

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

<b>Date of this visit:</b>	16/06/2021
<b>Estimate at last QA Review:</b>	Leading
<b>Date of last QA Review:</b>	02/03/2020
<b>Grade at last Ofsted inspection:</b>	GOOD
<b>Date of last Ofsted inspection:</b>	07/10/2012

## 1. Information about the visit

In place of a Quality Assurance Review (QAR), Maundene Primary School was visited by a Lead Reviewer who spent one day reviewing the following areas with school leaders:

- The curriculum
- Leadership of subjects

## 2. Information about the school

Maundene Primary School is a larger than average sized primary school in Chatham, Kent. There are 400 pupils on roll. The school joined the Inspire Partnership Trust in January 2018. Leaders have been working relentlessly with the partnership from September 2016 to bring about significant improvements.

The headteacher took up her post in 2016 and within a year she had recruited a new leadership team. The leadership team includes the headteacher, deputy headteacher, inclusion manager and three phase leaders.

The majority of pupils are from White British backgrounds. The percentage of disadvantaged pupils is below average as is the percentage who have special educational needs and/or disabilities (SEND).

Maundene leaders work collaboratively with their peers in the other eight Inspire Partnership Trust primary schools. Leaders know they are stronger together and can achieve more by working in partnership. They are determined to transform pupils' lives.

The school has a strong vision based on its core values of respect, resilience, integrity, curiosity and aspiration. These values permeate the curriculum.

### 3.1 Curriculum – What went well

- Senior leaders have created a culture of collaboration, partnership and ambition within the school based on the agreed core values. This means leaders at every level have a clear purpose and continually strive to offer the very best curriculum to the pupils and families.
- Adults model and explicitly teach soft skills such as leadership and relationships. They embed these through pertinent topics, such as food poverty. This has inspired pupils to support worthwhile initiatives, such as the nearby food bank. Pupils visibly enjoyed participating in a video about volunteering to help others.

- Children thoroughly enjoy the curriculum. They delight in sharing what they have learned, are keen to apply their learning at home and to translate new insights into action within their community. One pupil explained how, after learning about historical events, she understood “we now live in a better world where we all have rights”. Several pupils described how they used their mathematics skills to help with essential family shopping. Inspired by a study on sustainability, a group of pupils initiated a litter picking event in their neighbourhood, whilst others persuaded their families to avoid products with plastic wrapping.
- Parents are immensely proud of the confidence and skills their children have gained through the school’s innovative curriculum. They value the way the school prepares pupils for the next stage. A group of parents explained, “teaching is more relatable now, children know what’s currently happening in the news, they have debates and understand how to express differences of opinion respectfully. This helps them going forward and prepares them for success in life”. Parents are convinced about the merits of Maundene Primary School, they were adamant “the school is second to none”.
- Governors and parents recognise the extraordinary measures teachers took to ensure all families could flexibly access remote learning during the pandemic. Parents praised how staff had supported home education, responded sensitively to family circumstances and were always open to feedback. Several parents agreed “you could always get help and teachers provided individual online support for children as needed”.
- Relationships are consistently positive and encourage growth. In meetings during the visit, leaders were respectful and professionally supportive of each other and kind to pupils. Pupils in turn listened when others spoke. They sensitively helped each other with discussions and genuinely celebrated their friends’ achievements.
- Leaders have established superb opportunities for parents to involve themselves meaningfully in their child’s learning. These include regular “parents learning alongside their child workshops”, annual learning exhibitions where pupils discuss their achievements with parents, informative video showcases posted on social media and accessible two-way teacher-parent messages. These initiatives help parents to further support their child’s learning.
- Pupils have a strong voice at Maundene Primary and leaders take account of their feedback. When junior leaders requested more local studies in the curriculum, leaders worked as a team with peers across the local Medway hub. They further modified the trust curriculum, so it continues to fully reflect the changing local and cultural needs. The Maundene offer now includes the work of local artists, field trips to a nearby dementia garden and local history.

### **3.2 Curriculum – Even better if...**

...leaders facilitated further opportunities for pupils to develop their leadership roles and responsibilities thereby continuing to enhance the curriculum.

### **4.1 Leadership of subjects – What went well**

- All leaders are passionate about the curriculum and the subjects they are responsible for. They translate ambitious plans and relevant content into exciting learning episodes that match the enthusiasm and needs of pupils. This inspires pupils at Maundene with a passion for learning.
- Teachers relish the opportunity to work collaboratively with colleagues across the Inspire partnership. Staff plan, implement, and evaluate the impact of a powerful curriculum with subject content that bravely tackles live issues and raises pupils' awareness. For example, Key Stage 2 pupils met reformed gang leaders and learned about the risks and dangers of gangs.
- Senior leaders responded swiftly and decisively to the changing environment and differing needs of families as the pandemic progressed. Leaders quickly spotted the advantages of "google classroom" and rapidly launched it. Subject leaders ensured the systems worked efficiently and immediately trained staff so that pupils could benefit as soon as possible. Throughout the pandemic the Maundene team worked relentlessly to support families and help pupils access the curriculum. Teaching assistants covered classes, teachers helped parents and pupils navigate online learning and the school provided resources for families. Building on this success, leaders have continued to use the online platform for homework.
- Staff at every level understand the value of research and links between evidence informed practice and pupil outcomes in the wider curriculum and their specialist subject areas. Teachers take account of current texts such as "Limitless mind" when they plan learning for all pupils including those who have SEND or are disadvantaged. This means no child has a cap on their learning. Staff enable pupils to develop their thinking and express their ideas in ways that suit them. Every child is enabled to contribute, with some communicating verbally, some supported by scribes, whilst others draft their own work.
- Oracy is actively and sequentially taught across the school. Teachers use age and stage appropriate techniques such as picture books, talking frames, sentence stems and thought-provoking ideas to systematically develop pupils' skills. Staff teach appropriate vocabulary at the right time linked to areas of study. As a result, pupils develop self-assurance and are fully equipped to use accurate terminology.
- Parents and governors recognise how leaders at every level have "fuelled the passion for reading". Families enjoy the regular end of day "reading with your child sessions" where they read, discuss, and appreciate books together. All members of

the school community are proud of their joint efforts to raise £7,000 in partnership with local business for the purchase of new books chosen by pupils. Families welcomed these up-to-date popular books which stimulated pupils' interest and enthusiasm for reading during the pandemic.

- Leaders are ambitious for the pupils and leave no stone unturned to further improve the curriculum, subject teaching and outcomes for all groups. Senior leaders welcome and act on constructive challenge from knowledgeable governors who are passionate advocates for the pupils. Governors actively involve themselves at every opportunity for the benefit of all pupils. This includes discussions with pupils, curriculum deep dives, requests for data and forging connections with the wider community. Senior leaders clearly understand the strengths and next steps for the school. They are justifiably proud of how the school's highly dedicated staff have skilfully adapted the provision to meet the varying needs of families in these changing times.

#### **4.2 Leadership of subjects – Even better if...**

...a small minority of leaders developed their confidence to clearly articulate the journey of the curriculum to the exemplary standard that is the norm for this school.

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

The school would like to continue to engage with Challenge Partners to support ongoing developments.

**This visit 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.**