



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR MAUNDENE PRIMARY SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	25/02/2022
Overall Estimate at last QA Review	Leading
Date of last QA Review	02/03/2020
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	07/10/2012



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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 Leading

AND

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

Area of excellence Accredited

**Previously accredited valid areas
of excellence** A Global Curriculum: Curriculum
Design, 25/02/2022

Overall peer evaluation estimate Leading

*The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.*

1. Context and character of the school

Maundene Primary School is a two-form entry school in Medway Kent, with currently 397 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 nine primary schools in the Trust. The headteacher was appointed to the school in 2016 and recruited a new leadership team in September 2017. She has responsibility in the Trust for overseeing three Medway schools within the Trust. The senior leadership team consists of the headteacher, the associate headteacher, the inclusion leader and four 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 the national average. The proportion of disadvantaged pupils is average and the proportion of pupils who have special educational needs and/or disabilities (SEND) is below average.

The school uses its training room to deliver training and share expertise with other schools in the area. There is also a before and after school club for Maundene pupils. The school teaches a global curriculum, and its motto is 'Imagine, Believe, and Achieve'.

2.1 Leadership at all levels - What went well

- The headteacher and her team have developed a culture in which the highest expectations of pupils and staff are the norm. Consequently, leaders and teachers continually try to improve their practice to secure better outcomes for pupils.
- Maundene Primary school is a hub of excellence for many schools within the Trust and nationally. The school is focused on research and has a strong presence on social media, as well as with educational establishments, where they share best practice.
- Alongside the school curriculum intends to prepare pupils for life in an ever-changing world sits "their desire for the children to make the world a better place". The global curriculum allows pupils to think critically about global issues and see their role in society as "agents of change" at a local, national and global scale. Subject leaders *scrap books* demonstrate pupils' journey within the school curriculum and include QR codes linking to twitter accounts and pupils' voices. They also include purposeful continuous professional development activities.
- Senior leaders are highly skilled at ensuring that all staff feel a valued part of the team. Everyone shares the vision and values of the school. This underpins the excellent, highly focused and comprehensive systems and processes established by leaders. This is an information rich school where leaders work cohesively. This allows pupils to thrive in a positive and productive learning environment.

Governors know their school well and robust systems are in place to hold leaders to account.

- Middle and subject leaders know their subjects and areas of responsibility well and ensure there is sufficient breadth to the curriculum. Curriculum working party leaders and subject leaders are relentless in the pursuit of excellence for their subject. Subject leaders drive self-evaluation in their subjects to ensure that pupils are provided with the best possible learning experiences. All leaders are involved in curriculum innovation and their roles are integral to school improvement. Staff, including teachers new to the profession, value the high-quality training and development provided. They work closely with other schools across the trust.
- Pupils in the Junior Leadership Team (JLT) take their responsibilities very seriously. They feel that they have a strong voice and that their actions make a difference not only within school but also in their wider community. They lead charity events, junior sport leaders organise games at break times and the prefects ensure positive relationships are preserved as “it is fun to see everybody happy”. All pupils have a good understanding of British Values and what it means to be an “agent for change” in modern Britain. They enjoy the harmonious learning environment.

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

... leaders continued to explore strategies to enrich pupils’ cultural capital, particularly around cultural differences, equality and diversity.

3.1 Quality of provision and outcomes - What went well

- Pupils demonstrate excellent behaviours for learning. Pupils are polite, open and articulate, making it a pleasure to engage with them in lessons. The use of praise was a feature of the vast majority of lessons. This contributes to the calm and productive learning environment.
- Teachers’ subject knowledge is excellent, and they have high expectations of the learning of which pupils are capable, no matter to which group(s) pupils belong. This was very apparent in a Year 6 lesson where the exposure to tier three vocabulary allowed pupils to describe the relationships between characters in a more elaborate way. The use of wool to physically connect characters’ names on different tables allowed pupils to see that “relationships in *Ghost Boys* were complicated and convoluted”.
- The big focus on reading and vocabulary building has enabled pupils to improve their fluency. Complex or technical vocabulary is modelled by adults beyond English lessons. For example, in Reception, pupils were exposed to words such as “numerals, number sentences, subitising, identify, whole and part”. In Forest School, key scientific words such as “nutrients” were also shared with the class.

Various strategies for remembering (“sticky words”) allowed pupils to use those words in context.

- The use of KAGAN partners was a common feature in many lessons visited. Pupils could articulate their thoughts confidently using embedded pedagogies within the school such as scripts and speaking frames. As a result, most reached higher order thinking rapidly and expressed their reasoning in depth.
- Teachers used questions for recall, clarification and to stretch pupils’ understanding. This was evident in a Year 4 science lesson where pupils were prompted to justify and explain in greater depth the positive and negative effects humans have on habitats and the environment. Cross curricular links were apparent in Year 2 between RSHE and History as pupils explored the work of Dr Barnardos, Human Rights and the implications on their community.
- In books, expectations are clearly defined on the inside covers. Feedback is constructive, the use of green pens allows pupils to deepen their knowledge. There is evidence of assessment for learning such as post it notes where pupils evaluate the work of their peers in a constructive way: “I like how this person used lots of adjectives. Next time, she could use more parenthesis”. Pupils see the value of homework tasks and how they link to their children’s learning in school, including readiness for SATs in Year 6. They enjoy working on google classroom and the autonomy of the “homework menu”.

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

...teachers and leaders reviewed the purpose of the “meeters and greeters” approach in terms of knowledge retention (what do we know / what will we know more of?) and in terms of the development of the oracy skills of the most vulnerable.

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

- Leaders at all levels know their pupils well. They have implemented an ambitious curriculum with equality of opportunities at the heart of all the activities pupils can access.
- The SENCO and her team provide on-going support for pupils who have SEND. Pupils’ needs are carefully and accurately identified, and secure provision is made to meet those needs. Expert input is sought out for the most vulnerable. *Individual Learning Plans* and *Profile of a learner* documents are fully in place for pupils with moderate learning difficulties. They include useful information such as pupils’ needs and strategies to support them with their learning.

- Support staff are highly skilled and demonstrate secure subject and pedagogical knowledge. For example, in Year 2 they ensured pupils were able to access the text about people in the community. Adults in the Forest School were encouraging the use of vocabulary and collaborative learning amongst the pupils. The Year 4 Teaching Assistant (TA) utilised new technologies to ensure the lesson moved at a pace suitable for a child with SEND.
- Barriers to learning are carefully considered and appropriate interventions put in place. Adults question pupils insightfully and this helps pupils, including those with SEND, to rehearse and consolidate new concepts. They enjoy taking part in learning conversations and sharing their ideas with their peers. Learning environments support and develop pupils' confidence and independence in their own learning. In Year 6, a pupil with SEND shared that the vocabulary in the classroom "makes new words stick in his head".
- Disadvantaged and pupils with SEND demonstrate excellent attitudes to learning and great determination to succeed. They are resilient when facing a problem and are generally not dependent on adults for moving on to their next steps in learning.
- Funding is used to help the disadvantaged pupils catch up but also engage in a wide range of activities and trips. School leaders track their engagement in enrichment activities and the interests of the most vulnerable. This resulted in the identification of a small group of disadvantaged pupils who have a passion for music and currently attend clarinet lessons. Other enrichment activities include an African drumming workshop, exposing pupils to music from another culture and residential experiences enabling them to risk-take and develop relationships even further.
- In most lessons, there is a tangible buzz to learning activities as all pupils thrive on high levels of challenge. They enjoy reasoning and take delight in solving tricky problems. A Year 3 JLT Pupil with SEND was able to give a detailed definition of the word 'integrity' when discussing British Values.

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

... leaders identified new strategies to engage hard to reach families in order to improve the quality of education and well-being of the most vulnerable.

5. Area of Excellence

* A Global Curriculum: Curriculum Design *

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

- Leaders believe there is a moral purpose for preparing children for life in the ever-changing world. A forward-thinking global curriculum allows pupils to think critically about global issues and see their role in society as 'agents of change' at a local, national and global scale. This allows learners to thrive in turbulent and complex times, apply thinking to new situations and change the world.
- The learning journeys are active, engaging and inspiring, leading to a deeper understanding of the global themes and curriculum areas. Carefully crafted sequences promote the cognitive domain whilst allowing pupils the opportunity to develop 21st century skills such as research, collaboration, presentation, evaluation and reflection.
- Curriculum maps are in place and used by teachers when planning learning journeys for the pupils. These identify the relevant knowledge and understanding, skills and attitudes of the six global themes and curriculum drivers.
- The curriculum maps have been designed to provide clear progression within the knowledge and understanding, skills and attitudes. Sequencing of knowledge and skills is based on a *teaching backwards approach*, with the final intents clearly in mind. Equality, diversity and difference as well as six global themes are celebrated throughout the school from Early Years Foundation Stage to Year 6.
- Curriculum design is underpinned by research, literature and trials. Before any changes are made to the curriculum, teachers are invited to trial and feedback. This example of 'bottom up' leadership as opposed to 'top down' leadership enables leaders and teachers to be empowered and create a meaningful, risk-taking curriculum for their pupils.
- The curriculum is enriched by half termly trips and inspirational speakers visiting the school as well as the opportunity to collaborate with local secondary schools.

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

- Across the school and Trust, regular and robust triangulated monitoring allow leaders to gauge the impact of their curriculum design. Leaders at all levels review learning, talk with pupils and provide feedback to move practice forward.
- Leaders ensure that pupils' attainment and progress are in line or exceeding their potential. They measure this using national data (where appropriate), curriculum

maps, KPI documents and monitoring evidence. The tracking is differentiated and the progress of pupils with SEND is measured against bespoke targets.

- The global curriculum was introduced in 2018. Outcomes in external examinations in 2019 were strong.
- The curriculum ensures that pupils become well-rounded citizens with a clear understanding of values such as love, responsibility and friendship. It addresses negative stereotyping through investigating similarities and differences, and promoting acceptance, diversity, citizenship and human rights.
- Learning dispositions are further developed. During this review, pupils demonstrated great levels of resilience, motivation and a growth mind set when faced with different types of challenge.
- As agents of change, the pupils' actions have affected their local community and global charities such as the shoebox appeal, conservation projects and collecting funds to help refugees.
- Subject leaders scrap books demonstrate the rigour and purpose of the global curriculum. They include various examples of impact such as pupils' work, surveys, subject specific professional development etc. This has also been beneficial to school visitors to find out more about the Global curriculum at Maundene Primary School and improve their own provision.
- When meeting the JLT members revealed that the regular use of Chrome books was a common feature within their learning repertoire and they were articulate about how to keep themselves safe while online. Most had a robust understanding of computing; older pupils could discuss the impact of phishing and the preventative measures to be adopted.

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

Joanne Capes – Associate Headteacher and Lucy Jackson – Inclusion Leader and Year 5/6 Phase leader.

jcapes@maundene.medway.sch.uk

ljackson@maundene.medway.sch.uk

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

Leaders will access support through the hub. They are leading in the 'Growing the Top' programme.



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Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

Schools can 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.