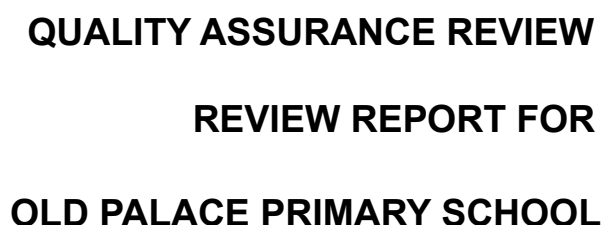




QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
OLD PALACE PRIMARY SCHOOL

Name of School:	Old Palace Primary School
Headteacher:	Gary Palmer
Hub:	Barking and Dagenham Hub
School phase:	Primary
MAT (if applicable):	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	24/05/2023
Overall Estimate at last QA Review	Leading
Date of last QA Review	25/04/2022
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	11/01/2023



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

Quality of provision and outcomes Leading

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

Previously accredited valid areas of excellence	Systematic vocabulary development – leading to writing at greater depth 25/04/2022
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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.

Old Palace Primary School has over 400 pupils on its roll. There are two classes in each year group. The school's senior leadership team currently consists of a headteacher, two deputy headteachers and assistant headteachers. The members of the senior leadership team have a wide range of roles, including in relation to the curriculum and the different year groups within each key stage.

Nearly all pupils come from minority ethnic backgrounds. The majority of pupils have Bangladeshi heritage. Approximately 90% of pupils speak English as an additional language. When pupils begin school many have limited or no knowledge of English. The proportion of pupils who are disadvantaged is well above the national average. The proportion of pupils with special educational needs and/or disabilities (SEND) is also considerably higher than the national average.

The curriculum has been designed to ensure that efficient and effective use is made of the time pupils have in school. The school has twelve core values. These include fairness, respect, forgiveness and ambition. There is a monthly focus on each of the school's values.

2.1 Leadership at all levels - What went well

- The senior leaders have a well thought out and rigorous vision for all pupils, their learning and wider development. Pupils benefit from many varied and interesting opportunities to develop their knowledge in academic subjects, alongside developing as young people.
- There is a clearly defined schedule and scope for the development of staff. This is planned and undertaken robustly by the senior staff and focuses on the essential needs of different staff. This means that the delivery of the curriculum is maintained to a high standard.
- The impact of leaders beyond the senior team, including subject leaders, is very effective. Staff work in a highly collaborative manner, approaching the school's priorities for further improvement very successfully. This is because they are a cohesive team of knowledgeable professionals. For example, in the evaluation of pupils' progress in different curriculum areas, staff encourage one another to reflect personally in a structured and methodical manner on the impact that they are having.
- The school has created an incredibly positive atmosphere for learning, blending challenge and support exceptionally well for both staff and pupils. Pupils thoroughly enjoy learning due to the creative and aspirational activities they tackle to ensure the full completion of the National Curriculum programmes of study.
- Leaders work extremely closely with parents and wider partners. This is because they have a genuine and authentic desire to serve pupils excellently. For example, the school provides phonics workshops to inform parents how the school teaches the development of early reading skills. The school

engages very well with parents. This enables the school staff to know the pupils and how best to teach and support them so that they flourish.

- Pupils really enjoy the wealth of opportunities in the planned activities beyond the school day. School leaders plan a wide range of clubs to extend pupils' interest and skills, for instance in athletics, tennis and gymnastics.
- Staff know pupils and their families and work very well to support pupils' wellbeing. The adults who work at the school take time to listen and understand the pupils and how they feel. This enables staff to help pupils very effectively, particularly at difficult times.
- Pupils' understanding of diversity and equality is very good. Pupils are supported by the different curriculum subjects, the school's values and planned events such as assemblies to understand the importance of these aspects of life in modern Britain.

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

... when discussing the school, leaders use evidence more precisely to exemplify how the high calibre of provision impacts very strongly on pupils' outcomes.

3.1 Quality of provision and outcomes - What went well

- Leaders and staff across the school are exceptionally ambitious for all pupils. They have thought hard about enabling all pupils to make the most of their time in school. The thinking behind the curriculum places pupils at the heart of the curriculum design and content.
- Leaders plan learning very effectively. Leaders take good account of the pupils' interests, what excites pupils in their learning and how to organise the delivery of the different areas of the curriculum most efficiently, while maintaining high quality. For example, in design and technology there are 'days' which focus on specific areas of the design and technology curriculum. On these occasions pupils undertake product analysis, design and evaluation tasks that build learning very effectively.
- Leaders have ensured a strong level of consistency in the delivery of the phonics scheme and the reading curriculum across the school. This means that pupils' learning and understanding are built systematically over time in every key stage.

- Teachers and support staff have strong subject knowledge. This enables staff to assess and check regularly how well pupils are learning. This helps them to address any misconceptions that pupils have. For example, this supports pupils to correctly write letters and spell the essential vocabulary related to different subjects.
- Teachers model and articulate the sounds that letters make well. Staff pay careful attention to supporting pupils in using their phonics knowledge to write words and sentences accurately.
- Staff are clear about the subject-specific vocabulary that pupils learn and can use in their work. For example, pupils in Year 3 understand the meaning of words linked to work on food technology such as 'tarte' and 'bitter'. This enables pupils' writing to be detailed and clear.
- Pupils are motivated to learn and highly engaged in their learning. Staff direct pupils towards resources as well as ensuring that pupils learn through practical tasks. For example, in reading the judicious use of sound mats spurs pupils on to want to achieve well and work out how words are said for themselves.
- The pitch of work given to pupils meets their needs well and ensures that learning in different subjects disciplines is very effective. This also ensures that learning moves forward at a swift pace. This is because pupils' understanding is incrementally built, balancing consolidation of what pupils already know and the learning of new knowledge very carefully.
- Pupils use their skills and knowledge within and across different subjects, which aids their memory. This is important because it helps pupils to work at pace and accurately. For example, pupils use their mathematical skills when weighing ingredients for making jam.
- Staff have high expectations of pupils both academically and personally. Pupils have excellent attitudes to learning and towards others. This helps them meet staff aspirations successfully. As a result, pupils are very well prepared for the next stage of their education.

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

...leaders supported staff with individual areas for development and the strategies they use to facilitate learning to ensure that the high calibre of provision is consistently maintained.

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

- Pupils with SEND achieve very well. This is because the curriculum has been designed so that pupils with SEND can access and understand what they are being taught. Teachers employ a range of strategies to support this group of pupils ahead of and after the main teaching time.
- The senior leader in charge of the provision for disadvantaged pupils and pupils with additional needs is very knowledgeable. The leader has an indepth understanding of the pupils' needs and how they can be best supported to make rapid progress and do as well as other pupils at the school.
- The staff have been supported very well to ensure pupils use a range of resources, including number pattern information that highlight and make clear to pupils the key knowledge that leaders and teachers want them to know and remember.
- Pupils with SEND achieve positively in the national tests that pupils undertake. This is because they are supported by teaching assistants and wider professionals skilfully. This means that they benefit from a wide range of expertise both in lessons and outside the classroom.
- Pupils with SEND and those pupils who are disadvantaged behave extremely well and have exceptionally positive attitudes. They live out the school's values of collaboration and respect.

5. Area of Excellence

Not applicable



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR

OLD PALACE PRIMARY SCHOOL

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, 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 (SLP) 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. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit>)