



QUALITY ASSURANCE REVIEW
REVIEW REPORT FOR
ALEXANDER McLEOD PRIMARY
SCHOOL

Name of School:	Alexander McLeod Primary School
Headteacher:	Muhammad Mustafa
Hub:	Inspire Partnership
School phase:	Primary
MAT:	Not applicable

Overall Peer Evaluation Estimate at this QA Review:	The school chose not to have estimates
Date of this Review:	27/11/2024
Overall Estimate at last QA Review:	N/A
Date of last QA Review:	12/06/2023
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	30/10/2019



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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 Not applicable

Quality of provision and outcomes Not applicable

AND

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

Area of excellence Not applicable

Previously accredited valid areas of excellence Not applicable

Overall peer evaluation estimate Not applicable

Important information

- The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.
- The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.
- The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.

1. Context and character of the school

Alexander McLeod (AMc) is a larger than average, three form entry, primary school with 565 pupils on roll. The school is situated in the London Borough of Greenwich in an area of high deprivation. A third of the pupils are socially disadvantaged and two thirds of pupils are learning English as an additional language (EAL). The proportion of pupils with special educational needs and/or disabilities (SEND) is above average. The school has a strong commitment to inclusion. The proportion of pupils with Education, Health and Care plans (EHCPs) is above the national average and continues to grow. The school has recently developed the Meadow provision for pupils with autism spectrum conditions (ASC) with significant communication and interaction needs.

The senior leadership team comprises the head, deputy and two assistant head teachers. Wider leadership roles include subject and phase leaders. Stable staffing and homegrown leaders is strength of the AMc family. The school has recently revised its values. AMc promotes community, aspiration, respect, inclusion, nurture and growth, so that pupils leave the school as responsible, resilient and mindful individuals, well prepared for life in the wider world. At AMc, pupils learn to belong, believe and achieve.

2.1 Leadership at all levels - What went well

- Senior leaders live and share their clear vision, recently revised and relaunched. Leadership is distributed, developing responsibility and expertise at all levels. All senior leaders have a regular teaching responsibility, leading by example. The concise one page School Development Plan, displayed prominently around school, clearly underlines the key priorities of the school.
- School staff talk passionately about the AMc family, being part of a stable staff team. Senior leaders understand the daily challenges of teaching and have credibility, ambition and compassion for pupils and staff. The open, enabling culture allows leaders at all levels to seek and offer support. Many leaders at all levels have been supported to take up more senior positions.
- The curriculum is ambitious, well planned and regularly improved, to equip pupils for life in modern Britain. The school has adopted an enquiry based approach, employing ask, investigate, create and reflect units in science, history, geography art and design and technology. The culture of trust and autonomy enables all teaching staff to collaborate and use their initiative, with accountability, to personalise learning and maximise progress.

- Continuing professional development (CPD) is a strength of the school. The comprehensive handbook document for teachers, with planning pages in the back is a useful tool with relevant information all in one place. A similar shorter document supports Learning Support Assistants (LSAs).
- Senior and middle leaders use current research to drive improvements in pupil outcomes through improved teaching and learning, using drop ins, teaching in classes and pupil progress meetings. LSAs as crucial parts of teaching teams, undergo CPD aligned with teachers and bitesize training.
- Subject leaders are well supported and given time to develop, monitor and evaluate standards in their subjects. They join or establish networks for their subjects, alongside undertaking national professional qualifications, building and sharing expertise. They are linked to an assistant headteacher, building professional, supportive dialogue across the school. Phase leaders conduct reviews of their phase and collaborate with subject leaders to improve learning throughout the school.
- The innovative and well thought out Anti-Racism project, set up in part due to an increase in apparent racist incidents, sets out to understand the issues and equip pupils, teaching staff and the wider community to build tolerance and combat racism. The production of resources for parents and teaching staff, alongside pupils producing inspiring commercially printed playground posters, has helped to reduce the number of incidents.
- At AMc there is a strong focus on personal development and building cultural capital and resilience. Residential trips start in Year 4, include a Paris trip in Year 5 and one week residential visit in Year 6. Pupils benefit from focus weeks, for example, Black History, Neurodiversity and Pride weeks.
- Thoughtful and diligent Junior Governors were clear about how they monitor and evaluate their impact in making the school better. They were involved in improving transitions and after conducting book looks, they recognised the need for more personalisation in foundation subjects.

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

... leaders further explored and identified the barriers to family engagement with learning, to ensure that pupils and families get the support they need to improve pupil achievement.

3.1 Quality of provision and outcomes - What went well

- Teaching staff use their knowledge of pupils and subject knowledge to build nurturing and trusting relationships, resulting in an open and friendly climate for learning where pupils thrive. Well thought out routines and structure enable all pupils to thrive and build on their learning.

- Pupils benefit from well considered, consistent learning environments. Classrooms are well planned and well maintained. Displays exemplify high quality work and provide working walls and information to support learning. Outdoor environments are stimulating, inviting and varied to meet the various needs and interests of all pupils.
- Teaching staff use their high expectations, relationships with pupils and quality first teaching, to support pupils to behave well. This is complemented by well-designed interventions and clear routines and structures. As a result, behaviour is a strength of the school. In a Year 1 history lesson, the teacher thoughtfully paid attention to pupils exemplifying expected behaviour, with no loss of learning time in a lively exciting lesson.
- Early years and Year 1 provision is well organised, gradually introducing more formal teaching elements in Year 1, in preparation for Year 2. Teaching staff expertly used the Gingerbread Man theme as learning vehicle. In Year 1 pupils built on their learning about timelines from the previous day.
- Phonics sessions are well planned and used with fidelity. In an early years provision children benefited from skilled, encouraging staff using timely assessment for learning to address misconceptions.
- Teachers use enquiry based approaches. In a Year 1 history lesson, the teacher showed that they were at the investigation stage. The vocabulary rich lesson developed practical, personalised understanding of timelines, using examples from children's lives and the ages of their favourite teachers.
- Pupils develop retrieval skills. In a Year 2 reading session, staff modelled the language of spaced practice, using well-chosen images and visual cues to embed vocabulary. Pupils used thinking time, partner talk and well-chosen questioning, to deepen learning and share ideas. In a Year 4 science lesson, pupils were highly engaged, taking opportunities to collaborate. The teacher enabled pupils to recall and build on their Year 3 understanding of photosynthesis to better understand the food chain and where food comes from.
- Pupils are well supported to understand sensitive contemporary issues in modern Britain. In a Year 6 Personal Social Health and Economic lesson, due to high levels of trust, pupils felt safe to maturely explore sensitive issues concerning gender identity and biological sex.
- As pupils mature at AMc, they become passionate and skilled learners who understand what helps them to learn. They are able to retrieve and build on knowledge, collaborate and use a variety of resources such as learning walls. This was encapsulated in a lively, highly effective history lesson in Year 6 concerning changes in the last century.

- Book scrutiny in English and foundation subjects showed clear progression within and between academic years. Teachers ensure a focus on key vocabulary, use high quality stimulus materials and texts, with high expectations of presentation. Disadvantaged pupils and those with additional needs are well supported to succeed in learning.
- The school adds significant academic and personal development value to pupils as they move up the school. At the end of Key Stage 2, the proportion of pupils attaining the expected standard and greater depth was significantly higher than the borough average and that of the national average.

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

- ... the best practice of acting upon assessment for learning, in timely manner, was shared and consistently used across the school.

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

- The proportion of disadvantaged pupils is above the national average. Leaders are aware of the key issues facing families, which often concern housing. A proportion of pupils are socially disadvantaged and also have additional needs.
- Support for families starts with the teaching team and is complemented by the committed and experienced family liaison officer, who uses her knowledge, experience and passion to support families directly and indirectly, to improve attendance and progress in school. She uses a variety of successful approaches including, 'school gate conversations,' coffee mornings, parent courses, and supporting pupils to deal with anxiety to improve attendance.
- The Pastoral Team use their knowledge of pupils and their families to tailor support at home and school. Where appropriate they signpost families and refer pupils to appropriate external support and help families to develop strategies to use at home. Families have space in school to meet, network and support each other.
- Senior leaders recognised the importance of understanding and embedding adaptive teaching, ensuring that staff understand it, adopt it, resulting in increased progress in their inclusive school.
- Staff work with pupils to develop their bespoke strategies to improve their learning and resilience. Pupils RAG rate the efficacy and impact of the support and interventions, to 'own them' and continuously improve them.

- Tailored interventions are organised so that the teacher and teaching team is always central to the solution. Interventions are timed so that pupils miss different lessons and can be supported to catch up. Leaders use Boxall profiles, sensory profiles and are developing an understanding of the 'Zones of Regulation,' to assess and support pupils' social and emotional progress.
- Recently the Meadow provision has been set up for pupils who are currently non-verbal with ASCs. The provision is led by an autism specialist teacher. Environments are low arousal with focused communication invitations and information. Due to developing routines and structures with well deployed staff, pupils are settled and engaged purposefully. A pupil completed his task independently and smiled warmly in recognition of his achievement.
- In 2024, attainment at the end of Key Stage 2 was strong for disadvantaged pupils who outperformed the national average for non-disadvantaged pupils in reading, writing and mathematics at the expected standard and greater depth. Pupils with additional needs make strong holistic progress from their starting points.

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

... leaders extended and further developed the use of 'Zones of Regulation', to build pupils' emotional intelligence and improve their mental health.

5. Area of Excellence

Not applicable.

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 content reports from across the hub networks including using AI tools to create an aggregate picture of what is going on across the sector (sharing these with the partnership) each year. The QA Review reports remain confidential to Challenge Partners and the host school.



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This ensures that schools embrace the review as a development process, acting as a catalyst for their ongoing improvement. This is the primary purpose of the QA review. However, our aim is that the thematic analysis will demonstrate the additional value of a sector wide overview, illustrated with real-life examples.

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. The School Support Directory 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>).