



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KENTISH TOWN CE PRIMARY SCHOOL

Name of School:	Kentish Town CE Primary School
Head teacher/Principal:	James Humphries
Hub:	Camden
School type:	Primary
MAT (if applicable):	N/A

Estimate at this QA Review:	OUTSTANDING
Date of this Review:	21/01/2019
Estimate at last QA Review	OUTSTANDING
Date of last QA Review	30/04/2018
Grade at last Ofsted inspection:	OUTSTANDING
Date of last Ofsted inspection:	05/12/2017



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Quality Assurance Review

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

School Improvement Strategies	OUTSTANDING
Outcomes for Pupils	OUTSTANDING
Quality of Teaching, Learning and Assessment	OUTSTANDING
Area of Excellence	NONE SUBMITTED
Previously accredited valid Areas of Excellence	INCLUSION 17/10/2016
Overall Estimate	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. Context and character of the school

Kentish Town CE Primary School is a smaller than average primary school in the highest deprivation quintile nationally. The majority of pupils are White British and Bangladeshi comprises the largest ethnic group.

The proportion of pupils with a statement of special educational needs and/or disabilities (SEND) and those with an education, health and care plan (EHCP) is significantly higher than the national average and in the top 20% of all schools nationally. The school has resource provision for pupils with physical disabilities and those with autism. The proportion of pupils who speak English as an additional language (EAL) is significantly above the national average and in the top 20% of all schools nationally. The proportion of disadvantaged pupils is in the top 20% of schools nationally. The school is in the lowest 20% of all schools for the proportion of girls.

The school is a Rights Respecting School Gold status. Other awards include: Primary Science Quality Mark - Gilt Award and London Healthy School Silver Level. The school does well in local sports competitions, including inclusive sports events such as gymnastics.

A number of new teachers joined the school this year. The early years educator in Year 1 and the second teacher in the ARB have both achieved a Masters degree in autism and were part sponsored by the governors.

2.1 School Improvement Strategies - Progress from previous EBIs

- The previous EBI has been fully addressed because the very high quality of planning, teaching and assessment has been sustained even though there have been several staff changes this year.

2.2 School Improvement Strategies - What went well

- The outward-looking headteacher and newly restructured senior leadership team have created an enabling climate for learning that inspires pupils and staff to succeed. Consistently high expectations sustain the excellent systems that underpin the high quality of innovative teaching and learning. Inclusion is a major strength because it ensures that bespoke provision meets the precise needs of all learners, no matter how complex their challenges. Staff value the origins and facets of the diversity of cultures in the community which deepen pupils' perceptions and insight into the unique differences between people.
- Leaders' actions result in improvement. The impact of the strategies implemented

in the EYFS mean that provision matches the outstanding quality of the rest of the school.

- Leaders at all levels are excellent role models. Middle leaders said that ‘the headteacher fosters a motivating balance of support and challenge. There is no limit to the ideas we can come up with!’ Staff know each pupil really well and have collective accountability for all pupils. Subject leaders reinforced this: ‘the staff have shared ownership of all the pupils’.
- The infectious staff team spirit transmits to the pupils who independently show respect and support for each other. Relationships are exemplary.
- Staff are driven to keep up to date with evolving pedagogical strategies through pertinent continuing professional development (CPD). The impact of Talk Boost has developed vocabulary and work on Growth Mindset has had a positive impact on character development and outcomes. The focus on girls’ performance in mathematics is resulting in improved outcomes. The school’s involvement in the Lifting Limits project has challenged gender stereotypes and triggered adaptations to the curriculum that encourage pupils to attempt unfamiliar opportunities.
- Leaders ensure that assessments are accurate through internal and external moderation and tracking of progress. Both teachers and teaching assistants are held accountable. Camden and the London Diocesan Board for School (LDBS) provide helpful opportunities for networking at several levels which builds confidence and competence. This is the second year that the school has led the Camden SEND Hub, steering training, research and cross-school visits.
- Middle leaders are solution-focused because they have a secure understanding of their roles and how they feed into the big picture. A typical comment was ‘senior leaders give us enough space to grow but we know there is a safety net if we need it. They have complete faith in us’. Subject leaders provide valuable support to staff and frequent discussions at various levels share expertise and information.
- Reflection and review of impact are woven into the life of the school to ensure that leaders’ actions are resulting in a creative educational diet and aspirational achievement targets. With so many new staff starting in September, the headteacher led a Back to Basics campaign to revisit and reaffirm the ‘Kentish Town way’, resulting in agreed pedagogical expectations and systems to ensure consistency.
- Carefully planned, exciting and memorable activities and trips bring the curriculum to life so that the impact on academic achievement is intentional.

2.3 School Improvement Strategies - Even better if...

...differences in achievement continued to narrow.

...staff had planned opportunities to reflect on the impact of CPD and give specific views that will feature in future planning.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- The previous EBI has been fully addressed because teachers make more creative use of teaching assistants (TAs) during whole class teaching sessions. The quality of TAs' contribution matches that of group work and they make a consistently high impact throughout the lesson.

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

- The excellent subject knowledge of teachers and teaching assistants, together with an in-depth knowledge of each pupil, ensure that pace in lessons is well-matched to all pupils' needs. This results in effective use of subject-specific vocabulary and deepens understanding at all ability levels.
- Pupils' books show that progress since September is strong because pupils are highly engaged in lessons and take pride in their work. Girls' mathematics books show evidence of the impact of CPD in the consistency of presentation and levels of challenge, a range of activities, appropriate differentiation, enrichment opportunities and use of manipulatives. Teachers' marking and feedback help pupils to celebrate success and improve their work through dialogue.
- The strong phonics teaching enables pupils to apply prior learning to their reading and writing.
- Pupils' learning moves on due to a variety of questions that scaffold learning, deepen thinking and successfully address misconceptions. This is a well-established feature. The high quality of questions is consistently applied by all staff. TAs make a constructive contribution to pupils' learning.
- Pupils know that staff expect the very best from them. Thus, they have enthusiastic attitudes and demonstrate mature behaviours for learning, such as resilience, curiosity and independence. Challenge at all levels enables all pupils to take risks and learn from mistakes. Year 3 pupils were so moved by a 'heartwarming' lesson about the rainforest that they raised money for an environmental charity.
- Classrooms are purposeful, exciting, print-rich places to learn. Inviting book corners place high importance on reading.
- The use, deployment and accessibility of resources, including adults, result in pupils receiving the tools, support and challenge they need to learn in a way that is right for them at the time.
- Teaching strategies are linked to life which means they are purposeful and meaningful. Real life examples provide successful models for pupils to aspire to, such as postcards from abroad and real supermarket receipts. Year 1 pupils visited Hampstead Heath to dress up and re-enact the story of Beegu, resulting in

writing that exceeded age related expectations and demonstrated self-assessment and stamina. One pupil said, 'lessons aren't boring. We learned how to weigh and measure through baking breakfast muffins. I would never have remembered how to do it otherwise!'

- There is a productive progression from Nursery to Reception where the prime areas of learning are embedded. Every opportunity is seized to promote independence. Exciting activities within an exceptionally imaginative learning environment ignite children's innate curiosity, such as making porridge and smelling and touching real fish, embracing a wide range of cross-curricular links.
- Pupil Voice is a strong feature of the school community. As part of the Rights Respecting work, pupils enjoyed 'take-over day' when they had to adopt the roles of staff. They enjoy responsibilities such as librarian, school councillor and playground buddy, which promotes their independence and confidence in lessons.

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

...the Lesson Study model was used to give practitioners the opportunity to observe and learn from the best phonics teaching in order to develop excellence in this area.

4. Outcomes for Pupils

- As the school is one-form entry, and has a significant number of pupils with a EHCP (28), it should be noted that statistics must be interpreted with caution. The majority of children enter the school with skills that are significantly below what is typically expected. They make exceptionally strong progress to leave Year 6 with attainment that outstrips the national measures at both expected and greater depth levels. This has been sustained over the last three years.
- Highly effective leadership and teaching in the EYFS stem from the children's interests within an inventive, stimulating environment. In 2018, children, including disadvantaged children, made secure progress through the EYFS to reach a good level of development that is now in line with the national average. This is particularly true for children who started in the school's Nursery. Hence, attainment has been steadily improving over the last three years. Interestingly, boys outperformed girls in literacy and numeracy, bucking the national trend.
- Year 1 phonics results have been variable over time, as a result of the wide range of complex needs of the different cohorts. However, attainment is on an upward trajectory due to targeted interventions and highly effective teaching.
- Key Stage 1 attainment in 2018 was very low due to the highly complex needs of that particular cohort, whose skills were exceptionally low on entry, particularly for boys. Only 50% of this cohort achieved GLD at the end of EYFS. Attainment at both the expected and greater depth levels were significantly below the national

average. Leaders have implemented a variety of strategies to close these gaps. For example, the deputy headteacher provides additional teaching now these pupils are in Year 3, together with support from an external consultant, the resource base teacher and targeted interventions.

- At Key Stage 2 in 2018, pupils' attainment was above the national measure at both the expected level and the higher standard for all subjects and combined subjects.
- Low prior attainers did not perform as well in reading and writing as mathematics and they continue to be a focus group for leaders and staff. Disadvantaged pupils made strong progress in literacy because these pupils are a high priority across the school, so targeted for specific questions in lessons and frequent assessment.
- Average scaled scores at the end of Key Stage 2 in 2018 were significantly above the national average in all subjects and in the top quintile for reading and writing. Progress from low starting points has been exceptionally strong for the last three years.
- As a result of consistently high quality teaching, current progress shows a positive picture as the majority of pupils are on track to achieve age related expectations or above.

5. Area of Excellence

None submitted. It was agreed that the exceptional provision in EYFS should be put forward as an Area of Excellence at the next review.

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

Leaders would like to visit both of the reviewers' schools and will arrange this internally.

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.