



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ELEANOR PALMER PRIMARY SCHOOL

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

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	14/01/2019
Estimate at last QA Review	OUTSTANDING
Date of last QA Review	15/02/2018
Grade at last Ofsted inspection:	OUTSTANDING
Date of last Ofsted inspection:	18/10/2011



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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	None submitted for this review.
Previously accredited valid Areas of Excellence	None
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 judgements.

1. Context and character of the school

- Eleanor Palmer Primary is a one form entry school in Camden, serving a diverse community.
- The school has been an accredited National Teaching school since March 2013.
- There are 236 pupils on roll, including a Nursery provision. This is smaller than the average sized primary school.
- Over the years, the school has seen a decline in the number of pupils eligible for pupil premium funding and this is now broadly in line with the national average.
- The proportion of pupils who speak English as an additional language (EAL) is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities (SEND) with an education health and care plan/statement is high compared to the national average.
- The school has several accreditations including, Artsmark Gold, Healthy School Status, Green Flag School and a UNICEF Rights Respecting School (Level 2).
- This school is oversubscribed.

2.1 School Improvement Strategies - Progress from previous EBIs

- Since the last review, leaders have implemented a clear set of non-negotiables with regard to writing expectations. Consequently, all pupils, including disadvantaged pupils are making good progress in writing.

2.2 School Improvement Strategies - What went well

- The headteacher, together with her leadership team, are relentless in their drive to provide the best learning opportunities for their pupils. Learning is deeply embedded within this strong learning community.
- Leaders have high expectations of all staff and inspire them to give their best for their pupils. They have developed a hardworking staff team. Leaders, and staff share a vision for excellence that is reflected in the rich and vibrant learning environment of the school.
- Pupils thrive because they are exceptionally well looked after in a nurturing and encouraging environment that puts their needs first. For example, 'Big School' meetings allow every pupil the opportunity to raise their ideas and to be listened to.
- 'Outside the box' thinking by senior leaders propels the culture of innovation in this school. Leaders constantly seek new ways to enhance teaching and learning. Staff are encouraged to use evidence-based research to improve their pedagogy, to excellent effect. Consequently, staff are highly skilled in ensuring that pupils

make strong gains in their learning. For example, at the start of the academic year, the school implemented a comparative judgement approach for writing. This is enabling teachers to become increasingly accurate in their assessment of writing.

- Leaders have an accurate understanding of the school's strengths and astutely identify key priorities to further develop. There is a continued focus on improving provision and practice.
- The curriculum provides a wide range of experiences that sustain and build successfully on pupils' positive attitudes to learning. Themes are chosen that grasp pupils' interest, so that they work enthusiastically across all subjects.
- The school is exceptionally well resourced. The addition of the 'science lab' and 'science playground', allows pupils to interactively investigate and hypothesise different scientific concepts. As a result, pupils make strong gains in their knowledge, skills and understanding of the wider curriculum.
- All pupils, including disadvantaged pupils, get the precise support they need to thrive at Eleanor Palmer Primary School. They experience a wide range of enrichment activities that support them socially and academically.
- Leaders are passionate about preparing pupils to become responsible citizens. To this end, the school has introduced reusable water bottles for pupils to use in order to reduce the impact of plastic on the environment.
- Support for pupils with SEND is extremely effective. This is because leaders' strategies ensure that pupils make strong progress in all subjects. Through regular training, leaders have ensured that teachers and teaching assistants work collaboratively to enable pupils to access the curriculum successfully. Leaders monitor and track pupils with SEND, reviewing their academic progress as well as progress in their social and emotional well-being.
- The school makes extensive use of a very wide range of professional partnerships, including through the teaching school. Collaborative work underpins excellent developments in teaching and learning.

2.3 School Improvement Strategies - Even better if...

...disadvantaged pupils with 'high learning potential' were identified earlier, in order to enable them to reach their full potential.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- A whole school approach to the use of secretarial skills has been implemented. As a result, high expectations of spelling, grammar, presentation and handwriting are evident in pupils' writing.

- Learning assistants have undertaken professional development, including lesson study. Consequently, they provide effective support to pupils.

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

- Classrooms at Eleanor Palmer are exciting places to learn. Teachers create an excellent climate for learning where pupils feel secure and will explore and experiment with ideas. Pupils trust their teachers to guide them. Through this very positive culture, pupils become self-assured and develop skills to enable them to become independent, resilient learners.
- Pupils' enthusiasm for learning is nurtured and developed. As a result, their engagement and behaviour are exceptionally strong. Typical of pupils' views, one Year 5 pupil stated, 'learning is always interactive, fun and never boring.'
- Teachers demonstrate secure subject knowledge, passion and enthusiasm. Lessons are skilfully structured to develop and deepen pupils' skills, knowledge and understanding. Consequently, pupils develop knowledge that is revisited, enabling them to memorise facts and apply their prior learning. For example, during a 'Big School' meeting pupils successfully recalled the facts they learnt in assembly about the 'prime meridian line.'
- Teachers focus on promoting pupils' language development across the curriculum. Consequently pupils, including disadvantaged pupils, broaden their vocabulary and select well-considered words and phrases when writing. Across the school, pupils are developing a sophisticated understanding of the effect and impact of writers' word choice.
- Teachers are using questioning to stimulate pupils' curiosity and deepen their understanding. For example, in a Year 2 science lesson, pupils' intellectual inquisitiveness was stimulated by questions about the effects of different substances on preserving pieces of apple.
- The Early Years Foundation stage (EYFS) curriculum has been designed to stimulate and nurture children's curiosity and thirst for discovering the world around them. Through skilfully structured activities, children become immersed in imaginative experiences that enable them to develop their language, social skills and understanding.
- A whole school consistent approach to writing is now firmly established. Pupils apply grammar accurately in their writing. The school's curriculum is providing a wide range of experiences to improve pupils' writing content. Pupils' writing books are well presented and show that they write for a range of purposes.
- In mathematics, pupils revisit number facts so that they become proficient at number recall. Teachers provide many opportunities for reasoning and problem-solving using a variety of methods and resources that ensure that pupils learn at a deep and meaningful level.

- Teachers adhere to a systematic programme to develop pupils' phonic knowledge. This provides pupils with an excellent foundation from which they build excellent reading skills.
- There is consistency in the application of the teaching and feedback policy. Much of the marking is an active process. Responsive feedback addresses misconceptions at the point of learning so that pupils' understanding is reinforced and the flow of learning continues.
- Teachers and teaching assistants provide a bright and stimulating environment both indoors and out. Pupils' work is celebrated around the school. Resources are of high quality and there is an extensive range of appealing books in the library.

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

...a better balance was established between structured and independent writing opportunities, resulting in more writers working at the greater depth standard.

...oracy work was further developed to enable more pupils to actively participate and share their idea, for example during 'talk partners' and "Big School' meetings.

4. Outcomes for Pupils

- There is a consistently strong trend of high academic achievement across the school. The majority of children enter Reception with development that is typical for their age. Some children enter Reception working above age related expectations. Children get off to a positive start in the Early Years and make strong progress from their starting points. Children consistently achieve a good level of development that is above the national average. Furthermore, the proportion of children exceeding the early learning goal in reading, writing and mathematics at the end of 2018 was also above the national measure.
- The proportions of pupils reaching the expected standard in the Year 1 phonics screening check are consistently above the national average. Pupils apply their phonics skills well and swiftly learn to read with fluency and understanding.
- In 2018, 93% of pupils achieved the expected standard in reading, writing and mathematics at the end of Key Stage 2. This was significantly higher than the national average.
- Outcomes in reading have been consistently above national expectations at both Key Stage 1 and Key Stage 2.
- In 2018, writing progress at Key Stage 2 was also above the national average, evidencing rapid improvement from the previous year. This was due to a whole school focus on improving pupils' use of spelling, grammar and punctuation.
- Teachers and additional adults support pupils with SEND to make good progress from their starting points. Adults provide pupils with the support and resources

they need to access learning confidently and safely in the classroom.

- Due to the highly-personalised teaching, support is closely matched to meet pupils needs. As a result, pupils, including those who have SEND and disadvantaged pupils, make good progress across subjects.
- The school's approach to diminishing differences between disadvantaged pupils and all pupils nationally are well considered. Leaders remain ambitious for these pupils and use a range of strategies to eradicate identified barriers to learning. Consequently, in 2018, disadvantaged pupils outperformed non-disadvantaged pupils at the end of Key Stage 2 in reading and mathematics.
- Lesson observations, work in pupils' books and discussions with pupils confirms that current pupils are making strong progress across a range of subjects.

5. Area of Excellence

None submitted for this review as leaders wanted to further reflect on this.

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

None identified at the review.

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.