



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ELAINE PRIMARY ACADEMY

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

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	02/03/2020
Overall Estimate at last QA Review	Good
Date of last QA Review	01/04/2019
Grade at last Ofsted inspection:	Requires improvement
Date of last Ofsted inspection:	05/04/2017



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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	Leading
Quality of Provision and Outcomes	Effective

AND

Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs

Area of Excellence	Social Emotional and Mental Health Provision Accredited
Previously accredited valid Areas of Excellence	Not applicable
Overall Peer Evaluation Estimate	Effective

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Elaine Primary is an average sized school, including an on-site nursery, with 362 pupils on roll. The headteacher joined the school in 2016; much has changed since his arrival. The senior leadership team comprises the headteacher, deputy headteacher and two assistant headteachers, all appointed within the last four years. Additionally, members of the wider leadership team include the inclusion manager and four phase leaders.

Most pupils are from a White British background, although there are a few from minority ethnic groups. The proportion of children who are disadvantaged is well above the national average. The percentage of pupils with special educational needs and/or disabilities (SEND) is above average. Four pupils are in looked-after care. Children enter school with abilities below what is typical for their age, particularly in communication and language.

The school prides itself on its rich curriculum and strengths of its social, emotional and mental health (SEMH) provision provided by its Elaine Education Centre (EEC) and the Developing Education through Nurture (DEN) provision. This resourced provision for 34 pupils with SEND, including a high proportion with SEMH needs, has grown significantly in recent time. The provision includes sensory and quiet rooms.

Leaders' vision is one of opportunities for all. The development of extended provision in the EEC helps to ensure pupils' integration, and sometimes re-integration, into mainstream provision for pupils who have barriers to learning because of their complex needs.

The school transferred to membership of the Inspire Partnership Trust as a fresh start academy in May 2018.

2.1 Leadership at all levels - What went well

- Children are happy at Elaine school. They feel trusted and valued and know that any issues that worry them will be listened to and dealt with by staff. As one child said: 'Everyone here really cares ...'
- The visionary, dynamic headteacher has created a cohesive leadership team that has produced a fully inclusive, rich learning environment. A 'can-do' culture pervades the school. Leaders have high expectations.
- As part of the wider leadership team, middle leaders contribute well to the school's improvement drive. They have a good understanding of the quality of education at Elaine and are gradually developing the strategic role they play in closing any gaps in learning. There is huge professional respect amongst

colleagues at Elaine Primary. Everyone shares the school's vision.

- Leaders have addressed areas highlighted at the previous review by increasing the wider leadership's capacity to improve the school's effectiveness. As a result, 2019 outcomes improved significantly compared to the previous year's and the percentage of pupils working at greater depth continues to rise. The school has also developed its capacity to support other schools by sharing its SEMH expertise, which is an area of excellence.
- Pupils share the school's vision and ethos, showing respect for staff and their peers. This fosters calm, productive classroom environments.
- Members of the pupils' junior leadership team are committed to improving the school through their many roles as ambassadors of well-being, behaviour, communities and charities, curriculum, sport and the development of character skills. They are leaders of excellence in their own right, promoting good learning and respectful relationships throughout the school. They are keen to ensure "... (adults') actions follow words..."
- The school's rich, inclusive 'global curriculum' reflects the school's high aspirations for its pupils. The curriculum contributes well to pupils' spiritual, moral, social and cultural development. Pupils are offered a plethora of opportunities to appreciate the diverse nature of their local, national and global community and the role they play in promoting British values, such as respect and tolerance for all. The EEC promotes this well by modelling the skills needed to engage with adults and the most vulnerable pupils.
- The school's evaluation document is accurate. Leaders have correctly identified key areas for improvement, including assessment strategies and the outcomes of boys and disadvantaged pupils, supported by appropriate action plans. Such plans, along with robust appraisal systems, ensure staff are accountable and generate a wide range of training to support staff appropriately.
- Teachers are actively engaged in promoting a strong culture of success through individual research initiatives such as 'developing oracy with SEND pupils', 'parental engagement', and 'boys' reading'.
- Leaders have worked hard to promote strong home-school partnerships, which has paid dividends in gaining the trust and support of parents and carers. Parents appreciate the effort staff go to involve them in their children's learning. The provision of initiatives, such as the 'Reading Buddy' scheme, learning workshops and regular coffee mornings, foster parental support and engagement. As one parent said: "The school has been on a very long journey; it's unrecognisable now..."
- The focus on reading has already gone a long way to improve language and literacy skills throughout the school, whilst also promoting pleasure in reading.
- Governors are knowledgeable about the school's needs. They support leaders well and ensure everyone is accountable. They benefit from regular updates from senior leaders. As a result, they can articulate confidently the school's strengths and areas for further development.

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

...middle leadership was further strengthened to ensure that all subject leaders have the opportunity to develop their strategic effectiveness.

...assessment strategies were fully embedded throughout the school to further inform future learning.

3.1 Quality of provision and outcomes - What went well

- The school's curriculum, abundant in learning opportunities, enhances pupils' personal development and helps accelerate outcomes. All have access to this well-sequenced curriculum, which exposes pupils to a wide range of themes and topics relevant to their interests, experiences, current events, historical contexts and stages of developments.
- Real world curriculum experiences, such as planting a 'Bee Garden' as part of a sustainable development topic, enhance learning. This approach builds confidence and enjoyment in learning, whilst also developing key competencies and character skills focused on attributes such as integrity and growth mind-set.
- Many pupils benefit from the school's specialist provision. Well-matched interventions, nurture and high levels of support help pupils in the EEC and DEN to integrate into the school's mainstream provision whilst also enjoying the benefits of an individualised curriculum.
- The wealth of extra-curricular activities provided through the extended curriculum enhances pupils' time at school and promotes positive attitudes to learning.
- High levels of engagement and pupils' emerging independence make a significant contribution to strong learning across the school. Pupils' books exemplify the focus on key competencies in developing basic numeracy and literacy skills and the pride with which pupils carry out their work.
- Reading is promoted well throughout the school's curriculum with key texts at the start and is often at the heart of curriculum learning journey topics.
- Where pupils' needs are at the heart of teachers' planning, this ensures strong gains in building understanding of increasingly difficult concepts; this was evident in Year 6 mathematics, where pupils were keen to explain how to solve tricky algebraic problems.
- Teachers have good subject knowledge and are well supported by leaders in developing their pedagogical skills, particularly for those new to the profession.
- As a result of the key focus on early reading and writing, 80% children in the early years foundation stage achieved a good level of development in 2019 and 89% pupils passed the Year 1 phonics screening check, which was above the national average.
- Outcomes in reading, writing and mathematics at Key Stage 1 and Key Stage 2 have continued to rise as a result of strengthened teaching and curriculum developments. Key Stage 2 combined attainment at 'expected' was above the

national average in 2019 and a significant improvement on the result in 2018.

- The percentage of pupils with SEND making effective progress in 2019 was in line with the school's targets. This achievement is a result of the school's focus on key skills in reading, writing and mathematics and very well-tailored learning activities and interventions.
- Learning explorations, book scrutiny and pupil discussions demonstrate that current Year 6 pupils have a good grasp of subject content knowledge and how to apply it. Across the school, pupils are thriving due to their overwhelmingly positive attitudes to learning, strong teaching, a creative curriculum and high expectations of what can be achieved.
- Attendance continues to improve towards the school's 96% target.

3.2 Quality of Provision and Outcomes - Even better if...

... assessment strategies, particularly feedback, were embedded across the school so that all pupils know and understand what steps to take to accelerate their learning.

... boys made the same rate of progress in reading and writing as girls throughout the school.

... reading, writing and mathematics outcomes improved still further so that a larger proportion of pupils achieved greater depth/ high standard.

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

- Leaders have a strong understanding of pupils' historic and current progress and a clear strategy for driving improvement in outcomes for disadvantaged pupils.
- In 2019, the percentage of disadvantaged Key Stage 1 pupils achieving expected outcomes in reading, writing and mathematics rose compared to the previous year, ensuring almost no gap when compared to their peers. Leaders are aware of the need to continue their efforts to diminish the 2019 gap for Key Stage 2 disadvantaged pupils compared to their non-disadvantaged peers.
- 2019 data shows that pupils with SEND made effective progress from their low starting points. Leaders' focus on the development of SEMH and study skills supports learning well.
- Work in books and learning explorations throughout the school, including in the specialist provision, show strengthening progress in the work for some disadvantaged pupils in Key Stage 2, particularly in mathematics.
- Leaders have placed the achievement of disadvantaged pupils at the top of the school's improvement agenda. All staff share leaders' commitment to driving this

improvement through the cycle of high quality teaching, monitoring and key interventions. Robust pupil progress meetings ensure that all are accountable.

- The quality of provision for pupils with additional needs is very effective due to leaders' swift identification of need and actions taken. This contributes very well to disadvantaged pupils' engagement in learning and has already paid dividends at Key Stage 1.
- Staff know pupils well and ensure that activities are planned sequentially to meet their unique needs. All are 100% committed to do their very best for these pupils, many of whom are very vulnerable. As a result, attitudes to learning are very positive and the number of fixed-term exclusions has diminished to zero.

4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

...leaders continued to ensure that all disadvantaged and vulnerable pupils, particularly in Key Stage 2, took full advantage of the wealth of experiences made available to them, including the specialist SEMH support, so they can achieve outcomes in line with their peers.

...disadvantaged pupils achieved as well as non-disadvantaged pupils in all subjects at Key Stage 2.

5. Area of Excellence

Social Emotional and Mental Health Provision

Accredited

5.1 Why has this area been identified as a strength?

In 2016, there were 85 fixed-term exclusions. As a result of dedicated specialist provision targeted at pupils with significant SEMH needs, this number is currently zero. In October 2018, the school implemented its specialist education centre, EEC, and DEN, providing SEMH-training specialist teaching and support, as well as a wide range of resources including sensory, nurture and quiet rooms.

The EEC and DEN provision is led by suitably well-qualified and experienced staff who have worked in collaboration with other schools with specialist provision, including Inspire Partnership Trust schools in designing the SEMH programme. This programme was designed for pupils with SEND who have an educational health care plan

associated with SEMH issues. Many of the pupils are also disadvantaged. The programme was formulated to ensure pupils receive specialist support with their learning, explore new creative approaches to their education and learn to deal with their social and emotional issues in order to integrate them into their school's mainstream provision.

The school has ensured that the SEMH programme is research-based and is supported by quality-first teaching throughout the school. SEMH staff have benefitted from a wide range of specialist training including: emotional literacy support assistant; mental health first-aid; autism spectrum disorder; and draw-to-talk child-centred therapy focussed on healing underlying emotional pain. There has been professional development and training for all staff in how to support SEMH pupils as they integrate into mainstream classes. Leaders have monitored the impact of the programme on pupils' progress and attainment alongside their attendance, attitudes to learning and reduction in exclusions. Appropriate re-integration action has been taken as appropriate.

School leaders continue to provide support and advice to other schools and professionals. EEC staff keep up-to-date with developments in this area in order to expand their own knowledge and understanding with a view to providing opportunities for CPD to staff in other schools. Leaders are currently designing a programme of outreach to support schools in developing tailored nurture provision.

What evidence is there of the impact on pupils' outcomes?

Exclusions have fallen significantly to zero for pupils, particularly SEND pupils, who have received support in the EEC and/or DEN. Most of these pupils are now able to access the school's inclusive curriculum and many have integrated into the mainstream provision. In 2019, outcomes for pupils with SEND, some of whom have very low starting points and significant mental health issues, improved at a faster rate than before. Pupils feel positive about their learning experiences and are able to engage in activities at their own levels.

5.3 What is the name, job title and email address of the staff lead in this area?

Name: Natalie Cook

Title: Elaine Education Centre Phase Leader

Email: cookn@elaine.medway.sch.uk

6. What additional support would the school like from the Challenge



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Partners network, either locally or nationally?

None has been identified at this stage.

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.