



**VIRTUAL LEADERSHIP QUALITY
ASSURANCE REVIEW**

**REVIEW REPORT FOR
KENTISH TOWN
CHURCH OF ENGLAND
PRIMARY SCHOOL**

Name of School:	Kentish Town Church of England Primary School
Headteacher/Principal:	James Humphries
Hub:	Camden
School phase:	Primary
MAT (if applicable):	N/A

Date of this Review:	07/06/2021
Overall Estimate at last QA Review	Outstanding
Date of last QA Review	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	Not applicable
School Improvement Strategies	Not applicable
Approach to recovery and remote learning	Not applicable
Area of Excellence	Not applicable
Previously accredited valid Areas of Excellence	Inclusion 17/10/2016
Overall Peer Evaluation Estimate	Not applicable

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.

The peer evaluation estimate included on this report has been collectively agreed between the lead reviewer, review team and host school. The estimate is based on the evidence seen as part of the virtual Leadership Quality Assurance Review.

Whilst every effort has been made to triangulate the evidence presented during the review, it is important to note that the nature of working remotely means that the estimate given only encompasses that which is able to be explored virtually.

1. Context and character of the school

Kentish Town Church of England Primary is a popular, over-subscribed single form entry primary school within the London Diocesan Board for Schools (LDBS) and Camden Local Authority. Most pupils live within the immediate vicinity of the school which serves a very diverse community. The school's Christian values, as linked to the school's vision, are clearly stated, respected and understood by the school community and reflected in daily collective worship, church services, school ethos and festivals.

The school is smaller than the average sized primary school and has 12 out of 17 possible ethnic groups. Currently, 40 languages are spoken at the school with a higher proportion than average of pupils who speak English as an additional language. The percentage of disadvantaged pupils is above the national average. The percentage of pupils identified as having special educational needs and/or disabilities (SEND) is broadly in line with the national average, with a significantly higher than average proportion of pupils having an education, health and care plan (EHCP). The majority of these pupils attend one of the school's two resource bases: one for pupils with physical disabilities and the second for autistic pupils. The school is a Rights Respecting Gold School.

The headteacher and deputy headteacher mentor other leaders through the Diocese of London. Kentish Town leads the Camden SEND hub, providing training and hosting visits to staff from 19 other schools. Senior leaders lead training for NQTs for the Diocese of London and Schools Direct and the school is part of the Camden Teaching Schools Alliance.

2.1 Leadership at all Levels - What went well

- The headteacher's holistic vision is shared and demonstrated every day because pupils and people come first. Senior leaders say that they are 'well supported by middle leaders.' The upbeat, energetic team spirit fosters close relationships and enables pupils of all abilities and backgrounds to thrive. One middle leader said, 'One of the things I love about working here is that I have a voice and it is heard.'

Everyone can be honest.' The school's values of 'love, equality and compassion' underpin all decisions and result in complete inclusivity.

- Kentish Town is a Rights Respecting Gold school. This culture is completely embedded and woven through the fabric of the school, where all stakeholders work collaboratively with mutual support and respect. For example, Year 6 girls felt confident to share some recent concerns which were resolved through linking circle time discussions to their rights.
- All middle leaders work together within a collaborative culture. This ensures that all approaches are consistent and that new ideas attract buy-in from stakeholders. An example is where many staff members have sourced ideas and experiences on behalf of other leaders.
- Middle leaders make a significant impact on whole school improvement. Collaborative work on the review of the curriculum involves staff, parents and governors who are ensuring that adaptations reflect the diversity of the current community. Sequence and progression are key features of the revised curriculum through opportunities for overlearning and revisiting previous learning. For example, in mathematics, teachers use spaced learning and revisit skills learned a few weeks previously. This ensures that pupils remember and recall key number facts, thus eradicating gaps through missed learning.
- Senior and middle leaders are improving consistency in the quality of teaching and learning through monitoring activities which identify best practice and where there is need for support. Impact statements are a simple and effective way of articulating the differences that strategies are making and are shared with governors and staff so that school improvement is cyclical.
- Pupil voice is highly valued as an assessment tool, a guide to next steps in learning and as a way to engage pupils in their learning. Extra-curricular activities, including clubs, trips and links with university/secondary schools, are integral to showcasing non-core subjects in the school. Pupils, therefore, have rich opportunities to develop their wider understanding of the world through developing their cultural capital. School councillors have written to the G7 summit to voice their support for girls' right to an education; 'We want to help girls all over the world to have a voice.'
- Parents are unanimously supportive and proud of the school. Comments included, 'It is a truly empathetic school' and 'My child's confidence has shot through the roof since joining the school.'

- Governors spoke of ambition being the 'golden thread' that runs right through the school in order to make the curriculum meaningful and purposeful to the pupils who are here now. Governors know that the curriculum remains current and reflects the school's environment, for example pupils' awareness of the purpose of the school's solar panels. Governors are proud of the impact that all staff have in driving improvement, saying, 'all teachers are leaders.'

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

...the 'PIE' acronym was used by the whole school community to articulate clearly evidence of the impact of staff at all levels and governors.

...all stakeholders understood the impact of metacognition on pupils' learning across the curriculum.

3.1 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs- What went well

- The school's previous accredited area of excellence for inclusivity ensures that disadvantaged pupils and those with SEND receive consistently high-quality provision that enables them to succeed.
- Drama and oracy play major roles across the curriculum. Strategies such as thought-tracking and 'hot-seating' are inspiring and motivating reluctant and less confident writers.
- Teaching assistants (TAs) are pivotal to moving learning forward. They have confidence and expertise and feel appreciated due to leaders' support for their professional development and their well-being. TAs are articulate about the impact of their roles in providing appropriate and bespoke support and challenge, such as the Nuffield Early Language Intervention.
- All staff recognise how important reading is in order to 'unlock the rest of the curriculum', prioritising it as the first lesson, as well as creating many appealing opportunities for constant 'book talk'. Successful strategies to teach early phonics

and reading are having a positive impact on learning. Teachers teach those pupils who may be falling behind through a variety of interventions to accelerate progress.

- Higher attaining pupils are challenged through rich, exigent texts and through carefully planned questioning. This stretches their skills with more difficult concepts, such as authorial intent, for example, questioning why an author had made a subtle choice between two words; 'she *understood*' instead of 'she *knew*'.
- All subject leaders exude passion and pride for their subject as a result of relevant continuing professional development (CPD). The physical education (PE) leader promotes inclusivity within lessons and in competitions, leading to disadvantaged pupils participating in competitive sport which is increasing their confidence and self-belief. She has a clear understanding of the research behind the school's curriculum. Clubs are integral to school life with a high percentage of pupils enjoying a wide range of sporting activities.
- In keeping with the school's holistic vision, expressive arts have long been a high priority. Leaders ensure that no pupil is disadvantaged through circumstances by offering additional opportunities. For example, funding is made available as a priority for the expressive arts, as is it renowned as a vital component in pupils' wellbeing. A leader said, 'pupils who do not always achieve well in academic subjects can really shine.' The specialist music leader believes that 'there is always an opportunity to focus on musical growth around the school. When we are singing and dancing outside, the joy the staff and pupils derive from it is immense.' The art leader identifies gaps in knowledge which inform the progression of skills. She is a member of a local hub, which is helping ideas and best practice to be shared more widely.
- Inclusivity is integral to PSHE, science and design technology (DT) teaching and learning. This enables disadvantaged pupils and those with additional needs to flourish, for example in the whole school DT project when pupils' creativity was challenged by making egg mobiles! The science leader has introduced and trained teachers on the Association for Science Education planning documentation to support the teaching and assessment of scientific skills and knowledge. This provides a clear and structured direction for staff to follow.

3.2 School improvement strategies and the extent to which these address the needs of different groups of learners, especially disadvantaged pupils and those with additional needs - Even better if...

...the assessment of foundation subjects was embedded by teachers through the use of knowledge organisers and portfolios of exemplification materials to enable pupils, parents and leaders to fully understand the learning journey and outcomes.

4.1 Approach to recovery and remote learning - What went well

- Staff spoke about the improvements made to learning since the first lockdown. Live lessons helped to rekindle relationships. During the second lockdown period, learning flowed very smoothly using Mini Mash, Tapestry, Purple Mash and Google Classroom. Daily contact with pupils such as story time with the teacher and assemblies continued - and kept momentum going! In the Early Years Foundation Stage staff made sure that there was a mix of live story, phonics and hands-on activities alongside the online tasks. TAs' daily contact with parents addressed any immediate concerns.
- Pupils with an EHCP attended school each day, along with pupils who accessed the resource base and other vulnerable pupils. The staff training on emotional/mental provision, led by the senior leadership team, was a key factor in settling pupils back into school. Robson House staff trained Kentish Town staff on trauma-informed practice to support vulnerable pupils.
- Staff provided laptops, paper tasks and resource packs with stationery for pupils who needed them. Staff drove to homes to check up on families to build trust and give guidance on learning. They also sent home hand-written letters to those few pupils who did/could not attend so that they felt included. This resulted in quite a few replies!
- During remote learning, PE was still a priority for pupils as they received regular lessons through the unit of dance, meaning that pupils were still active.
- Parents were greatly appreciative of the efforts of all staff; 'the teacher gave my child feedback in terms of what he did well, and what he could do to improve. It really spurred him on.'



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- Teachers assessed pupils' knowledge to identify which objectives needed to be revisited and re-taught. Teachers use different forms of assessment strategies because they are keen to be completely realistic in their expectations and judgements. Plans are in place for longer hand-over meetings in order to continue the flow of teaching and learning into the next year.

4.2 Approach to recovery and remote learning - Even better if...

None identified.

5. Area of Excellence

Not applicable.

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

Leaders are happy with the support they currently access.

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.

Schools can also 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 network of schools.

Schools can also attend Sharing Leading Practice events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website.