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 virtual Leadership Quality Assurance Review:	The school has elected not to have estimates this year.
Date of this Review:	24/05/2021
Overall Estimate at last QA Review	Effective
Date of last QA Review	02/03/2020
Grade at last Ofsted inspection:	Not applicable
Date of last Ofsted inspection:	Not applicable

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
School Improvement Strategies	Not applicable
Approach to recovery and remote learning	Not applicable
Area of Excellence	Not applicable
Previously accredited valid Areas of Excellence	Social Emotional and Mental Health Provision
Overall Peer Evaluation Estimate	Not applicable

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.

The peer evaluation estimate included on this report has been collectively agreed between the lead reviewer, review team and host school. The estimate is based on the evidence seen as part of the virtual Leadership Quality Assurance Review.

Whilst every effort has been made to triangulate the evidence presented during the review, it is important to note that the nature of working remotely means that the estimate given only encompasses that which is able to be explored virtually.

1. Context and character of the school

Elaine Primary School is a two-form entry primary school in Strood, close to the River Medway in north Kent. It is one of nine primary schools in the Inspire Partnership Trust that it joined in 2018.

The school offers an on-site nursery provision as well as specialist unit, The Elaine Education Centre (EEC), which supports up to 36 pupils with Social, Emotional & Mental Health (SEMH) needs. Whilst not all year groups are full, the school has been working closely with the community to make Elaine Primary the school of choice for families in Strood.

The majority of pupils are from a White British background, although there are a small number who are from minority ethnic groups. The proportion of pupils who are disadvantaged is well above the national average. The percentage of pupils with special educational needs and/or disabilities (SEND) is above average.

2.1 Leadership at all Levels - What went well

- Since the previous review, phase and curriculum middle leaders have been engaged in a range of both internal and external continuing professional development (CPD) programmes to develop their strategic effectiveness. Working with colleagues from school across the Trust in subject groups has supported them in the development of their progression maps. Internally, middle leaders meet with senior colleagues to discuss and be challenged as to how they are addressing targets from the school wide plans for improvement. The focus of all of these meeting is on a 'challenge / solutions' approach.
- All staff stress the importance of collaboration both within school and across the Trust. For example, the sharing of best practice and the use of a common language around the school's values supports a shared approach between teachers in the EEC and in mainstream classes. This led to the development of a school wide Social, Emotional and Mental Health (SEMH) curriculum. This involved collaborations between teachers, school leaders and the leaders for pupils with SEND. Another example is where staff in the Early Years Hub developed 'Everyday Excellence', a handbook of best practice in the Early Years Foundation Stage (EYFS) that has been shared with all stakeholders.
- The overall impact of this collaboration can be seen in the learning outcomes for pupils. These have improved from a historically low base to now being recognised as one of the most improved primary schools in south-east England. As one pupil

said, 'teachers make learning interactive'.
- Subject leaders ensure that as part of their curriculum plans, they identify the key knowledge, skills, understanding and vocabulary that pupils are routinely assessed against. Pupils are tested at the start of each unit and at the end to determine the progress they have made as well as to identify what aspects of the subject that will need to be reinforced in the next topic.
- As part of the Global Curriculum, phase leaders work alongside their teams to select core cross-curricular texts to capture, in particular, the imagination of boys and disadvantaged pupils. These provide for real-life experiences that result in improved engagement and a positive impact on pupil's outcomes. For example, pupils in Year 5 read the text 'Too Much Trouble' and in addition an ex-gang member was invited to talk to the children virtually. This had a beneficial impact on the engagement of all pupils, including boys, and which led to higher quality written work being produced.
- The outcome of community projects enables pupils to apply, reflect upon and celebrate their learning across the curriculum each term. Pupils respond positively to such topics. This increases their desire to retain, recall and above all, remember what they have learned and understood from past topics. For example, pupils in Year 4, explored the text 'Azzi in Between' and learned about refugees and evacuees. They were able to compare and contrast this text to the experiences of evacuees during World War 2. They followed this through the community project of collecting donations for families in need through the 'Shoe Box Appeal'.

2.2 Leadership at all Levels - Even better if…

……leaders at all levels continued to review and enhance the curriculum to enrich the school community's exposure to equality & diversity.
……all leaders further developed the understanding and knowledge around key topics, allowing all stakeholders to engage in dialogue whilst representing the values of respect and tolerance.

3.1 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs- What went well

- Assessment practices have been enhanced since the previous review. Teachers routinely assess each pupil's knowledge, skills and understanding at the start and end of topics to support them in identifying the next steps in their learning. The use of 'Google Classroom' during home learning was particularly effective in providing individual feedback and support. Parents were also able to contact

teachers if any aspects needed further clarification so that they were better able to support their child's learning.
- The integration of real-world themes as part of topic planning along, with the astute use of texts which engage the interests of boys, is having a positive impact on their reading and written work.
- Through a curriculum that provides them with numerous real-life world issues, leaders believe that this enables pupils to develop their personal curriculum capital. The consistent application of the 'limitless minds' initiative reinforces for pupils the importance of always wanting to strive to the next challenge so that they are able to have the necessary skills, knowledge and attitudes to be citizens of the 21st century.
- The development of pupils' reading skills and the constant reinforcement of subject specific vocabulary are having a positive impact on pupils' ability to present themselves, orally and in writing. The 'daily supported reader' initiative, where all pupils across the school spend 30 minutes quiet reading time, supports pupils' love of reading. Staff report that pupils of all ages, including both boys and disadvantaged pupils, now make increased use of the school library. In addition, some of the Year 6 boys are now mentors to younger readers which has a positive impact on their confidence and self-esteem. The school also works with past pupils who are at the local secondary school to also act as mentors to Year 6 pupils in order to support their transition.
- Members of the school's inclusion team have worked alongside all teachers and assistants, so ensuring a sustainable model of school improvement. They have supported staff to improve planning so that it better meets the needs of pupils with SEND. Teachers confidently use interventions such as 'draw to talk', 'Lego therapy' and 'mental health first aid' to support individual pupils. This has led to an improvement in progress in English and mathematics and in a number of instances, has had a positive impact on pupils' behaviour and engagement in lessons.
- Both leaders and teachers have had opportunities to work across the Trust, sharing expertise and helping to build capacity in partner schools. Teachers have enhanced their subject knowledge through CPD and liaison with expert teachers. This means that pupils are developing the core knowledge and skills across of all subjects. This is evidenced in the clear learning sequences that they plan. This has been particularly evident in art & design, where pupils are able to follow learning sequences involving observational drawings and developing mood boards. They base this work on artists of interest, practising and applying new skills, and creating individual and whole-class pieces of work which go on display around the school.

3.2 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs - Even better if…

- … all stakeholders worked collaboratively to continue to build upon the positive community and parental engagement to further support learning as well as pupils' social and emotional needs
- … the inclusion team provided whole school training to ensure that all staff were aware of the SALT strategies required to ensure the further embedding of oracy and vocabulary improvements.
- … all staff were up-skilled to support them to deliver class-based nurture and pastoral activities on a daily basis to overcome both perceived and actual barriers to learning.
- … staff prioritised and enhanced the enrichment opportunities, post lockdown, for pupils within the school's SEMH provision.

4.1 Approach to recovery and remote learning - What went well

- The development of the leadership capacity of all stakeholders in the school, from senior leaders to the junior leadership team (JLT), is credited with the way in which parents and pupils responded positively to both the academic and personal support that the school provided during the recent periods of home learning.
- Teachers provided pupils with regular feedback to any work submitted either written or on-line. In the EYFS, teachers uploaded lessons and activities using Tapestry as well as providing hard copies of any resources to those families who preferred to learn this way. Between the first and second lockdowns, the school reported a considerable increase in the number of parents who were uploading both examples of their child's learning to Tapestry as well as videos of them engaged in a range of school-set tasks.
- Across Key Stages 1 and 2, teachers recorded lessons that pupils could access at a time of their, and their family's choosing. Google Classroom was used to provide one-to-one support. Teachers structured remote lessons in the same format as in-class lessons, including the use of learning intentions, which had a positive impact on ensuring the smooth transition for all pupils back into full-time, in-class lessons.
- Leaders tracked pupils' engagement with on-line learning and used follow-up phone calls, in-person visits and Zoom consultations to provide academic and pastoral support to all families, especially those they had identified as vulnerable.

4.2 Approach to recovery and remote learning - Even better if…

No EBIs were identified.

5. Area of Excellence

The school did not propose an area of excellence for this review.

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

School leaders would like to reflect upon this in the light of receiving the report.

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.

Schools can also 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.