



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR  
ELAINE PRIMARY SCHOOL

<b>Name of School:</b>	Elaine Primary School
<b>Head of School:</b>	Dean Brewer
<b>Hub:</b>	Inspire Partnership
<b>School type:</b>	Primary Academy
<b>MAT:</b>	Inspire Partnership Trust

<b>Estimate at this QA Review:</b>	GOOD
<b>Date of this Review:</b>	01/04/2019
<b>Grade at last Ofsted inspection:</b>	This is a Fresh Start Academy
<b>Date of last Ofsted inspection:</b>	N/a

## Quality Assurance Review

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

<b>School Improvement Strategies</b>	GOOD
<b>Outcomes for Pupils</b>	REQUIRE IMPROVEMENT
<b>Quality of Teaching, Learning and Assessment</b>	GOOD
<b>Overall Estimate</b>	GOOD

*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

This is a two-form entry primary school. It has a resourced unit provision for about twenty pupils with special educational needs and/or disabilities (SEND) relating to social, emotional and mental health needs. The vast majority of pupils are of White British ethnicity. The proportion of pupils who are disadvantaged is well above the national average. The proportion of pupils who have SEND is above average. In addition to the resourced unit, the school operates a nurture class for vulnerable pupils who face particular challenges in their learning. In the Early Years Foundation Stage (EYFS) there is a small Nursery class as well as the two Reception classes.

About two-thirds of teaching staff joined the school in the last two years or are recently qualified. A significant proportion of teachers and leaders are experienced staff employed or seconded from within the Trust. The executive head of primary for the Trust is partly based in the school.

The school transferred to membership of the Inspire Partnership Trust as a fresh start academy in May 2018. Its fresh start status means it has no current Ofsted report and no historical data.

### 2.1 School Improvement Strategies - What went well

- The school improvement plan is appropriately titled - the 'transformation plan'. It is achieving major change rapidly. A way of leading, teaching and learning that has a proven track record of success in other Inspire Partnership schools has transferred very effectively to this school.
- A great deal of change was needed to bring Elaine Primary to this point of development. The improvement plan set out ambitious actions on multiple fronts. This wide range of work has had time to embed without the need for additions. Monitoring by senior leaders links to measurable success criteria in all aspects of the plan and provides confirmatory evidence of all-round improvement. The input of senior leaders seconded from the trust enables the extensive monitoring to be carried out thoroughly.
- The journey of change is not complete. All priorities have momentum in moving forward because staff are committed to them. School values of mutual trust and respect inform how leaders support staff. Monitoring is supportive, not intrusive. There is plenty of teaching expertise both within the school and throughout the trust to help staff contribute effectively.
- Middle leaders, joining the school from within the trust, model teaching in their own classes to support both new and established staff. Professional development courses offered within the trust mean that the talents of future leaders can develop. Recruitment benefits from the offer of access to Inspire leadership development courses. As well as receiving support, Elaine Primary is already contributing to the work of the trust, for instance in joint planning of the curriculum. This contribution has the potential to grow further.
- Senior leaders model the core value of the trust. 'Learning together' reassures

staff that they can aspire to the high expectations that leaders have of them. Monitoring of teaching and learning by senior and middle leaders leads to supportive feedback that reinforces Inspire methods. As a result, consistency in teaching is established in all classes.

- The inclusive approach, which is fundamental to how Elaine Primary operates, means that staff and pupils in the resourced unit and the nurture group fully access all the improvements operating in the main school.

## **2.2 School Improvement Strategies - Even better if...**

...Elaine Primary continued to develop future leaders through the resources and training available

...the school continued to develop its contribution to the trust as well as benefitting from outreach by experts from the partnership.

## **3.1 Quality of Teaching, Learning and Assessment - What went well**

- The vital importance of language in learning is a key feature in lessons. Teachers and teaching assistants (TAs) explain key subject terms, check pupils have grasped them and expect pupils to use them in answering. Pupils thoroughly absorb them.
- For most pupils the pace of the introduction in lessons, followed by group or independent work, keeps them challenged well. TAs readily support some groups (sometimes those with high ability as well as working with pupils with SEND) while teachers check on and support others.
- The relationships between pupils and adults and between pupils and their peers mean that they feel comfortable in discussing what they are learning. Pupils often reinforce for each other what the teacher has said.
- Familiar structures invite pupils to join in whole class discussions. 'Agree, build on and challenge,' invites them to extend answers given by others and demands that they have a reason to do so. This means they have to listen carefully in order to develop the idea. This routine develops consistently from the EYFS onwards. Pupils in the special unit also practise it, so they can prepare for re-joining mainstream.
- Teachers' insistence on the use of formal English and introductory stems for sentences strongly contributes to how pupils express ideas in writing or explain reasoning in mathematics.
- Displays of learning in the classrooms remind pupils of how they have achieved success. There are plentiful reminders of what key terms mean. So, in an English lesson a pupil gave an exemplary explanation of how the reader makes inferences in a story by drawing on previous understanding of a character. Teachers display flipcharts from recent lessons so that pupils can make links to the current lesson. Adults write in neat cursive script rather than using print to model what they expect from pupils. This all contributes to an ethos of sharing common reference points and expectations about learning.
- The policy of display to celebrate and support learning is a notable feature. Every

year group contributes a celebration of a half term's work to show in the corridor. Displays draw on pupils' comments to explain the learning shown. The first time this occurred, staff completed displays in one evening. Parents and pupils toured the school next day. One can tell from the quality of current displays that that must have been an astonishing way to signal how Elaine Primary had changed.

- Assessment of work is mainly through frequent discussion and feedback between pupils and teachers. The evidence from teacher assessment of pupils' progress indicates that this is positively influencing progress. Moderation verifies the accuracy of assessments within the year group and externally. In meetings with senior leaders, teachers concentrate on finding ways of supporting pupils whose progress is slower than expected.
- Book scrutiny of English and mathematics in all year groups confirmed that generally pupils make good progress. Mathematics books contain well-presented work that shows familiarity and fluency in mathematical processes. Problem-solving and reasoning are also represented. In English, presentation is good thanks to the constant emphasis on clear handwriting. Expectations of sustained writing mean that pupils develop stamina in extending their work. Opportunities to edit and redraft develop writing towards greater depth.

### **3.2 Quality of Teaching, Learning and Assessment - Even better if...**

...teaching ensured that pupils continued to make strong progress towards achieving the target of matching the trust averages

...more-able pupils were challenged to move more rapidly on to independent higher-level tasks.

## **4. Outcomes for Pupils**

- This fresh start school compares itself to historical results that were well below average. Now the school is reporting progress data that shows improvement towards the ambitious targets in the improvement plan. At this early stage of partnership, the aspiration is to reach averages across the multi-academy trust. The impact on results of pupils on roll in the resourced unit, who face significant barriers to learning, must be taken into account.
- Children begin in the EYFS with a low baseline of development, particularly in communication and fine motor skills. Often, they enter Reception directly, without any nursery education. They make good progress. Over the past two years there has been an upward trend to above the national average in achieving a good level of development (GLD). This year external moderation has verified a further rise in GLD. Achieving at greater depth is not yet at the average level for the Trust.
- Phonics shows a rising trend, although in Year 1 in 2018 it was still below the national average. Checks this year indicate a further rise. The phonic skills of pupils in Years 2 and 3 who did not reach the benchmark receive additional attention.
- Year 2 pupils are on track to match average levels for the trust and to be at or above national average in all three core subjects. Mathematics and reading are

furthest ahead at present, but teachers predict that writing will catch up.

- This year predicted results for Year 6 are much stronger than they were historically in reading, writing and mathematics. The current cohort has a track record of better progress in all subjects. External moderation within the trust and with other local schools shows attainment in writing to be a strength. Writing is likely to be above trust and probably national averages. At greater depth, attainment in writing may reach above the trust average.
- In other year groups, progress is generally strongest in Year 5. A curriculum based on core texts is improving progress in reading and writing. In mathematics, an emphasis on reasoning and explanation is raising achievement. Outcomes in other subjects are represented in topics and displays.
- The new curriculum is engaging boys better than previously. They are beginning to close the gap with girls. The progress of disadvantaged pupils is also improving. However, the gap in attainment from non-disadvantaged pupils nationally still requires improvement.
- Progress of pupils with SEND is generally strong from their starting points, particularly for pupils with education health and care plans. The school has succeeded in reintegrating some pupils into mainstream classes prior to them beginning secondary education.

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

The school does not require additional support at this time.

**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.**