

<b>Name of School:</b>	Kentish Town CE Primary School
<b>Head teacher/Principal:</b>	James Humphries
<b>Hub:</b>	Camden Hub
<b>School type:</b>	Voluntary Aided
<b>MAT (if applicable):</b>	Not applicable

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	30/04/2018
<b>Estimate at last QA Review</b>	Outstanding
<b>Date of last QA Review</b>	17/10/2016
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	05/12/2018

## Quality Assurance Review

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

<b>School Improvement Strategies</b>	OUTSTANDING
<b>Outcomes for Pupils</b>	OUTSTANDING
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	Not submitted for this review.
<b>Previously accredited valid Areas of Excellence</b>	INCLUSION 17/10/2016
<b>Overall Estimate</b>	OUTSTANDING

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## 1. Information about the school

- This is a smaller than average-sized primary school.
- The proportion of pupils who are disadvantaged is well above average.
- The proportion speaking English as an additional language is above average.
- The proportion of pupils who have special educational needs and/or disabilities (SEND) is above average and the school has resource provision for pupils with physical disabilities and for pupils with autism.
- In the Early Years Foundation Stage (EYFS) there is a Nursery class as well as Reception.
- The school has gained a range of awards, including UNICEF gold award.

### 2.1 School Improvement Strategies - Follow up from previous review

- It is clear from the evidence in the setting and from recorded assessments that progress in the EYFS is accelerating under new leadership and with a largely new team of teachers and other adults.

### 2.2 School Improvement Strategies - What went well

- All leaders contribute to the development plan. This creates a united approach to 'The Kentish Town Way' and everyone invests in the mission of improvement. Though the plan is extensive, monitoring by senior leaders and continuous dialogue with staff maintains momentum in all actions.
- The 'Rights Respecting School' ethos permeates all aspects of the school. It contributes to the effective teamwork between staff and a climate of mutual respect as well as highly positive relationships with pupils.
- Action to improve provision in the EYFS has been very effective, so that the quality of education there matches the rest of the school. Leaders are adopting a new system of assessment in a consultative way, involving staff and parents in reviewing alternative systems.
- An emphasis on improving phonics teaching and learning has led to more consistent practice and increasing success in the screening test in Year 1, freeing up the time previously taken to catch up in Year 2.
- Daily supported reading impacts positively on the quality of outcomes at the end of Key Stage 1 and extends opportunities to parents to join in with their children's education.
- The school has rigorous and robust monitoring systems. Staff appraisals, book-looks, learning environment checks and data effectively identify areas which require further development. Pupil progress meetings quickly direct support where it is needed.
- Staff with key responsibilities such as the learning mentor, intervention leader, teachers in charge of resource bases and the pupil premium teacher are effectively deployed throughout the school to ensure all children keep up.
- Middle leaders are demonstrating very strong potential in their roles and

contribute willingly. Their impact statements are reflective and set the agenda for the next steps in development. They speak highly of the support they receive and say that they feel challenged but supported to 'get it right'.

- Three strengths stand out as the result of exceptionally successful strategies. Securing above average results with disadvantaged pupils, sustaining quality learning experiences in the full range of curriculum subjects and the complete integration of the two resource provisions for SEND.
- Teachers pay consistent attention to promoting the progress of disadvantaged pupils in lessons. Employing an additional teacher is a very effective use of the dedicated budget.
- When pupils talk about their learning at Kentish Town they frequently cite subjects other than the core as providing memorable and exciting learning.
- The two additional provisions for pupils with SEND are notionally 'resource bases'. In practice, the school succeeds in fully integrating these pupils into the mainstream with occasional intervals to access therapy rooms.

### **2.3 School Improvement Strategies - Even better if...**

...the school could retain, through induction and mentoring, the very high quality of planning, class teaching and assessment when planned staffing changes take place in September.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- The school has adopted, across all year groups, an approach to presentation and handwriting that fully addresses the issue raised at the previous review.

### **3.2 Quality of Teaching, Learning and Assessment - What went well**

- Pupils show a positive attitude towards the marking policy and engage with it to improve their work. They say that making a mistake is something you can learn from. They see assessment as key to improvement. If they try to express something that they are not sure about, they underline with dots to get the teacher's help to improve it.
- Pupils find the 'magpie boards' helpful in supporting their learning. They find teachers and other adults are good at noticing when they need help to understand how to approach a task. Because of this support they feel ready to be adventurous and tackle the most challenging tasks.
- Teachers and teaching assistants give help in ways that assist independent learning and challenge. Pupils recognise that 'making mistakes is good' and have a strong 'growth mindset'.
- Pupils really appreciate the richness of the wider curriculum that the school offers, mentioning a full range of subjects that they enjoy learning.
- Strategies such as colour-coded lollipop sticks help teachers to target questions to

identify individuals and groups of pupils to make sure that some who might disengage or fall behind remain fully involved in the learning.

- Teachers and teaching assistants plan questioning to probe and deepen learning. This is noticeable in whole class work, and in the daily supported reading sessions with individuals.
- Creative approaches to learning stimulate deep engagement. Children in the Nursery were fascinated by making a smoothie but equally engaged in counting the fruit the recipe required. Pupils deepened their understanding of the responses of characters in a novel by dramatising encounters between them.
- Helpful and stimulating connections between topic work and the main class reader enriched pupils' interest in topics studied.
- The learning ethos pervades the school. In Reception, outdoor activity followed some number and writing work. Children engaged right away because a range of 'ready to explore' activities were available. It is this constant high-quality preparation which makes curriculum experiences in the full range of subjects so meaningful and memorable.
- For pupils with a high level of SEND for which the school provides a resource, the Nursery is used to contribute to assessing their suitability for mainstream or special education. Some transfer to special schools then, or slightly later as gaps in learning begin to show. For those who can cope with mainstream classes and who continue at Kentish Town, support is always on hand from expert teachers and teaching assistants who work closely with class teachers.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

...teachers made more creative use of the skills of teaching assistants during episodes of whole class teaching, just as they do when working with small groups.

## **4. Outcomes for Pupils**

- Pupils make progress from generally low starting points to reach above average combined scores by the end of Year 6. Their rates of progress secure a place in the top ten percent of schools nationally. Results at expected levels in reading, writing and mathematics are higher than the national average, as are results for greater depth in reading and writing.
- Achievement in the EYFS is showing a rising trend. By the time children transition to Year 1 the proportion reaching a good level of development is broadly average.
- Achievement in phonics is also strengthening and pupils in Year 1 are forecast to match the national average in the screening test this year.
- By the end of Key Stage 1 pupils achieve in line with national averages in writing and mathematics, and above in Reading. A few disadvantaged pupils, mainly boys, some with SEND, make less progress than others, particularly in writing.
- From the beginning of Key Stage 2, pupils make convincing progress. The more able tend to be working at greater depth. Almost all other pupils in all year groups reach at least expected levels in reading writing and mathematics. Those pupils who did less well at the end of Key Stage 1 receive interventions to fill gaps in

knowledge and skills and they catch up with those working at expected levels and sustain that level of success.

- Pupils with SEND, including those whose Education and Health Care plans entitle them to the support of the two resources 'bases', fully integrate with others and follow the full broader curriculum. Their 'base' exists purely in the well-coordinated support for their place in mainstream. These pupils, including those who are assessed using the Pivats assessment system, make strong progress from their starting points and move on to suitable provision in mainstream or special school placements.
- Disadvantaged pupils achieve highly by the end of Year 6. A higher proportion reach expected levels in all three tests than non-disadvantaged pupils nationally.
- Both genders outperform their respective groups nationally in tests at the end of Year 6. Internally girls are ahead of boys in the final results. This is partly attributable to the greater proportion of boys who are disadvantaged and have SEND.
- By the end of Key Stage 2, pupils achieve above the national average at expected and greater depth in reading and writing. In mathematics they achieve above the national average at expected. A higher proportion of the current Year 6 are on track to reach greater depth in mathematics and therefore match last year's national average.

## 5. Area of Excellence

Not submitted for this review.

## 6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Kentish Town will contact the school of one of the visiting reviewers to learn about developing wheelchair users' participation in PE activities. The school may also visit the infant school led by the other reviewer, having found his insights on Key Stage 1 very useful.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**