



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR
THE BELHAM PRIMARY SCHOOL

Name of School:	The Belham Primary School
Headteacher:	Alison Sprakes
Hub:	Charter School Educational Trust Hub
School phase:	Primary
MAT (if applicable):	Charter Schools Educational Trust

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	3/02/2025
Overall Estimate at last QA Review	N/A
Date of last QA Review	20/05/2024
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	11/06/2024



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Quality Assurance Review

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

Leadership at all levels N/A

Quality of provision and outcomes N/A

AND

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

Area of excellence N/A

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate N/A

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

The Belham Primary School is a two-form entry primary school in Peckham, London, predominantly serving pupils from the local area who come from a wide range of socio-economic backgrounds.

The school joined the Charter Schools Educational Trust in April 2021 and is fully committed to the collective mission of providing 'better futures for all children and young people'. School leaders work together to create the 'Belham Journey' for all pupils, one that is rich in opportunity, learning and happiness.

The school's pupil population is predominantly White British. While the proportions of pupils who speak English as an Additional Language (EAL) and those who are disadvantaged are currently below the national average, both are increasing annually. The proportion of pupils with special educational needs and/or disabilities (SEND) is broadly in line with the national average.

At the heart of the school's ethos is the belief that 'by working together, we can empower pupils to become creative, independent thinkers with a strong sense of self who know their place in the community'.

2.1 Leadership at all levels - What went well

- Leaders cultivate a culture where the school's purpose and vision are clear. This empowers staff to drive improvement and implement change, which results in positive pupil outcomes and attitudes towards learning.
- The school prioritises staff development, providing regular opportunities for professional learning and collaboration. This investment in all staff builds a skilled and motivated team who feel supported, are knowledgeable about current research and readily share effective practice.
- Subject leaders monitor progression maps, lesson plans and workbooks to ensure pupils acquire key knowledge, build on prior learning, and make meaningful connections between topics. This means there is a greater consistency in teaching and learning and the historic issue of some pupils developing learning gaps has improved significantly.
- Through the school's values and character curriculum, leaders provide a framework for pupils to develop into well-rounded, ambitious citizens who contribute positively to society. They provide pupils with numerous leadership opportunities, including roles such as sports leaders, peer mediators and house captains. This wide range of leadership experiences fosters a genuine sense of agency, resulting in confident, articulate pupils who are actively involved in shaping their school experience.

- A wide range of extracurricular clubs is offered to pupils, including gardening, homework, running and finger knitting. These clubs allow pupils to explore their interests, discover hidden talents and develop new skills. This breadth of opportunity contributes to developing the whole child and promotes personal growth beyond the academic subjects.
- Leaders recognise the importance of parental involvement in education and provide various opportunities for parents to participate in school activities. Community events, such as the popular 'meet-mingle-munch' gatherings, celebrate events such as Black History Month and Eid and include activities such as outdoor cinema evenings. This leads to a strong sense of community and increased parental engagement in school life.
- The governing board is deeply committed to supporting the school, providing both challenge and support. They actively monitor the school's work, developing a clear understanding of its strengths and areas for development. Governors maintain regular contact with the headteacher, acting as a critical friend and offering support. One governor commented, 'The leadership team stays true to the Belham values and the children live by and embody them.'
- The Friends of Belham actively support the school's current needs. They fund special projects, resources, events, trips and cultural opportunities. This invaluable support enriches the school community and enhances the educational experiences offered to the pupils.

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

... subject leaders continued to develop effective assessment systems in all foundation subjects.

3.1 Quality of provision and outcomes - What went well

- An ambitious and well-sequenced curriculum provides all pupils with a broad and balanced education designed to meet their diverse needs, nurture their individual talents and interests and prepare them for the next stage of their education. It is enriched by visits from inspirational guests, such as Jeffery Boakye, who has local community links and author Onjali Rauf, whose work connects to curriculum texts and helps children understand local issues, such as new arrivals to the school.
- Teachers demonstrate strong subject knowledge and use effective pedagogical approaches, such as the Education Endowment Foundation's '5-a-day', to engage pupils and promote deep learning. For example, in a mathematics lesson, the teacher and teaching assistant modelled effective partner work. This enabled pupils to successfully complete the hands-on task, accurately identifying one more or one less than a given number on the number line.

- Teachers systematically revisit prior learning to prevent knowledge gaps, strengthen long-term retention and guide pupils to make connections across topics and subjects. The consistent use of mind maps in humanities allows children to record and build upon existing knowledge, track their learning journey and reflect on their progress throughout each unit. As one pupil commented, 'We learn something new every day!'
- Early morning work reinforces and consolidates key mathematical skills. For example, Year 3 pupils begin their day with activities practising the four operations. This consistent practice strengthens their mathematical skills, increases their confidence and improves learning outcomes.
- Journals provide a valuable platform for pupils to demonstrate their understanding of mathematical concepts. They use a consistent, school-wide scaffold to record their learning, connect known facts and discuss misconceptions. Dedicated journaling time within lessons and ongoing staff training further support effective implementation.
- The Reading Fluency Project is a targeted intervention designed to boost reading fluency and comprehension for upper Key Stage 2 pupils who are reading below their expected standard. Early results are promising, showing a significant impact on disadvantaged pupils. The proportion of these pupils reaching the expected reading standard has more than doubled since the project started.
- Pupils are enthusiastic about the school's rich curriculum which ignites their passion for learning. They enjoy specialist-led music, including singing and instrument tuition. One pupil shared their love for history, especially dramatising events and visiting museums. Experiences such as theatre trips broaden pupils' cultural capital and raise aspirations. This is evident in pupils' diverse career aspirations, which include lawyer, hairdresser, architect, and volcanologist.
- Pupil attainment at key assessment points consistently exceeds national averages, with reading a particular strength. This success stems from a culture of reflective practice exemplified by a recent review of writing texts to enhance relevance and engagement. Leaders regularly challenge the status quo by asking, 'Is what we do the best it can be and how can it be even better?'
- The school welcomes an increasing number of in-year admissions from asylum and refugee backgrounds. These pupils are quickly integrated with their individual needs addressed through provision such as uniforms, translation tools and English language acquisition support. As a consequence of these efforts, they experience a nurturing and supportive environment throughout their time in the school
- High attendance rates reflect the school's emphasis on daily attendance. All staff believe that happy children are more likely to attend and strive to remove barriers through appropriate provision. A 'relationships first' approach, prioritising quality time with children and their parents, underpins these efforts and demonstrates the school's commitment to its mission.

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

... all staff were able to clearly articulate the impact of the '5-a-day' strategies currently used in class.

... teachers considered a wider range of strategies to check understanding for all pupils.

... leaders continued to build a bank of resources to support children new to English.

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

- The special educational needs/disability coordinator (SENDCo) plays a crucial role in prioritising early help for pupils. Working closely with the school's early help team builds a picture of various barriers to learning. They meet weekly to discuss concerns, potential strategies and reasonable adjustments, for example wobble cushions or fidget toys. This proactive approach allows for early intervention and prevents concerns from escalating.
- Robust systems are in place to quickly identify pupils with additional needs. This enables the school to provide comprehensive support, ensuring all pupils thrive within the classroom. Adaptive learning approaches, reasonable adjustments to the learning environment and a strong emphasis on quality first teaching enables pupils to make good progress alongside their peers. Adaptations and strategies are shared with parents to foster a shared understanding of how pupils can be supported within the classroom.
- The SENDCo supports transitions, particularly to secondary school. Through the PSHE curriculum, targeted support and collaboration with other agencies, they are able to identify early signs of concern and intervene before a crisis point. As a result, they gain a comprehensive understanding of pupils' needs, enabling them to predict and plan for future interventions. This leads to smoother transitions and improved outcomes for vulnerable pupils.
- Flexible grouping within lessons is particularly impactful in ensuring pupils make progress against learning objectives. Targeted support from higher level teaching assistants is provided where pupils have larger learning gaps. Tutoring for all Year 6 pupils ensures additional opportunities to address these gaps and accelerate their progress, leading to the learning gap continuing to diminish between disadvantaged pupils and their peers.
- Leaders are incredibly proud of the significant improvement in attendance for disadvantaged pupils, which has almost eliminated the gap between them and their peers. As a result of this success, they have shared their strategies at a Trust-wide level.

- Disadvantaged pupils confidently express their views on the opportunities available to them. They attend various clubs and value the school's music programme, with many playing instruments such as the recorder or flute. Pupil feedback indicates that they feel happy and supported by teachers and friends who, they say, 'are here to support and guide you.'

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

... leaders continued to focus on refining quality first teaching strategies across all subjects.

... all leaders considered the wealth of strategies used to support pupils' wellbeing and consolidated them into a more streamlined approach.

5. Area of Excellence

N/A

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. 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>).