



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR ALDERWOOD PRIMARY SCHOOL

Name of School:	Alderwood Primary School
Headteacher/Principal:	Adam Wilson
Hub:	Inspire Hub
School type:	Primary
MAT (if applicable):	Compass Partnership of Schools

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	03/02/2020
Overall Estimate at last QA Review (if applicable)	Good
Date of last QA Review (if applicable)	04/01/2019
Grade at last Ofsted inspection:	Requires Improvement
Date of last Ofsted inspection:	14/06/2016

1. Context and character of the school

Alderwood Primary School is a smaller than average, one-form entry primary school situated in an area of high social deprivation in Eltham, in the borough of Greenwich. The school has a diverse intake with a large number of ethnic minority groups represented. The largest of these is White British; over half the pupils in the school are in this group. A slightly higher than average proportion of pupils have English as an additional language (EAL). A higher than average number of pupils join or leave the school at other than the usual times.

The proportion of disadvantaged pupils in the school is more than double the national average. The proportion of pupils who receive support for special educational needs and/or disabilities (SEND) is above the national average, as is the number who have an education, health and care plan.

The school joined the Compass Partnership of Schools multi academy trust in July 2017, which comprises seven schools. There is an on-site Designated Specialist Provision (DSP) which supports pupils with autism spectrum disorder.

2.1 Leadership at all levels - What went well

- The school is extremely well-led. The vision, that is shared by all staff, is ensuring that the school's journey is leading to substantial improvement. Leaders lead by example, ensuring that every member of staff is fully focused on providing the best possible education for all pupils.
- Leaders have made a significant improvement to outcomes. Coaching from other trust schools has supported the development of subject leaders at Alderwood, enabling them to gain greater responsibility for their areas. This has been instrumental in raising standards. Similarly, there has been a cultural change in bringing parents into school so that they provide greater support for their child's education.
- Middle leaders are new to their roles this academic year, and the head of school has assisted them in developing their curricula to ensure that they align with whole school priorities. Subject leaders are gaining in confidence because trust-wide training for middle leaders is having a positive impact.
- Quality first teaching has had the greatest influence on diminishing the differences between boys' and girls' achievement. Teachers have greater awareness about individual pupils' needs in their classes and boys have become more motivated to learn. Boys are encouraged to be 'writers and readers' from the earliest stage.
- The Compass Pupil Profile instils the school's values in pupils. All staff model these values, highlighting how pupils' interactions with other pupils and adults impact on everyone. The skills with which to become 'good learners' come

through a range of dispositions that are overtly taught to those who require this level of support. This approach enables pupils to gain a smooth transition into their chosen secondary school.

- Pupils have plentiful leadership roles. For example, travel ambassadors lead assemblies to encourage others to reduce the number of times they travel to school by car. The successful work of this group was rewarded recently with the gold award from the borough and was presented by the mayor. Playground 'play leaders' from Key Stage 2 provide support to their peers if they appear lonely at playtime.
- Refining the curriculum has increased the understanding of content and the accurate sequencing of lessons has deepened subject knowledge and the quality of pedagogy. Senior leaders' support and guidance have contributed effectively to enabling curriculum leaders to expand their roles.
- A focus on reading from an early age has been introduced to improve the quality of reading. A number of core texts that pupils study across both key stages are pitched at an advanced level to offer stretch and provide an immersive experience in reading. The range of strategies is improving retrieval and inference skills, so standards are rising and pupils are gaining in confidence in their reading and comprehension skills. The methods teachers are applying to reading is also improving the quality of writing.
- The Dashboard assists foundation subject leaders to support the development of their subjects. The advice this strategy provides on materials, resources and educational visits expands subject knowledge and boosts pupils' cultural capital. For example, a study of the Fighting Temeraire and the life of Nelson facilitated a trip to the Maritime Museum and the Cutty Sark to extend pupils' knowledge.
- Metacognitive strategies are embedded and are leading to consistency in progress in mathematics. Small adjustments have increased fluency and problem-solving, deepening pupils' thinking.

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

...there was continued development of the middle leader group in order to further engage them in evaluating their subjects to contribute to whole school planning.

3.1 Quality of provision and outcomes - What went well

- The quality of teaching and learning is consistently strong across all age groups. Teachers know their pupils extremely well which enables them to plan and teach exciting lessons that motivate pupils to learn. They have high expectations of their classes which stimulates pupils to work harder. Pupils love their teachers, one stating, 'we have positive teachers who are always ready to help'.
- Adults know exactly what the next steps in pupils' learning should be. They also

understand when to allow pupils to work independently and when to support relevant individuals.

- Pitch in lessons is high so that all levels of ability are stretched appropriately. This frequently occurs through questioning that deepens learning and differentiated lesson content that takes into account the needs of different groups of pupils. Previous knowledge is tested so that teachers can evaluate what pupils remember. As a result, pupils can remember and verbalise prior learning.
- Misconceptions are routinely addressed by teachers, for example by showing the incorrect method so that pupils have to work out the solution for themselves. This was observed in a Year 1 English lesson where the teacher used this strategy to check pupils' understanding when blending sounds.
- Relationships are exceptionally strong. There is a great deal of mutual respect between teachers and pupils which makes for an environment that is highly conducive to learning.
- Positive attitudes to learning abound in lessons and high levels of engagement are the norm. In the Reception class, the children were engaged in a range of different activities that required them to draw upon prior learning. They were enthusiastic to share their learning with the adults in the room and demonstrated well developed levels of independence.
- Teachers instil the use of advanced subject specific vocabulary and relevant terminology in pupils. In a Year 6 history lesson, detailed discussion examined the term 'division of labour'. Similarly, in a Year 2 science lesson, pupils confidently referred to the habitats of different animals; and, in a Year 4 mathematics lesson, pupils used the term 'quotient' in the correct context.
- Teachers skilfully scaffold activities so that pupils are fully aware of the learning intention. In a Year 4 mathematics lesson, the teacher very clearly modelled the correct method of short division so that pupils could seamlessly begin their work. Additionally, the teacher in a Year 5 lesson deepened thinking by expertly initiating a debate around vocabulary that enhanced the quality of debate.
- Displays are a key feature of the school. At every opportunity, pupils' work is celebrated. The colourful, meaningful artwork in classrooms and corridors creates a vibrant learning atmosphere that enables pupils to thrive. Children join the school at much lower than expected levels of development and ultimately make exceptional progress from their starting points. Outcomes in 2019 indicate that the trend of improvement over the last three years continued. The percentage of children who achieved a good level of development in the Early Years Foundation Stage (EYFS), and the number of pupils who achieved the Year 1 phonics screening check both exceeded the national averages.
- The highly experienced EYFS leader and the Key Stage 1 leader combine their skills to ensure high quality provision for younger pupils. The nurturing approach they adopt, a positive learning environment and close communication with parents ensure that children make very strong progress from low starting points.
- Attainment at Key Stages 1 and 2 in reading, writing and mathematics were close to or above the national average figures at the expected and greater depth standards. Progress in writing and mathematics was significantly above the

national measures.

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

...teachers more closely considered when it was appropriate for pupils of different abilities to commence their work to maximise learning time.

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

- Disadvantaged pupils performed well in 2019. With the exception of those with significant additional needs, all pupils reached age-related expectations. Pupils with SEND made positive gains from their individual starting points. Current pupils are on track to make similarly strong progress. The staff support and nurture them to achieve their best.
- The work that takes place in the DSP provides a secure setting to support those pupils' needs. Constructive liaison with parents is established so that 'wrap-around' support gains the most success. The valuable work of the family support worker ensures that parents are fully informed, included and engaged. Expert staff enable those pupils to overcome their various barriers to learning and, whenever suitable, they are reintegrated into mainstream classes. The recent opening of a second classroom provides a more academic setting for those pupils who are ready for this kind of environment and assists their reintegration.
- The nurture class supports a small number of pupils from Alderwood and other schools in the Compass partnership. They have social, emotional and mental health issues and the care they receive enables them to access learning in a calm, settled environment. It is a short-term measure with the long-term aim of returning pupils back into mainstream classes. The many success stories validate the value and impact of this provision.

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

None identified.

5. Area of Excellence

None submitted for this review.



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

Nothing 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.