils with a range of strategies and displays to aid the flow of learning.
- Leadership opportunities manifest themselves through the pupils' buddy system where younger and older pupils 'buddy up.' Diversity champions help to incorporate diversity through history, geography and literacy links across the curriculum. Other pupil leadership responsibilities include roles of sports leaders, librarians and tour guides.
- The well-planned structure and sequencing of the curriculum is carefully considered and allows pupils to build relevant knowledge and skills for future learning and life. Low stakes quizzes, knowledge organisers and knowledge harvests embed core knowledge and invite hinterland knowledge.
- Teachers' subject knowledge is secure due to valuable CPD and sharing of best practice. Hence, pupils articulate subject specific vocabulary with confidence, making links with prior learning. Resources are well deployed and adapted to move learning on at the right time.
- Pupils were keen to share their history and geography work and explained how it linked with knowledge organisers. In Year 4, pupils showed how their work on the Romans diversified across other subjects, such as visiting a Roman villa, art and a Latin wordsearch. Pupils demonstrate good geographical knowledge because tasks are well matched to the sequence of learning. Older pupils were particularly knowledgeable about their learning journey.
- At least two trips a term extend pupils' experiences and cultural capital. Popular clubs are dodgeball, basketball, gymnastics, music, singing and song writing. Residential visits take place, such as a Year 6 visit to a farm owned by Michael Morpurgo's charity 'Farms for city children.' Leaders and staff make excellent use of the school's location in central London.
- Where the range of questioning and challenge are strong, pupils make secure progress because teachers pose questions which allow opportunities for pupils to take ownership of their learning and the development of key concepts and ideas.

### **3.2 Quality of provision and outcomes - Even better if...**

...leaders and staff developed a consistent question and answer pedagogy to deepen learning and ensure whole class active involvement.

...staff refreshed the oracy toolkit, expanding its use across the curriculum.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- The provision for disadvantaged pupils and those with SEND is well led. There is a shared accountability for the provision for pupils with SEND, involving all staff and parents. The SENDCo is a member of the Camden SEND hub which gives valuable opportunities to liaise and share ideas with other leaders. She is determined that disadvantaged pupils and those with SEND have access to the full curriculum offer, including trips to extend their cultural capital, such as to the ballet and residential visits.
- There are many opportunities for disadvantaged pupils and those with SEND to be involved in wider activities such as debating club. Leaders track pupils' attendance closely, so they know that take-up is high because pupils are motivated and interested. The 'one o' clock club' provides a safe haven for any pupil who finds playtimes difficult for any reasons.
- Staff are confident to adapt aspects of the curriculum to meet the needs of individuals. Summer school, catch-up funding and tutoring programme all accelerate progress. Well-being and positive behaviour plans underpin the provision.
- More able disadvantaged pupils are able to discuss the sequencing of their work across the curriculum. There are many examples of how the curriculum is adapted to meet precise needs. For example, TAs working with individuals and groups, and use personalised resources to reinforce understanding and enable good progress.
- The literacy intervention higher level teaching assistant (TA) works with pupils for phonics, early spelling, transcription skills in Key Stage 1 and comprehension skills in Key Stage 2. One TA has trained as an emotional literacy support assistant and her work with disadvantaged pupils in particular is paying dividends.
- Leaders have plans to develop a SEND pod, incorporating a sensory room to provide even more specialised provision for vulnerable pupils.

## **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

### **As 2.2 and 3.2**

...leaders mapped the progression of pupils' leadership skills and qualities in order that pupils have a deeper understanding of, and can articulate, the value of these throughout their lives.

...leaders and staff developed a consistent question and answer pedagogy to deepen learning and ensure whole class active involvement.

...staff refreshed the oracy toolkit, expanding its use across the curriculum.

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

Leaders have been given the contact details of Bengeworth First School to enable them to access information about continuous provision into Year 1.

### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.



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Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)