



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR LOOSE PRIMARY SCHOOL

Name of School:	Loose Primary School
Headteacher:	Trevor North
Hub:	Impact Alliance Hub
School phase:	Primary
MAT:	Coppice Primary Partnership

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	27/04/2026
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:	27/06/2023

1. Context and character of the school

Loose Primary School is a large three form entry primary school, with over 670 pupils including a new Nursery which has 23 children. The school is popular and consistently oversubscribed in all year groups. The school is the founding school in the Coppice Primary Partnership.

A large proportion of pupils come from White British families, although there is an increasing proportion of pupils with English as an additional language (EAL). There is an increasing level of mobility. There is a below average percentage of disadvantaged pupils and pupils with special education needs and/or disabilities (SEND), but an increasing proportion of pupils with an education, health and care plan (EHCP) who are well supported by the inclusive culture of the school.

Loose Primary School believes that 'potential is limitless' for every member of the school community. The school's mission is to provide the highest quality of learning and character development so that all pupils fulfil their potential and achieve well.

2.1 Leadership at all levels - What went well

- The headteacher has created a very positive ethos and leaders at all levels are highly committed to pupils' learning and wellbeing. The distributed leadership model means that professionals such as the inclusion team are empowered and there is accountability at all levels. Leaders hold a clear vision of giving the best start for all pupils and use research to ensure provision and outcomes are very positive. Leaders' forensic analysis of outcomes ensures accelerated progress and prevents any pupil from falling behind. The school also plays a leading role within and beyond the trust.
- Staff buy into the coaching culture, which has a wide evidence base and is structured around the school teaching and learning matrix, with teachers using Steplab and an instructional coaching approach. Staff are proactive with continuing professional development (CPD) and the training programme has been co-constructed to ensure staff ownership and accountability, with the foci of creating culture, preparation, instruction, assessment and feedback. Teachers say that coaching is very helpful and can articulate specific examples of impact. Coaching includes co-planning and focussed lesson drop ins and one teacher remarked that 'it's not someone telling you, it's collaborative and it has opened new doors'. Another teacher said that 'the script to rehearse with the coaching leader has given me a mental model, coaching has created an open-door policy and conversations are honest.

There is a teaching and learning community including action research which gives us time to work on things such as assessment. We can work in trios and observe each other. There are different coaching opportunities in different areas’.

- Middle leaders collaborate well to understand pupils’ prior and future learning and have developed a curriculum closer in line with the context of the school to ensure a sense of belonging and meaningful learning. Leaders are passionate that the school curriculum represents all pupils and fully meets their needs.
- Careful curriculum and assessment planning means that teacher workload is well managed and their wellbeing is promoted. Teachers feel valued and say their achievements are celebrated and that leaders are supportive and helpful. They say that ‘the leadership team are lovely collaborative people to work with; they drop everything to help us and celebrate our achievements’.
- The school has a holistic approach combining excellence with a caring and welcoming ethos. Pupils are taught British values and how to apply the school values to their daily lives. For example, in Reception there is a display of the children’s country flags and the greeting in their home language. They are encouraged to use this during the register and challenged to seek out the children from these countries to greet using these phrases.

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

... leaders continued to develop the leadership skills of middle leaders.

3.1 Quality of provision and outcomes - What went well

- Pupils are rightly proud and say, ‘this is a nice and well-known school’. They say that ‘respect and compassion are our values’ and know that these will support them in later life. Behaviour is excellent and there is a happy learning environment where all pupils achieve. Relationships are warm and secure, with pupils eager to share their learning. One Year 2 pupil said, ‘I think school is a really good experience because it is fun and you learn new things’. Another pupil explained that receiving a teacher’s note and house point made a piece of writing their favourite learning activity.
- Early years provision is exemplary with a highly intentional approach. The environment is calm and purposeful across all Reception classes and the

newly opened Nursery. Children develop strong vocabulary. For example, in Reception, one child explained butterfly pollination using terms such as 'nectar' and 'pollen'.

- The Faster Read strategy has improved comprehension, active listening and engagement, while the review of core texts has promoted diversity and a sense of belonging.
- The curriculum is knowledge rich and coherently structured. Learning activities relate to substantive and disciplinary knowledge and enrichment is embedded within curriculum design. For example, the Forest School enhances geography, while a heart dissection from a guest speaker provided a memorable learning experience for pupils. A new pupil commented that 'this is going to be my first school trip' when explaining their enrichment activity, exemplifying the excellence in the school's curriculum design for all including the youngest pupils.
- Pupils have many opportunities to write in a variety of genres, supported by scaffolding and clear progression in handwriting and extended writing. They draw upon their wider reading to write creatively and teachers model ambitious vocabulary. For example, a Year 2 pupil confidently defined 'hibernate', while a Year 1 pupil explained the meaning of 'habitat'. Another pupil demonstrated the meaning of 'erupt' using gestures during a discussion of volcanoes.
- In a Year 2 lesson, the resident artist teacher showed pupils how to use their prior learning to draw an accurate picture of a dragon, which linked closely with their work about vertebrates. As a result of highly skilled teaching, the pupils used the agreed structure to produce their own creative dragon pictures. Their art books showed progression and work was of a very high quality indeed.
- Teachers consistently set high expectations and pupils respond very well, showing confidence and independent learning skills. For example, in Year 5 science lessons, teachers explained well, with targeted questioning, to check pupils' understanding of the similarities and differences between mammals and amphibians. Teachers consistently prompted all pupils to be included, and they were able to discuss their ideas in pairs. Pupils were actively engaged in their learning, exemplified in a Year 5 music lesson where pupils learned very well with a music specialist who had excellent expert music knowledge. They were all included and able to learn how to play 'Ode to Joy'.
- Outcomes across the school are consistently positive. The proportion of children in Reception achieving a 'good level of development' exceeds national benchmarks and the implementation of Sounds-Write has raised the Year 1 phonics pass rate to above average. The Key Stage 2 combined

expected standard has risen from below to broadly average and current Year 6 pupils made successful progress from Year 2 to the end of Year 5.

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

- ... all teachers were able to fully articulate substantive concepts and disciplinary knowledge.
- ... feedback was stronger in mathematics books to inform next steps for each pupil.

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

- Inclusive relationships and shared interests bring a sense of belonging. Pupils say that 'everyone includes everybody' and spoke enthusiastically about their daily experiences. One pupil said that 'in Forest School we get to build stuff and express our ideas', while another explained that 'when we do learning outside it's more fun'. Another pupil commented that 'the big size of the school means there are lots of places that you can play'.
- The SENDCo has a strategic approach using the graduated response. The whole school SEND strategy ensures lessons are adapted to meet pupils' needs and staff intentionally spend sixty percent of their lesson time with pupils with SEND. There is a clear process for the early identification of pupils with SEND that involves all stakeholders and starts the paper trail for any requests for higher level of support in the future. This is so that the right pupils are identified and given support. Children in early years are screened for speech and language needs as well as all in-year admissions. All SEND support pupils have individual learning plans and these include pupil voice and suggested strategies.
- Targeted CPD has significantly strengthened staff understanding of pupils' needs. There are termly SENDCo surgeries regarding teacher concerns about any pupils and these result in actions which usually relate to quality first teaching. Training in nurture provision has led to the development of a dedicated nurture offer and improved classroom practice. Increased autism spectrum disorder (ASD) awareness has resulted in higher levels of inclusion, with staff demonstrating a deeper understanding of pupils' profiles and how to meet their needs successfully. Pupils speak positively about how Forest School supports their wellbeing and how the provision matches their learning plans.

- Strategies for SEND pupils who are dysregulated include change of face, pace and place, this was demonstrated well when a pupil dysregulated and all staff understood the actions they should take to support him.
- The school fully meets the needs of disadvantaged pupils. There is high quality teaching in lessons based upon Education Endowment Foundation (EEF) research as well as coaching the teachers. Disadvantaged pupils are prioritised for opportunities such as trips, clubs and extracurricular activities.
- Pupils with SEND and disadvantaged pupils achieve outcomes above their peers nationally, and the attendance of disadvantaged pupils is better than disadvantaged pupils nationally.

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

... staff reflected further upon the mechanisms used to ensure pupils with SEND and disadvantaged pupils accessed independent reading elements within the Faster Read sessions.

5. Area of Excellence

All staff can be great when the culture of professional development is strong.

Accredited

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

The coaching and professional development offer is exemplary, characterised by personalised support, research-informed practice and a clear focus on improving classroom impact. Staff benefit from regular feedback, structured collaboration and well-defined progression pathways, creating a professional learning culture that strengthens teaching quality, builds confidence and improves consistency across the school. The approach is rooted in evidence-based frameworks, including instructional coaching and NPQ programmes, ensuring a sustainable and high-quality model for ongoing improvement.

Leadership expertise is a significant strength. The Headteacher holds the NPQEL, has completed Level 7 executive coaching training and serves as a Lead Facilitator

for SEND, supporting senior leaders beyond the school. This expertise underpins a coaching-informed culture and enhances system leadership capacity. Professional qualifications are embedded in staff development, with eight staff having completed national professional qualifications (NPQs) and others undertaking specialist pathways such as NPQSEN and NPQEYFS. The Assistant Headteacher for Inclusion is certified in instructional coaching, and this further strengthens inclusive practice and staff development.

Teaching and Learning Communities (TLCs) follow Ambition Institute's instructional coaching model, supported by NPQLTD, ensuring a robust and consistent approach to developing teaching. Subject specific expertise is also very positive, with staff engaged in writing moderation training and the school achieving Silver Accreditation in Sounds-Write phonics. An innovative peer-to-peer coaching programme provides structured, personalised development for staff at all stages. The use of video to support reflection and shared understanding enhances the impact of this model. Early career development is highly effective, with a well-structured early career teachers (ECT) programme and comprehensive induction for all new staff.

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

Teaching quality has strengthened even further. CPD in lesson design, assessment, feedback and editing has improved challenge, pupil ownership and the quality of writing. Pupils with SEND and disadvantaged pupils are fully included and make progress above national figures for their groups.

Attendance is strong and remains above the national figure. Vulnerable pupils also attend well, with SEND and disadvantaged pupils attending better than national figures for pupils with similar characteristics.

Behaviour across the school is highly positive, particularly for pupils who have been educated at the school over time. This is complemented by a marked improvement in academic outcomes. Whole-school attainment has risen ensuring pupils leave Reception, Key Stage 1 and Key Stage 2 at least in line with national benchmarks. Reception outcomes exceed national expectations for a good level of development (GLD), Key Stage 1 and 2 outcomes are now above national averages, with the school on track to sustain this. Phonics outcomes have improved significantly following tailored CPD and are high.

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

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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/>)

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>)