



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

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	17/10/2022
Overall Estimate at last QA Review	Leading
Date of last QA Review	20/01/2020
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 Effective

Quality of provision and outcomes Effective

AND

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

Area of excellence None submitted for this review

**Previously accredited valid areas
of excellence** Inclusion 20/01/2020

Overall peer evaluation estimate Effective

***The Quality Assurance Review estimates are not equivalent to Ofsted grades.
The QA Review uses a different framework to Ofsted and the review is
developmental not judgmental.***

1. Context and character of the school

This voluntary aided school is smaller than average and has strong links to the local diocese. The school's vision is underpinned by the parable of the Good Samaritan with the values of Love, Equality and Compassion being explicitly demonstrated. The school has a nursery on one site and most children in the nursery progress into the Reception class. Pupil numbers are high, and the school is a popular choice locally. The proportion of pupils who speak English as an additional language is broadly average. The proportion of disadvantaged pupils and those identified as having special educational needs and/or disabilities (SEND) is above average, while the proportion of pupils with an education and health care plan is well above average. The school has run the Camden Learning SEND Hub since 2016, working with local primary and secondary schools. The school has enhanced provision for autistic children and also for pupils who have physical disabilities. The teacher in charge of the autism provision and the headteacher are both trainers for the Autism Education Trust.

Since 2020, staff have reviewed and revised the curriculum, ensuring it reflects the rich and diverse community of pupils served by the school. The curriculum is enriched by partnerships with arts and music organisations, as well as a range of sporting opportunities. Kentish Town C of E school has recently been reaccredited with the UNICEF Rights Respecting Schools Award for the third time. The award was earned at the gold level, placing pupil voice at the heart of the school's work. The school has worked with Challenge Partners since 2016 and SEND and Inclusion have been an accredited Area of Excellence since then. Several senior staff support others via the London Diocesan Board for Schools. The headteacher supports leaders in other schools on behalf of the London Diocese.

2.1 Leadership at all levels - What went well

- The very experienced and supportive headteacher provides inspirational leadership. He champions a holistic vision and ensures that pupils and staff always come first. He is exceptionally well supported by senior leaders, whose roles and responsibilities have been carefully and clearly developed.
- The leadership of SEND is of a high quality and the inclusion of pupils with complex needs into the life of the school is a very prominent feature. Since 2017 the school has successfully led the Camden Learning's designated hub for SEND and Inclusion and engaged successfully with primary and secondary schools using the Autism Education Trust training materials.
- Continuous professional development (CPD) is a pivotal feature of the school and leaders avail themselves of various opportunities to coach and mentor staff. A constant focus on CPD is central to the school's continuing upward trajectory. This year CPD has focused on such subjects as art, history and geography.
- A plethora of training opportunities is provided to meet the needs and aspirations of all staff members, resulting in a skilled and ambitious workforce. Teachers are involved in beneficial networks via Camden Learning and all leaders regularly receive middle or senior leadership training. The training includes preparation for senior leadership and the challenge of headship. In addition, three members of staff are aided to achieve a Masters level in autism and support staff are funded to complete the Birmingham University Web Autism course. Leaders nurture staff so that they can accelerate their teaching skills and progression in leadership is a prominent feature of the school's approach to professional development.
- Working relationships are very strong between staff and pupils. Leaders and staff go the extra mile to ensure that the school runs smoothly and they work together purposefully for the good of their pupils. This was confirmed by pupils in classes and during discussions with them. Staff have created a very positive culture where all work together respectfully, purposefully and collaboratively.
- School self-evaluation and school development planning are developing suitably, and subject intent statements forensically analyse the strengths and areas for development in subject areas. Termly pupil progress meetings and meetings with middle leaders ensure that leaders at all levels have an increasingly accurate understanding of the school's effectiveness.
- The school is highly inclusive. Leaders have developed a wide range of interventions to support disadvantaged pupils and the large number of pupils who enter the school at different times with no knowledge and understanding of English. Work with specialist professionals ensures that barriers to school progress are effectively minimised. The school's values of 'love, equality and compassion' buttress the ambience of complete inclusivity.
- The curriculum is constantly evolving and leaders rigorously monitor and evaluate the successes and areas for further development so that any changes can be swiftly and carefully implemented. Currently, the school is focusing on improving

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the teaching of writing skills.

- There is a particular focus on language development in the Early Years Foundation Stage (EYFS) in response to the needs of the children who enter with poorly developed language skills, including those with SEND and those who are learning English as an additional language. This includes the NELI program in Reception and a relentless focus on teaching systematic synthetic phonics to accelerate pupils' oracy, reading and writing skills.
- The school is outward facing and there is strong collaboration with other schools and the University College London Institute of Education. The school has established several successful partnerships; for example, with The Place Dance Conservatory (workshops and performance), Primary Shakespeare Company (Macbeth workshop and performance), the Orchestra of the Age of Enlightenment (performances in school), Camden Music Service (choir festivals) and the Prom Praise Festival offered by the Diocese of London (choir festival).
- Governors rightly celebrate the school's inclusivity and its focus on pupils' academic progress and emotional well-being. They clearly share senior leaders' commitment to continuous improvement.

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

... leaders established with teachers 'non-negotiable' elements for the effective teaching of writing at Kentish Town C of E.

3.1 Quality of provision and outcomes - What went well

- Mutual respect between adults and pupils results in a calm and peaceful working atmosphere. Pupils clearly appreciate the trust afforded them and they work hard to please their teachers.
- Attitudes to learning are exemplary. High levels of engagement are the norm because teachers engender a thirst for learning in their pupils and they plan interesting lessons that captivate pupils. For example, this was clearly exhibited in a Year 5 lesson when pupils considered whether the Benin bronzes should be returned to Nigeria from the British museum. They discussed various arguments lucidly and explained what colonisation means.
- Pupils are provided with rich opportunities to read widely and to develop their fluency and comprehension skills. For example, in the Reception class and Year 1, pupils read with a trained adult as part of Daily Supported Reading. In Key Stage 2, pupils read for the first thirty minutes of each day, either in a guided group or independently. In addition, there is a 'read aloud' offer with books read to pupils at least once a day. The school regularly welcomes published authors and

illustrators to the school.

- The well-conceived mathematics curriculum provides pupils with diverse opportunities to master mathematics by using previous learning throughout the school year. The passionate subject leader has collaborated successfully with outside agents to create the school's mathematics scheme of work and to implement a range of strategies which are improving pupils' mathematical oracy and fluency and enabling them to tackle word problems with greater confidence.
- Teachers and learning assistants display energy and passion for learning. Their infectious enthusiasm creates a positive learning atmosphere for pupils who consequently thrive under their guidance. Pupils respond well to their teachers' expectations of a high level of maturity.
- Teachers use probing techniques to check pupils' understanding and to extend their skills and knowledge. This was observed in a challenging Year 1 phonics lesson.
- Teachers use resources well so that lessons are engaging and pupils undertake tasks with enthusiasm. Teachers routinely promote pupils' literacy and numeracy skills well and, as a result, pupils acquire a range of important study skills which successfully boost their use of technical language.
- Teachers assess pupils' work regularly and the data is used by leaders to track the progress and attainment of phases and to identify those pupils who may be in danger of underperforming. The school is aware of the need to develop further assessment in the foundation subjects.
- Teachers' subject knowledge is robust and they display accuracy in their own use of speech and language. As a result, pupils acquire a more profound understanding of basic concepts. For example, when asked to explain 'what is a diagraph sound?' pupils opined: 'two letters making one sound'.
- The pronounced emphasis on nurture and high expectations helps to establish a safe and secure school environment. Staff play a highly positive role in creating an ethos in which tolerance and diversity are celebrated. Consequently, pupils behave with consistently high levels of respect for each other and for adults. They relate to adults in a very mature and supportive manner.
- The school offers a wide range of clubs, including a school choir, football, cooking, rock band, Lego, coding, sewing, chess and multi-sports. These opportunities foster determination, resilience and confidence and help pupils to grow as individuals.
- Learning explorations, a scrutiny of pupils' books and discussions with pupils show that they are thriving because of their positive attitudes to learning and stimulating teaching. Pupils are immensely proud of their school.
- High quality artwork is celebrated in displays around the school and leaders offer rich experiences beyond the classroom to maximise pupils' enjoyment. These include visits to the National Museum, the House of Lords and a day trip to Paris. The school also regularly organises an International Evening.

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

... teachers consistently addressed common spelling and handwriting misconceptions in all lessons.

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

- Staff are dedicated to ensuring that pupils are happy, safe and ready to learn. The achievement of SEND and disadvantaged pupils is at the centre of the school's agenda. Leaders at all levels display a strong commitment to driving that message forward.
- Staff know their pupils and families exceptionally well and this allows them to successfully cater for the different needs of all pupils. Leaders' forensic identification of pupils' needs and barriers to learning results in tailored support for pupils with SEND and those who are disadvantaged. Small group and one-to-one intervention sessions are monitored closely by leaders to ensure that they are having the desired impact.
- In lessons, teachers and teaching assistants work in strong partnership to support SEND pupils' learning. They know the small steps in progress pupils need to make and they adapt work and resources well to ensure that pupils achieve success.
- In lessons, teaching assistants are deployed purposefully to benefit all pupils, but their support is particularly helpful for pupils who are disadvantaged or who have additional needs.
- The school's emphasis on developing positive skills, such as resilience, persistence and tenacity, is especially valuable in developing the confidence and life skills of all pupils.
- The well-being of all is at the heart of this very caring school. Pupils with SEND are fully included in all aspects of the life of the school. Before and after-school provision is free for disadvantaged pupils, who are actively encouraged to attend. Holiday provision is carefully targeted at SEND and disadvantaged pupils. Almost half the school attended this provision.

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

... none identified during the review.

5. Area of Excellence

Not applicable

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

Following discussion with the headteacher, the school would like to reflect further about what support they might like.

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 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.