



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR PENINSULA EAST PRIMARY ACADEMY

<b>Name of School:</b>	Peninsula East Primary School
<b>Headteacher/Principal:</b>	Lorna Rimmer
<b>Hub:</b>	Leigh Hub
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Leigh Academies Trust

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Leading
<b>Date of this Review:</b>	26/06/2023
<b>Overall Estimate at last QA Review:</b>	Not applicable
<b>Date of last QA Review:</b>	Not applicable
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	14/01/2020



## 1. Context and character of the school

Peninsula East Primary Academy (PEPA) is an average sized, fully subscribed 3 – 11 mixed primary school. PEPA was created in September 2021 as a merger of two neighbouring village primary schools, Allhallows and Stoke. PEPA moved into the site of Allhallows and inherited the school details and Ofsted grading records of Stoke. The purpose-built school buildings and grounds provide pupils with plenty of pleasant space.

The school's location within Allhallows is an area of high deprivation. Similarly, the pupil deprivation base is high, with an above average proportion of disadvantaged pupils. The majority of pupils are White British. The stability of pupils is well above average. The proportion of pupils for whom English is an additional language is below the national average.

The proportion of pupils with special educational needs and/or disabilities (SEND) is well below the national average. The proportion of pupils with an education, health and care plan (EHCP) was well below the national average in 2022 but has increased this year.

The school is in the county of Kent and sits within Medway local authority. As Stoke Primary School, PEPA is considered to have opened as an academy converter in November 2014 as part of the Leigh Academies Trust. The school's mission is that its pupils play a significant part in society. This is underpinned by its international mindedness in which all members should be equally valued. In order to help its pupils achieve this, PEPA seeks to meet the needs of the individual by 'high aspirations, high motivation and high achievement for all'.

### 2.1 Leadership at all levels - What went well

- The principal's leadership, supported by a strong senior team and staff body, means that pupils are very happy and proud of their new school. She has applied the trust's strong foundations for a successful school, such as international mindedness and the use of digital technology to their local context. The progress in two years is impressive.
- Leaders and staff, supported by the trust and governing body, have implemented their vision exceptionally well. As visitors to the school, this is evident in the welcoming and calm environment. Despite initial challenges,

nearly all parents support the school's approach with their children and now welcome the change.

- Leaders' successful approach is to follow procedures tightly and work as a whole community of staff, pupils and their parents. For example, when merging the two schools, pupils were supported to submit ideas for the logo design. This meant that they felt part of the process. Applying this approach has vastly reduced pupil misbehaviour, developed teachers' understanding of pupil outcomes, improved pupil outcomes, embedded a strong curriculum and created digital citizens.
- Leaders meet parents at the school gate to help break down barriers. They regularly bring parents into the school to air their concerns and solve them together, such as maintaining enough clubs and school traditions. Within just two years, leaders have not only successfully merged the two schools so that it operates superbly as one but have also achieved an area of excellence.
- To encourage home reading, leaders make independent reading a high priority, particularly as an activity for improvement and for pleasure. Their strategies include having mini reading corners in every classroom, books to take home from the library, busters book club and celebratory certificates 'every Friday'. As a result, pupils enjoy reading, 'I asked my Mum if I could pick a book'. They also see it as important, because 'you learn spelling and new words' or 'it helps your imagination.' One pupil said that she even turns down the volume on a programme she watches to read the subtitles.
- Teachers at the start of their career feel well supported and recognise their progress due to mentoring and training. One explained how 'adapting for pupils with SEND' training had helped her to help a pupil who was struggling in mathematics.
- An assistant principal implements strategies to develop pupil development and character. This is a fundamental aspect of the International Baccalaureate (IB) approach, represented by ten learner characteristics. In particular, staff routinely encourage pupils to think about their learning and actions. As one pupil explained, with the 'reflection tickets', 'It is quite unique that we get time to think about what we are proud of.'
- The early years foundation stage lead has worked with the team to achieve exceptional indoor and outdoor learning environments and teaching practices, improving children's outcomes from low starting points. As a result, a high proportion of children are achieving beyond expectations.
- Leaders listen to pupils via the school council. This year they have added leadership opportunities as head students and well-being ambassadors. Pupils see these roles as being for the whole pupil community, 'The Head

Pupils also represent nursery and reception children too. We lead assemblies and celebrations.'

- All pupils showcase something in the annual talent show. Clubs are designed to be co-curricular to enhance learning, such as times tables club or extra-curricular to develop interests or talents, such as a board game club. They change every half-term to adapt to the seasons. Leaders track and analyse attendance per half-term to inform the programmes, such as needing more sports clubs for girls.
- Staff create an impressive culture of celebrating difference so that pupils' comments about valuing diversity are a strong feature of their conversation. Pupils talk about respecting different 'religions and backgrounds, such as Muslims, Christians and Travellers'. They welcome everyone because 'teachers explain how to look at other points of view'. Pupils are prepared for life in modern Britain because their attitude is that 'it is good to learn about different cultures as you learn new things. We learn how and why to treat everyone equally.'

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

...when sharing practice or answering questions, middle leaders ensured that they used data or case studies as examples and evidence of impact.

## 3.1 Quality of provision and outcomes - What went well

- The curriculum is broad, in line with the National Curriculum (NC). Staff plan learning linked to lines of enquiry in the NC but enthuse pupils by giving them agency to choose which ones to explore further. For example, Year 6 pupils have chosen to investigate deforestation, nuclear warfare and conflict, world hunger and plastic pollution.
- Subject leaders oversee the NC subject skills across the IB primary years programme (PYP) which creates a holistic curriculum for pupils across transdisciplinary themes, such as how the world works and saving the planet. Leaders' next steps are to record how the underpinning knowledge is sequenced logically through the curriculum.
- Leaders have embedded the importance of metacognition into the curriculum using the IB's 'approaches to learning' skills for thinking, researching, communicating, self-managing and socialising. Teachers routinely use the strategies so that pupils' understanding of their impact is impressive. 'In the PYP, we learn to inquire and link subjects.'

- Teachers structure daily reading lessons around vocabulary and comprehension skills, such as inferring and summarising. Teachers support pupils to work together independently, sticking lists of high frequency words to the table. When asked, pupils knew these words and felt confident that everyone else would too.
- Teachers prioritise teaching subject specific vocabulary and key terminology. This gives pupils a full understanding of what words mean and how to use them effectively in speech with their peers and visitors to the classroom. For example, 'Secondary colours are made by mixing two primary colours' and, 'It's joined up at the edge and then it's got a pointy bit on top...I think it's called a vertex?'
- Using their new vocabulary, staff require pupils to talk as a routine part of learning together. As a result, all pupils speak well, and with superb confidence, to unknown visitors.
- Teachers help children in Reception to learn language using dual coding, such as, 'This is an exclamation mark!' and 'If I need help with my writing or phonics I go to the reading corner and get this flower card which helps me spell my word.'
- As well as for their lines of enquiry, books show that pupils also have agency over the presentation of their extended writing outcome. One pupil explained how this means, 'you can be creative - we have the most agency. I just really like it. You can choose your colours.'
- Behaviour for learning is excellent. The exciting curriculum and strong teaching means that pupils are attentive, ready to listen, quiet and respectful. To improve their catching, Reception children listened hard and, as directed, made the 'w' shape with their hands and checked 'are you ready?' with their partner. They were delighted that this time they all caught the ball.
- Pupils are well prepared for secondary school. Staff from the local trust secondary school come in to explain what will happen in Year 7, as well as pupils going to induction mornings. One pupil was relieved to learn that 'discipline is quite similar to here.'
- Pupils are exceptionally well prepared for their future careers via the curriculum, careers fairs and even a careers club. As a result, pupils naturally talk about their futures when explaining something else. One mused, 'I will be self-employed so I'll need maths skills as I'll have to do my own tax returns.' Another offered, 'In the Year 6 production, we all have roles. I have always enjoyed acting and so this has made me see that I might want to go into this.'

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

...teachers planned for appropriate challenge so that all groups of pupils broadened or deepened their learning once they finished their activity.

...teachers increased their adaptations to enable all pupils to access the key knowledge so that fewer pupils need to leave for small intervention groups.

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

- Leaders work with vulnerable families to provide support. Examples include offering a food bank over the summer break and signposting to useful agencies. Each senior leader has a caseload of vulnerable families to meet with regularly. This has ensured trust and strengthened relationships so that they jointly remove any barriers to learning.
- The SENCo ensures the SEND register is accurate in terms of the pupils recorded, the needs of those pupils and the support that is in place. In the past two years, this has resulted in reduced numbers of pupils with SEN support and increased numbers with EHCPs. This makes a significant difference for these pupils. This is illustrated by some of the younger children who now have an EHCP and will receive support early enough to help them achieve their potential.
- Teachers provide scaffolds so that pupils with SEND are able to access the lesson, such as different sentence stems to help them write. Pupils make use of their Chromebooks to use this support independently.
- Teaching Assistants (TAs) also provide small group sessions in break-out spaces. Pupils access the same content but process it differently, aptly described by one pupil as, 'Some might have easier work at their level but it is still the same as ours.' This means that more pupils keep-up rather than having to catch-up.
- Some interventions are for a specific catch-up need, for example reading and writing (Fresh Start) in Years 3, 4 and 5. Leaders' analysis of impact shows that the reading intervention has led to increased reading outcomes in assessments. The writing intervention has led to improved pupil confidence to write in lessons.

- The strength of the provision means that there is no discernible difference in work in books between many pupils with SEND, disadvantaged pupils and their classmates.
- Teachers have the same high expectations for behaviour and learning for all pupils. Consistent routines are reflected in positive relationships so that all pupils have excellent conduct and behaviour for learning. In other ways, vulnerable groups are prioritised. For example, the proportion of pupils with SEND attending clubs is well above the proportion of pupils with SEND in the school.

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

...the SENCo continued to develop the TAs so that they fluently use scaffolds to support their pupils but also to know how to gradually withdraw them for independence.

### **5. Area of Excellence**

Digital innovation for teaching and learning.

Accredited

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

PEPA pupils, including children in Nursery, are digital citizens, using technology confidently to collaborate, to work independently and to be creative. Pupils are clear about how their Chromebooks are an essential part of their education, 'we use them in every lesson, apart from tests'. Pupils are expansive about how using Google classroom helps them, citing, 'online quizzes, Jamboards (Googles' collaborative white board), writing model texts and giving us ideas posted on classroom streams.'

For some pupils, this extends to starting their future careers as coders or gaming entrepreneurs now. 'Mrs Drobka (the computing lead) helped us with coding as I have set up a company with another boy in my year group.' Another pupil shared how he makes online console games.



In preparation for their future technology driven worlds, pupils embrace it as important, describing how their digital approach 'makes us inclusive' by offering home learning for all, assistive technologies and a global perspective. However, they also know why safety is important to protect themselves and others, discussing and reflecting on its responsible use within school and at home. Due to their daily routines, they also know how to use applications and strategies to keep themselves safe. Leaders keep pupils' understanding up to date through assemblies, online safety days and games designed to instil safe practices.

To achieve this expertise within just two years, the Principal and Digital Lead capitalised on practice developed during the national lockdowns. From September 2020, they continued to use Chromebooks as an important tool for learning, setting expectations that all Key Stage 2 staff provide slides on Google classroom every day. She built on this by training all staff to Google level 1 and then 2. She added a weekly staff briefing to update on new technologies to use in the classrooms. A key factor has been the time and resource given to the member of staff appointed as the computing lead, combined with the energy and expertise she applies to this role. As well as demonstrating how to use new technologies and being on hand to support this in the classroom, the computing lead actively sources applications that she thinks will support what teachers plan for their lesson.

As well as Challenge Partners, trust leaders have validated the impact as being transformational. As a result, they provide time for staff in their other schools to visit the school and learn how to implement in their own school.

As well as maintaining expertise by drawing upon and sharing good practice within networks and from the Trust Digital Lead, the computing lead independently keeps up to date with new developments as evidenced by the creative use of new artificial intelligence (AI).

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

- The provision for writing makes use of the Chromebooks to help pupils find the right words, such as digital word banks. As a result, pupils enjoy writing and increasingly produce high-quality descriptive sentences, such as a 'colossal, snowy white mountain' in Year 3. After researching hotel reviews

with a low rating, Year 4 pupils wrote 'horrifying' descriptions of a dingy house.

- Pupils use AI productively and creatively, such as honing their descriptive skills by assessing the art work that AI produces from it. This innovative application of the technology meant that pupils were able to evaluate the changes in the AI's artwork from the improvements they made to their writing descriptions.
- Pupils, particularly boys, have improved their times table knowledge as well as their average scores on the multiplication checks. They do this via games, such as TT Rockstars, that they enjoy competing in at school and at home.
- Pupils use the Chromebooks to gain additional support for most SEND needs. This means that pupils with SEND can keep-up. For example, pupils appreciate having access to the teacher's slides meaning that they can work at their own pace, irrespective of where the teacher's slides are, unobtrusively allowing them to refer back when doing consolidation activities.
- Pupils with SEND unobtrusively use assistive technology, Read&Write, to support their reading, comprehension, writing and research. For example, pupils use it to understand unfamiliar words with text and picture dictionaries or develop their writing skills with word prediction – 'I use this for lots of things.'

For Challenge Partners colleagues visiting for a day, the school offers the opportunity to meet with leaders about how to achieve the same impact within less than two years. They will meet with the computing lead, speak to staff and pupils to learn how the technology makes a difference and to observe how teachers use technology in the classroom.

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

Name: Lorna Rimmer

Job title: Principal and Digital Lead

Email address: lorna.rimmer@pepa.org.uk

## 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/teaching-learning-toolkit>)