



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR KENTISH TOWN C OF E PRIMARY SCHOOL

Name of School:	Kentish Town C of E Primary School
Headteacher/Principal:	James Humphries
Hub:	Camden
School type:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	22/01/2020
Overall Estimate at last QA Review (if applicable)	Outstanding
Date of last QA Review (if applicable)	21/01/2019
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 host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all levels Leading

Quality of provision and outcomes Leading

AND

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

Area of Excellence (if applicable) Inclusion, Accredited

**Previously accredited valid Areas
of Excellence (if applicable)** Inclusion, 17/10/2016

Overall Peer Evaluation Estimate Leading

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

1. Context and character of the school

Kentish Town Church of England Primary School is a one-form entry school serving mixed socio-economic communities. Approximately 27% of current pupils are entitled to support from the pupil premium grant. The school serves pupils from a range of ethnic backgrounds. Many parents actively work with the school to support pupils' learning.

The school has a Nursery which admits children in the September before their Reception year.

There are two resource bases at the school for pupils with physical disabilities (led by the deputy headteacher) and for those with autism (led by another member of the senior team). Pupils from the resource bases are educated within the mainstream classes. Consequently, the proportion of pupils with an education, health and care plan (EHCP) is significantly higher than the national average.

The school is a lead school for special educational needs and/or disabilities (SEND) in Camden and offers support to 19 other schools.

Leaders have successfully reaccredited their status as a Rights Respecting School at gold level. They also hold many other awards including the Science Quality Mark and E360safe.

The school strives to 'go the extra mile' to benefit all members of its community. This is evidenced by governors' commitment to supporting staff professional development.

The school has addressed all EBIs from last year's review and these are reflected in the strengths of this report.

2.1 Leadership at all levels - What went well

- All leaders are driven to make sure their school continues to champion pupils. They demonstrate the enthusiasm and commitment required for their school to be successful. This is modelled by the senior team.
- Senior leaders are reflective and open to suggestions from external advisers on how their provision could be made even stronger.
- Subject leaders have the autonomy to champion their subjects because they are empowered to do so by the senior staff.
- Subject leaders demonstrate very strong leadership capacity with their subject knowledge and passion. They are held to account by the senior leadership team for the use of their time spent leading their areas of responsibility.

- School improvement priorities are guided by external advice and the use of school data. All stakeholders have the opportunity to comment on the content of the school development and improvement plan.
- Leaders ensure adults are well deployed so that pupils can be supported with independence and learning.
- Leaders act as role models for pupils and new staff. People who join the staff team feel welcomed and well-supported. Relationships between leaders and pupils are equally strong.
- Leaders' commitment to developing pupils beyond the academic demands of the curriculum is evident in all aspects of school life. As a result, pupils respect each other and work well together. Leaders have maintained high-quality musical and sporting learning for pupils. There is a school choir, orchestra and the school is representing Camden at this year's London Youth Games.
- Community links are embraced so that the school and outside organisations benefit. Pupils perform their music to members of the community. Leaders have also worked with the Jewish Museum to offer advice on how to be more 'autism friendly'.
- Governors and senior staff ensure all staff are given professional development, providing financial commitment when required. In-house training is of a high quality and supplemented by guidance from external consultants and advisers. This is valued by staff.
- Governors know their school very well and can articulate what the school does well. They know the school's priorities and challenge leaders if they feel something has been included or omitted in the school development and improvement plan. Governors are determined that the school will continue to improve and challenge leaders to ensure that pupils benefit all the time.

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

...governors and leaders identified the best way to analyse the impact of all staff training and development on pupils' progress.

3.1 Quality of provision and outcomes - What went well

- Pupils receive a broad curriculum that also offers skills beyond the classroom. Leaders have ensured the core curriculum is particularly well sequenced. This is evident in books and lessons.
- Cross-curricular work, particularly art, is celebrated in displays around the school. Pupils say that they enjoy practical learning. They also told the reviewers that they like music because 'we compose and make our own types of music'. One pupil described how 'feeling creative makes me believe in myself'.

- Specialist staff are employed to support teachers in delivering subjects in which they are less confident, such as music, French and physical education (PE). Subject leaders offer support to colleagues in other subjects where they lack confidence or the knowledge to teach pupils the required curriculum.
- Leaders and staff have prioritised the teaching of reading. There is a clear vision for how reading needs to be used by pupils to unlock their access to the whole curriculum. There are consistent strategies in place so that reading is specifically taught every day.
- To promote pupils' love of reading, leaders have made good use of the library service, funded new and appropriate reading materials and trained parents in how to support pupils' reading development. Pupils have a rich diet of authors and books in their learning.
- In the best examples, staff give pupils opportunities to use their writing skills in other subjects, offering constructive feedback in line with the school's feedback policy.
- Leaders in the Early Years Foundation Stage (EYFS) have driven improvement so that this is now a strength of the school. Learning is sequenced so that children can build on prior learning and begin to work independently. Children stick at activities, such as describing noodles' texture, on their own, developing their vocabulary as they communicate.
- All areas of learning in the EYFS are available indoors and outside. The learning environment is exciting, purposeful and well resourced.
- Activities in the EYFS reflect the current themes for learning. For example, the dragon's den in Reception, and the visit from a dragon, created a lot of excitement about the learning that followed about the Chinese New Year.
- Teachers routinely refer to prior learning, which helps pupils to remember and use knowledge in a new context. Teachers ensure skills are developed and then applied to problem solving and other learning, in all subjects.
- Leaders offer rich experiences beyond the classroom to maximise pupils' enjoyment. These include visits from authors and dragons and trips, such as going to the Museum of London for those studying the Vikings.
- Staff have accurate subject knowledge. Consequently, they use vocabulary and terminology correctly.
- Relationships between adults and pupils support learning well. Staff model mutual respect in the classroom and around school. Pupils know their rights because they are championed by staff and listened to.
- Pupils demonstrate excellent behaviours for learning because teachers have high expectations. Pupils describe the school as, 'happy, welcoming, caring and compassionate'.
- In some classes, there is a particularly purposeful use of assessment which moves pupils' learning on. These teachers are quick to address misconceptions.
- Pupils demonstrate secure learning with their attainment by the end of Year 2 and then make very strong progress by the end of Key Stage 2.

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

- ...senior leaders made sure all staff understood how to respond to and adapt their teaching practice in light of their consistently applied assessment for learning strategies.
- ...leaders shared the best examples of pupils' presentation in books, to ensure all teachers and pupils present their work to the highest possible standard.

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

- Disadvantaged pupils access the same learning activities as their peers in mainstream class settings. This is evident in books and in lessons across the school. Consequently, disadvantaged pupils make progress in line with their peers and above other pupils nationally.
- Disadvantaged pupils who demonstrate an ability in music are 'talent spotted' by the music specialist. These pupils are offered music tuition to develop their skills. Disadvantaged pupils are also offered summer club activities and breakfast club demonstrating that the school staff 'go the extra mile' for pupils and families.
- Leaders are fully committed to removing the barriers to pupils' learning and their social development so that all pupils are included in all aspects of the school's work. This is because leaders have ensured teachers plan learning and use of resources to meet all pupils' needs. For example, some Year 6 pupils use laptops to overcome potential barriers presented by writing on paper.
- Leaders have ensured parents of pupils with SEND have access to specialist advice from outside agencies, for example in dyslexia.
- Leaders have trained all staff to support pupils with autism, including staff who are not classroom based.
- Leaders have ensured staff support pupils with SEND well so that they can learn without losing their independence and ability to tackle problems without immediate adult intervention.
- Pupils with additional needs access the same learning opportunities as their peers in mainstream class settings. Consequently, pupils with SEND achieve well.
- Leaders make sure that pupils who are new to education in England are assessed in their first language to identify potential barriers to learning, swiftly. The right support is then offered to pupils immediately.
- Leaders and staff have realistic expectations of what all pupils can achieve, taking into account their individual needs. This is especially strong in leaders' expectations of pupils with SEND. Leaders also ensure there is no ceiling to pupils' learning when they demonstrate that they can exceed expectations.

- Leaders acknowledge that progress made by pupils with additional needs is not always quantifiable academically. In addition to classroom activities, life skills and social capital are developed for pupils with SEND such as: going shopping; using money; tying shoelaces; and using escalators.
- Leaders have used persistence and their secure relationships with families to improve attendance for disadvantaged pupils.

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

... leaders continued with their efforts to engage all parents of disadvantaged pupils in supporting their own children's education.

5. Area of Excellence

Including children with a range of SEND in the mainstream environment

Category: Inclusion

Accredited

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

This area of excellence is a re-accreditation.

Inclusion is at the heart of this school. This is what makes the school different from other mainstream schools. The decision to educate pupils from the resource bases in the mainstream classes has benefited all pupils and enabled leaders to share their practice with schools that do not have specialist provision. By offering support to other schools, leaders reflect on and recognise the excellent practice that they might otherwise take for granted because they do it every day.

The learning environment has been developed so that it is exciting and engaging for all pupils rather than providing additional resources for those with a higher level of need. Leaders make sure there is skilled practice from all staff, including those who are not classroom based. Several staff have masters' degrees, some funded by the school, in supporting pupils with autism.

When there are staff changes, leaders plan ahead so that this has as little negative impact on pupils as possible. This is largely as a result of the team approach implemented by leaders so that pupils with a high level of need are not supported by, nor reliant on, a single member of staff.

Leaders and staff are tireless in their work to support families and pupils whose lives are affected by SEND. There are social networks for parents that take place outside school, set up by staff. Parents/carers are supported with teaching pupils road safety, e-safety and how to care for themselves at home.

Staff have built deep relationships with external agencies, so that occupation therapy and speech and language therapy are offered every day by school staff.

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

Academically, pupils with SEND make progress in line with the national average for all pupils by the end of Key Stage 2. This is significantly above the national average for pupils with SEND. From year to year, data differs depending on the level of need of pupils and how long the pupils have benefited from all the school has to offer. Leaders are particularly proud of having pupils from the resource bases who have achieved greater depth/higher standards at the end of Key Stage 2.

However, much of the impact on pupils of this work is evident in non-academic outcomes. There are no exclusions of pupils with EHCPs for SEND as staff strive constantly to help pupils to succeed.

Pupils are taught life-skills such as being able to wash and dress themselves, eat with cutlery, go shopping and tie their hair back. These skills are taught in the classroom where possible but where it is not possible or practical to do so, leaders are very clear that they are widening pupils' curriculum, not narrowing it.

There is evidence that, as a result of this high-quality provision, pupils with SEND are increasingly willing to take part in school life, enjoy school and take risks independently.

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

Name: Grant Jacobson and Miriam Nadarajah

Title: Deputy Headteacher and Leader of Autism Resource Base

Email: deputyhead@kentishtown.camden.sch.uk and
m.nadarajah@kentishtown.camden.sch.uk

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

Having re-accredited the school's Area of Excellence in inclusion this year, in line with last year's review comments, the school should consider putting EYFS forward as an area of excellence next year.

Leaders would welcome the opportunity to visit a setting that is a beacon of excellence in the teaching of creative phonics and early writing.

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.