

Name of School:	Loughborough Primary School
Headteacher:	Graziella Williams
Hub:	Charter School Educational Trust
School phase:	Primary
MAT (if applicable):	The Charter Schools Educational Trust

Overall Peer Evaluation Estimate at this QA Review:	Not applicable
Date of this Review:	05/11/2025
Overall Estimate at last QA Review:	Not applicable
Date of last QA Review:	Not applicable
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	13/03/2023

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 Not applicable

Quality of provision and outcomes Not applicable

AND

Quality of provision and outcomes for disadvantaged pupils and/or pupils with additional needs Not applicable

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

The school is located in the London borough of Lambeth, close to Brixton. The school's vision is 'Through education we nurture and inspire our children to take their place in the world as fulfilled global citizens.' This is underpinned by five values of 'Try your best; show resilience; collaborate; respect yourselves and others; and be safe and responsible'.

The school is an average-sized primary school. It has provision for two-year-olds and a nursery, providing for pupils aged three and four. The school has an additional setting, providing for pupils with acute needs.

The percentage of disadvantaged pupils is well above the national average. The proportion of pupils with an education, health and care plan (EHCP) is broadly in line with other schools nationally but the proportion of pupils with special educational needs and/or disabilities (SEND) is above average. The percentage of pupils who speak English as an additional language (EAL) is well above the national average.

2.1 Leadership at all levels - What went well

- Leaders, together with staff, promote the school values regularly and with conviction. They make sure that the values are a lived-out reality for both pupils and adults.
- Leaders' vision impacts strongly on the work of the school and the ambition held for pupils. This vision is shared by the leadership and staff team and consistently guides decision-making. It inspires pupils to aim high, take pride in their achievements and develop a sense of purpose about their learning.
- Leaders use the vision to develop pupils' experiences carefully. Consequently, they have planned well to ensure that pupils are fulfilled and supported to try their best. Leaders have created clear systems to provide the right support at the right time. As a result, pupils feel valued and motivated to persevere, even when faced with challenges.
- Leaders place a heavy emphasis on improving teachers' subject knowledge and pedagogical understanding. Regular professional development sessions and peer coaching enable staff to refine their practice. For example, staff benefit from training provided by the Trust in supporting pupils with SEND.
- Subject leaders ensure that pupils learn the planned curriculum in a logical order. They work collaboratively to map out key knowledge and skills across year groups to ensure progression. This structured approach helps pupils build a deep understanding of, and make clear connections between, different areas of the curriculum.

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- The impact of the subject leaders has been strong. This includes the development of teaching quality through understanding and implementing research-based teaching techniques. Teachers apply evidence-informed strategies that promote effective learning and the remembering of key knowledge. As a result, pupils are knowledgeable and independent learners.
- Leaders have shaped a positive climate for learning. Pupils demonstrate respect for one another and take pride in their work and school. High expectations and very supportive and warm relationships foster an atmosphere where everyone feels ready and safe to learn.
- There is a wide curriculum enrichment offer. Activities such as educational trips, visiting speakers and themed days bring learning to life beyond the classroom. These experiences broaden pupils' horizons and help them discover new talents and interests and become excited about learning.
- Many pupils attend extra-curricular activities, including disadvantaged pupils. Clubs in sport, music and art are popular and thoroughly enjoyed. Pupils value these opportunities to develop teamwork and be creative.
- The impact of leaders' plan for pupils' personal development is effective. Pupils show strong moral purpose and an understanding of the importance of respect, tolerance and empathy. They are well prepared for life in modern Britain and for their next stages in education.
- There is rigour in leaders' balance to supporting and challenging poor attendance. As a result, attendance is improving. Leaders use a vast array of strategies to reduce any barriers that pupils may face to attending school frequently. For example, the school provide free places at breakfast club. It also uses court proceedings to ensure pupils with low attendance attend more regularly.

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

... the school's self-evaluation more precisely identified the strategic actions that leaders have taken to secure improvement and their resulting impact.

3.1 Quality of provision and outcomes - What went well

- Teachers' high ambition is central to the curriculum. They design learning to ensure that pupils, regardless of starting points, access a broad and challenging range of knowledge and skills. They have selected content carefully to allow pupils to build on prior learning and deepen their understanding over time.
- The curriculum is coherently planned. Each subject follows a clear progression that identifies how and when knowledge is revisited to strengthen understanding. Cross-curricular links are purposefully developed to help pupils to remember more of what they have learned and make meaningful connections between subjects.

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- The teaching of phonics is very effective, enabling pupils to learn essential early reading knowledge quickly and well. For example, in a Year 1 class pupils were taught expertly, resulting in pupils grasping letter-sound correspondences securely. Daily, systematic phonics sessions ensure pupils quickly gain confidence in decoding words. Staff provide targeted support for those who need extra help.
- Teachers' subject knowledge is used to challenge pupils well. They adapt explanations and questioning to stretch pupils' thinking and address misconceptions promptly. Professional development opportunities help teachers stay up to date with current research and maintain strong practice.
- Pupils can recall knowledge and apply it well in different contexts. Regular retrieval activities help pupils embed key facts and concepts into their long-term memory. For example, in a Year 6 geography lesson the teacher challenged pupils to remember what they had learned from Year 5 to help them learn new knowledge about coastlines.
- Teachers use resources and materials to illustrate learning clearly. They select high-quality visual aids, manipulatives and digital tools carefully to enhance understanding, including for pupils with additional needs. Teachers ensure that resources are inclusive and accessible for pupils.
- Teachers and support staff ensure that the demand of the work given to pupils makes them think hard. They structure tasks to encourage critical thinking. They support pupils to persevere through challenge and develop resilience and curiosity as they learn new knowledge.
- Pupils who are disadvantaged and pupils with additional needs receive well-targeted support that enables them to access the full curriculum and make strong progress. Teachers use assessment information to tailor teaching approaches to make the most of every lesson.
- Pupils' readiness for the next stage of their education is supported by well thought through transition arrangements. Information is shared effectively between staff to ensure continuity of learning and development. For example, pupils are provided with opportunities to visit new settings and meet key adults to build confidence and feel secure as they move to a new environment within the school and beyond.
- Pupils' work across the curriculum is of good quality. It demonstrates pride, effort and an understanding of subject-specific skills and vocabulary. Feedback from teachers helps pupils refine and improve their work over the short and longer term. For example, staff have developed purposeful opportunities for pupils of different ages to edit and enhance the quality of their writing immediately after the initial write.
- Teachers have high expectations during lessons. They consistently encourage pupils to produce their best work and engage fully in learning. Classroom routines and relationships promote a culture of respect and striving for academic success, as well as personal ambition.

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

... teaching was delivered with a higher level of consistency across the school.

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

- The leadership of the provision for pupils with additional needs is effective. Leaders demonstrate a strong commitment to inclusion and have established clear systems to identify and support pupils with additional needs. For example, leaders have designed a dedicated space for pupils with complex barriers to learning. In this setting pupils receive targeted support and a highly personalised curriculum.
- Leaders monitor the quality of provision closely, ensuring that staff receive appropriate training to meet diverse needs effectively. Regular reviews and the use of assessment enable leaders to evaluate the impact of interventions and make informed decisions about next steps. Communication between leaders, teachers and parents is proactive, ensuring a shared understanding of each pupil's strengths and needs.
- Learning for pupils who are disadvantaged and those with additional needs is accessible. Staff plan the curriculum carefully so that all pupils can engage with learning at an appropriate level. Teachers use scaffolding, visual aids and adapted tasks to ensure equity of access. Additional adult support is deployed strategically to balance supported and independent learning. Pupils are encouraged to take an active role in their learning, developing confidence and resilience through clear guidance and feedback.
- Teachers and support staff ensure that the curriculum is adapted thoughtfully. Staff collaborate closely to design lessons that meet the varying needs of pupils. Adaptations are embedded in planning and delivery. For example, teachers pre-teach key vocabulary, break learning into manageable steps and provide alternative methods of recording work. Support staff are skilled in delivering targeted interventions that reinforce class learning while maintaining high expectations.
- Leaders understand the progress and attainment for disadvantaged and pupils with additional needs. Robust tracking systems allow leaders to identify trends, address gaps and recognise achievement. Data is used diagnostically to tailor support and challenge pupils appropriately.

- Pupils' behaviour and attitudes are positive. Pupils show enthusiasm for learning and treat others with respect. A culture of inclusion and high expectations promotes in pupils confidence, perseverance and pride in their achievements.

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

... None identified.

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 partnership of schools and trusts 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 partnership of schools. The School Support Directory can be accessed via the Challenge Partners website (<https://www.challengepartners.org/>).



QUALITY ASSURANCE REVIEW

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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>).