



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ELAINE PRIMARY SCHOOL

Name of School:	Elaine Primary School
Headteacher/Principal:	Dean Brewer
Hub:	Inspire Partnership
School phase:	Primary
MAT (if applicable):	Inspire Partnership

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	23/02/2022
Overall Estimate at last QA Review	N/A
Date of last QA Review	24/05/2021
Grade at last Ofsted inspection:	N/A
Date of last Ofsted inspection:	N/A

1. Context and character of the school

Elaine Primary School is a two-form entry school. The school joined the Inspire Partnership in May 2018 after the Williamson Trust was disbanded. In the past the school had gone through periods of uncertainty and instability. However, all this changed with the appointment of the current headteacher and support from the Inspire Partnership, especially in building leadership capacity within the school. The last published results in 2019 were the school's best.

Pupils come from the local area, which has social deprivation, crime and generational unemployment. More than half the school roll is eligible for pupil premium funding, and around a third of pupils have special educational needs and/or disabilities (SEND).

The school prides itself on a rich global curriculum and its social, emotional and mental health (SEMH) provision provided by the Elaine Education Centre (EEC) for 29 pupils. The Developing Education through Nurture (DEN) provision for vulnerable pupils includes sensory and quiet rooms.

The large majority of pupils are of White British heritage. One tenth of pupils are Young Carers and mainly from disadvantaged families.

The school's values are: excellence; responsibility; collaboration; resilience; respect; friendship; integrity; love; honesty; and kindness.

2.1 Leadership at all levels - What went well

- Leaders at all levels understand the context of the school and share its vision and values. They speak passionately about the challenges that children face and how they help them to meet them.
- Leaders go to great lengths to deliver school and Trust priorities. There is a collaborative and can-do approach. For example, the consolidation of the Little Wandle reading scheme is linked to the school priorities. Different year groups work together to assess all the children.
- Leaders support new staff proactively through their monitoring. For example, they picked up on assessment for learning at the start of the year and led whole-school training to fill any gaps that staff had.
- Communication is particularly strong between leaders, ensuring that everybody knows what is going on and how objectives are being met. There are also close relationships with governors, who make regular visits to the school.
- Parents are less hard to reach because of honest relationships that exist within and beyond the school. Leaders are compassionate and understanding but make their expectations clear and do not compromise on their values.
- Subject leaders have good knowledge about how children are taught from early years all the way to Year 6. They are fully involved in making choices about the

intent of the curriculum in their areas and see this through in the way they support teachers to implement the planning.

- Leaders take care of the numbers at pupil progress meetings; teachers are asked to take care of the names. Leaders believe that if teachers ensure they know the needs of every single child in their class and meet them, the progress will take care of itself.
- Members of the Junior Leadership Team meet with the governors about their work and their aspirations for the school. They speak articulately about the role of the various teams that involve different aspects of the school's work. For example, the excellence team undertook surveys about what pupils enjoy reading and the diversity and equality team promotes the use of a diverse range of books within the school.
- The school promotes its values and character skills so that pupils learn how to develop perseverance and initiative, as well as understanding how to manage difficult situations and relate together well. This contributes to a purposeful and harmonious learning environment.
- Exclusions have reduced from 160 school days in 2015 to zero in 2019 as a result of the strategies the school has adopted to meet behavioural needs and include all children.
- When children were surveyed about their aspirations for the future, a significant minority planned to be permanently unemployed like their parents. Since lockdown, some barriers to aspirations have increased further. The school has worked with its partner Medway schools to plan a careers fair in the summer with representation across Medway from different groups to show that you can be a success, whatever your background or circumstances.
- There are strong links with Canterbury Christchurch University, with visits arranged for children, and students working at the school.
- Pupils share residentials with partner schools so that they get to know children who are different from them and learn to live and work together.

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

... leaders at all levels refined further the tracking of pupils with SEND across the school to show the progress they have made in all subjects.

3.1 Quality of provision and outcomes - What went well

- The child is very much at the centre of learning. At the start of the day, parents came in to hear their children read across the school. This gave a strong community feel to the school and promoted a love of reading.
- There are very strong relationships between staff and pupils. Pupils are confident to challenge and express their opinions.

- Pupils are taught to develop resilience in a culture of openness, so that when they face difficulties in their learning, they do not just give up. The school helps them to persevere and to develop a toolkit of strategies that will help them in their learning.
- Sentence stems are used consistently to promote pupils' oracy in every lesson. Pupils also are equipped to agree, build or challenge when involved in class discussion, which enables the learning to flow.
- Children are able to use subject-specific vocabulary across the school, including in early years, where they talked about squeezing and stretching play dough and in Year 4 when exploring longitude and latitude.
- In the early years, children are confident in their approaches to learning. They are well supported by all adults, who model rich language to them.
- The learning environment is very attractive and positive, with a stimulating very wide main corridor running through the school. This celebrates children's work and shows that they are valued.
- Teachers use retrieval and recall, and sentence stems, to help children explore and understand links to prior learning. For example, in Year 4 geography pupils were given four questions relating to learning from last week, last term and last year, which fitted in with their new learning on longitude and latitude.
- In Year 6, pupils were able to draw upon what they had learnt about stereotyping in Year 5 through studying *Ghost Boys* about a boy who had been shot. A pupil said, 'We're doing something more complex now and it's more emotional but we can handle it.'
- Often the learning is linked to the key text. For example, in Year 2 art pupils were studying Rob Rowland, a noted local artist, who specialised in steam trains. They could relate his work to the story of *Angus Rides the Goods Train*, which is about a boy who has an adventure on a steam train.
- Teachers use modelling effectively, for example in how to solve division problems, so that pupils can enjoy success. This is consistent across the school, including in the EEC.
- Teachers design tasks to enable every child to meet curricular goals, incorporating scaffolding as necessary.
- Teachers have high expectations of the presentation of work in books. The pupils determine who meets the rigorous criteria for a pen licence through the Junior Leadership Team. Pupils take a real pride in what they do.
- Adults are highly skilled at managing behaviour to create a calm learning environment where all children are engaged. They know what is needed to enable children to have positive learning outcomes.

3.2 Quality of provision and outcomes – Even better if ...

... subject leaders considered what challenge looked like in the foundation subjects for the more able pupils.

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

- Adults are able to engage and settle children because they know them so well. There are extremely close relationships with families, encouraging parents to become partners in their children's learning.
- Adults are consistent in expecting high standards of oracy from disadvantaged children and those with additional needs. For example, in Year 2 pupils were asked to say 'I noticed that ...' about the art of Rob Rowland.
- Teachers display the week's learning journey on flip chart paper so that pupils can refer back to what they have been studying in previous lessons. This promotes their independence.
- Teachers make use of 'Widget' pictures, which are illustrations with the label underneath to build children's vocabulary. For example, in early years, when children were writing about bees, the display had a series of pictures related to bees and parts of their bodies like legs and wings. Children could use the words to support them in their writing.
- Teachers are clear about the additional needs of the children in their classes. They ensure that these children receive the specific support they need. For example, in the early years, the teaching assistant engaged some disadvantaged children in talking about their construction activity.
- Adults ensure that those children who need it receive additional reading support, especially where this may not be happening at home.
- Children in the EEC make strong progress because the learning is broken up for them into steps, enabling them to describe what they know and understand. They were able to explain how to solve word problems.
- Adults are flexible towards provision in the EEC, adapting activities to meet the needs and dispositions of the pupils. For example, some pupils took part in a board game to develop their social skills, extend their resilience, and at the same time develop their mathematical understanding. This activity was selected as most appropriate following difficulties the previous day.
- The inclusion team work closely with staff to make sure that the needs of children are central. They are outward facing and network with other schools, sharing best practice. For example, they have trained schools in the Trust in the positive handling of children.

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

... see the EBI in 2.2, which can also be applied to disadvantaged pupils.

5. Area of Excellence

Not applicable.

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

The school is an active member of the local Hub, networking and collaborating with other schools in similar contexts. Leaders would like to work with other schools that have specialist SEMH provision.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

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 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.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.