



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR
MAUNDENE PRIMARY SCHOOL

Name of School:	Maundene Primary School
Headteacher/Principal:	Dora Indresano
Hub:	Inspire Partnership
School type:	Academy
MAT (if applicable):	Inspire Partnership Trust

Overall Peer Evaluation Estimate at this QA Review:	LEADING
Date of this Review:	02/03/2020
Overall Estimate at last QA Review (if applicable)	GOOD
Date of last QA Review (if applicable)	27/03/2019
Grade at last Ofsted inspection:	GOOD
Date of last Ofsted inspection:	07/10/2012



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR MAUNDENE PRIMARY SCHOOL

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

AND

Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs LEADING

Area of Excellence (if applicable) Accredited – 02/03/2020
Whole Class Reading and its Impact on Standards Across all Subjects.

Previously accredited valid Areas of Excellence (if applicable) High Quality Learning Environment, 27/03/2019

Overall Peer Evaluation Estimate LEADING

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

Maundene Primary School is a two-form entry school in Medway Kent, with currently 413 pupils on roll. Maundene became part of the Inspire Partnership Trust in January 2018 however the school had worked with the partnership since September 2016 in order to secure the necessary, rapid improvement. There are six primary schools in the Trust and another three schools are joining shortly.

The headteacher was appointed to the school in 2016 and recruited a new leadership team in September 2017. The senior leadership team consists of the headteacher, assistant headteacher, inclusion manager and three phase leaders.

The majority of pupils in the school are White British and the proportion of pupils with English as an additional language is well below average. The proportion of disadvantaged pupils is below average as is the proportion of pupils who have special educational needs and/or disabilities (SEND).

The school delivers training and shares expertise with other schools in the area. The school has a training room within its building. There is also a before and after school club for Maundene pupils on the school site.

The school teaches a global curriculum and its motto is 'Imagine, Believe, and Achieve'.

2.1 Leadership at all levels - What went well

- The leadership team have a clear vision which is well communicated and shared by all stakeholders. There is a continual drive for improvement which is central to the school's ethos.
- The leadership team focus relentlessly on teaching and learning. All members of staff take responsibility for teaching and learning. This, coupled with the changes to the curriculum has secured significant advancements.
- The partnership structure enables staff to share expertise, continue learning and develop skills. Staff are well motivated and are encouraged to read widely, write blogs and reflect on their practice.
- Leaders expect all staff and pupils to be leaders of their own learning. Performance management targets include research development projects. Staff trial their findings and successful projects are rolled out across the partnership. An example of this is the feedback toolkit.

- The partnership head teachers meet monthly and discuss where experienced staff are needed to provide support. This enhances the development of leadership skills and pedagogy.
- Clear induction systems enable all new staff to understand their roles well and to receive bespoke support. All new members of staff have a mentor and are able to access team teaching, observations and continual feedback.
- An effective program of continued professional development (CPD) is on offer to all staff and delivered by internal and external experts. Staff mobility is low.
- Solution circles are used to ensure teaching problems are shared and solved jointly by small teams. This technique promotes a solution focussed culture and enables staff to take shared responsibility. There is an agreed commitment to trial the solutions discussed.
- Leaders work hard to lessen workload and promote well-being. Staff well-being surveys show positive impact. Change management is well executed and staff are enabled to understand why change is required and the ways it will benefit the pupils. A well-being hub is being launched across the partnership with representatives from each school.
- Subject leaders have received effective training and understand the rationale for their subject. They are passionate, knowledgeable and enthusiastic. They monitor competently and are clear about the impact of their subject enabling them to plan for improvements.
- Governors understand the school well. Regular monitoring visits and rigorous exploration of data and information enables them to provide the school with challenge and support.
- The Junior Leadership Team (JLT) plays a significant role in the development of policy and practice. An example of this is issuing pen licences, monitoring books and the environment.
- Leaders foster positive relations with all stake holders. Relationships are at the heart of all actions and have created a climate of trust, challenge and safety and a culture where all stakeholders are motivated and committed to moving the school forward.

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

...leaders embedded the research completed by staff to ensure that all staff saw themselves as continual learners.

3.1 Quality of provision and outcomes - What went well

- The global curriculum is well established at the school. It shows clear progression, has explicit key performance indicators, exemplification for core subjects and

ensures continuity through each year group. The planning identifies how the learning prepares pupils for Key Stage 3 and life in modern Britain.

- The curriculum is holistic and includes the promotion of Inspire Partnership character skills. It aims to provide pupils with the knowledge and skills to challenge, make sense of global issues and to be a catalyst for personal action. One pupil said 'the curriculum makes us aware of issues like deforestation so that we can protest (take action) and make a difference'. Another stated that learning about shocking civil rights issues from the past helps to ensure they do not reoccur in the future.
- The curriculum is carefully enriched by a wide variety of school trips and visiting speakers. These include visits to Kew Gardens, Rochester Castle and visitors such as zoo workshops, drummers and ex-gang leaders.
- Pupils get involved in charitable events often linked to their class topics. An example of this is visiting care homes and creating care packages, redesigning the dementia garden at the local hospital, supporting the shoe box appeal and raising money for various charities.
- Questioning in lessons is highly effective. Questions are thought provoking and probing. Staff target questions accurately to deepen the understanding of the range of learners.
- Positive attitudes to learning and school are evident. Relationships are strong. The well-established KAGAN structures ensure pupils are strategically paired so as to learn from each other, develop their thinking and engage thoroughly in the learning. The use of sentence stems and speaking frames provides a powerful structure for pupils to engage in questioning and debate.
- The learning environment is attractive, well planned and promotes independent learning through resources such as the live learning, progress lines, and a variety of purposeful learning displays.
- Teachers execute well-structured lessons with clear success criteria. Pupils are set different challenges according to their needs. New vocabulary is explicitly taught. Teachers use modelling and re-phrasing and ensure their assessments are accurate to plan next learning steps. Pupils are guided to link learning to previous learning and real-life experiences.
- Pupils' books are neat and well presented. They show clear progression of the curriculum across the year groups. Writing is of a high standard in all subject books.
- Teachers use engaging and relevant texts which complement the curriculum intent. Texts cover sensitive issues which pupils discuss with maturity. For example, texts are used covering the Taliban, Gandhi and the treatment of non-white citizens, gang culture and knife crime.
- Forest school is effectively run and enhances the curriculum by developing risk taking, team building, fascination and knowledge of the outside environment.
- The good level of development (GLD) in Early Years has been in line with national figures for the last three years. Phonic screening scores have been above the national standard. In 2019, Key Stage 1 attainment was above national figures in

English and mathematics for those achieving both the expected levels and greater depth. At Key Stage 2 the combined score in 2019 was in line with the national average for expected standards. The school predicts that achievement in Key Stage 2 will be above national figures in the 2020 tests.

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

...the school consistently used coaching and mentoring to share good practice to maximise every opportunity to challenge the more able pupils across the school.

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

- School staff know each pupil extremely well and are clear about, and endeavour to meet, the individual needs of all, including those who are disadvantaged.
- There is little difference between the achievement of disadvantaged pupils and the other children in the school.
- The positive relationships that exist between home and school enable staff to target support where it is most needed. This has included signposting food parcels, transport to school to increase attendance and purchasing of books. The home school support liaison worker provides a vital link to ensure barriers for learning are diminished.
- The relentless focus on quality first teaching has ensured that staff have a plethora of approaches to remove barriers for learning. Examples of these are visual story mapping, closure procedures, sentence stems, talk tins and other strategies provided for reference in an easily accessible class folder.
- Teachers ensure pupils use the progress line strategy to identify when they are ready to start their task or if they need further teaching.
- Teaching assistants are highly effective in using questioning and oral rehearsal techniques to scaffold learning and deepen the thinking of pupils. They instinctively provide well-timed sensory breaks to ensure that pupils manage their behaviour and learn well.
- A range of practical equipment is used to support learning including speaking frames, communication in print, task management boards and evidence-based interventions.
- All staff have received training to effectively support the large proportion of pupils who have speech and language difficulties. This includes ongoing specific training from a therapist so that key staff can deliver bespoke interventions.
- Pupils with additional needs are supported well through the KAGAN approach. The strategic pairing of pupils provides opportunities for less confident pupils to build up thoughts and develop confidence in learning.

- Disadvantaged pupils are able to access counselling. They are also enabled to attend school trips, curriculum enrichment activities and clubs through subsidised payments.

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

...leaders continued to refine the ways the impact of provision for disadvantaged pupils was measured to ensure best provision for all.

5. Area of Excellence

Whole class reading and its impact on standards across all subjects

Accredited

5.1 Why has this area been identified as a strength? What actions has the school taken to establish expertise in this area?

Whole Class Reading is a strength of the school. Sentence stems are established and modelled to support pupils to articulate their answers. These accelerate learning, develop language and extend thinking and reasoning. The structure provides an immersive space in which language prompts, reminders, manipulatives and artefacts all serve to help children make explicit connections between the past, present and future learning.

Reading demonstrates a consistent approach and progressive skills across the school. The sentence stems are used so that children can be independent and inquisitive learners. In every classroom there are:

- Author foci in the book corners with key questions and information about the author that is from their core text.
- Interactive displays which encourage pupil's thinking through enquiry and engagement with learning.
- Sentence stems to support the pupil's verbal language and help structure their responses.
- Kagan structures, where pupils are grouped into 4s to collaborate in teams which reduces the fear of failure, giving children permission to 'steal' ideas from each other.

Whole class reading sessions include:

- Introducing the author and the text
- Explicit teaching of reading behaviours
- Modelling of reading
- Modelling of oracy in response to questions
- Explicit teaching of the focused reading skill
- Use of Kagan structures to promote oracy within the lesson, with use of reading behaviours, sentence stems and speaking frames to build upon responses
- Writing opportunities to develop written comprehension
- Exposure to a wide range of question types to support the pupil's oracy skills being transferred into written answers.

Reading skills taught are:

- Predicting
- Inferring
- Questioning
- Clarifying
- Summarising
- Evaluating
- Making connections

Reading behaviours taught are:

- Supporting and actively listening to others
- Discussing and explaining ideas
- Taking responsibility for our own/group's learning

Whole-class reading sessions are planned so that children of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote.

All children are in mixed-attainment pairs, so as to allow for frequent, paired discussion and the use of KAGAN structures to promote the explicit discussions that take place during whole class reading. Less confident readers are exposed to the high-quality reasoning of more confident readers and become part of these discussions.

The text chosen provides a clear challenge for all members of the class and has clear links to a topic that is being covered in other areas of the curriculum.

When discussing texts or extracts, the teacher models high-quality responses with

evidence and explanations provided to support what is expected from the pupils. Pupils say a response before they write one; developing this skill is vital for success. Teachers model and encourage children to make good use of sentence stems.

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

Since the application of these strategies, reading results have increased steadily. Pupils' books show strong progress and that reading skills have a positive impact across the curriculum. The JLT expressed positivity for the strategy saying that in this system the teacher gets to read with everyone. There has been an increase in the number of parents who attend the school reading sessions showing a renewed enthusiasm in books.

Schools from within Medway and beyond attend Maundene training sessions on whole class reading, observe lessons and have some reflection time with leaders.

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

Name: Jo Capes and Rebecca O'Connor

Title: Assistant Headteacher and English Leader

Email: jcapes@maundene.medway.sch.uk and roconnor@maundene.medway.sch.uk

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

The school would like to connect with the school where the Area of Excellence has been recently accredited for 'The Achieving Excellence Framework' and continue to engage with Challenge Partners to support ongoing developments.

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.