

4th November 2017

Head and Chair of Governors

Primrose Hill Primary School

Dear Robin and David,

Re: Primrose Hill Standards Meeting held on 18th October 2017 at 5 Pancras Square

Thank you for meeting with myself and June Haddock, Primary Consultant, on 18th October and providing us with current documentation to support your self-evaluation of the overall effectiveness of the school as well as details of your school improvement priorities for 2017-18. The purpose of the meeting was clarified as a discussion regarding the outcomes for Primrose Hill Primary School in 2017, priorities for the current academic year and identification of the best use of support available from Camden Learning.

It was agreed that the evidence provided before and during the meeting supports the school's self-evaluation that the overall effectiveness of the school is outstanding. The evidence to support this is as follows:-

- Pupil progress is consistently outstanding through EYFS, Key Stage 1 and Key Stage 2. Progress measures by the end of KS2 are well above those nationally in all subjects. The rigorous tracking of all pupils ensures that no child falls behind and all groups, including disadvantaged pupils are making expected or better progress.
- Attainment at Key Stage 1 and Key Stage 2 is above the national average including for pupils working at greater depth or the higher standard.
- The use of guided reading has had a significant impact on the proportion of pupils reaching the ELG in reading (82% in 2017). EYFS provides an excellent foundation for children as they move to KS1 with a high proportion of pupils achieving in the prime areas and GLD demonstrating a 3 year upward trend. Pupils in EYFS are provided with stimulating and challenging learning opportunities with a percentage of pupils well above national average exceeding the ELGs.
- Evidence from CPP visits, collaborative reviews and the school's own monitoring shows that teaching is highly effective in ensuring good progress and is responsive to the needs of pupils. The school is constantly reviewing and refining its approach to teaching and learning and this has led to the very effective use of integrated learning in KS1 and the subsequent raising of standards as a result. Integrated learning is being trialled in Year 5 this year.
- Behaviour by pupils in lessons and around the school is exemplary. There is a strong focus on developing children's resilience and independence and this is demonstrated through children's excellent attitudes to learning.
- The 'soft start' to the school day is already improving pupils' punctuality and attendance continues to have a high profile both in the rigour of the school's actions and systems to address absence and the regular monitoring by school leaders and governors.
- Staff retention is very high and linked to the opportunities for professional growth for all staff. CPD is highly collaborative and extends to collaboration opportunities with other schools and learning hubs.
- Leaders demonstrate the highest expectations for pupils and implement effective actions to ensure that the pupil outcomes and the standards of teaching remain outstanding. Self-evaluation is rigorous and leads to very sharply focused improvement plans.

- New leaders are very well supported and senior staff are ensuring there are opportunities for leadership development at every level. The new maths leader is benefited from support within the Maths Hub. There is a stronger distributed team and there will be a continued focus on embedding and sustaining their impact.
- Governance is strong; governors provided appropriate challenge and demonstrate a very good knowledge of the school. They are robust in their monitoring activities and as a result have a strong evidence base for the effectiveness of their own and leaders' work.
- Completion of the annual CSCB check shows that safeguarding procedures are effective (including the school website).

Priority whole school areas for development were discussed and these were identified as:

- Develop the teaching and learning of maths so there is an increase in the % of children across all key stages reaching age related expectations.
- Continue to raise mental health awareness and to promote the emotional wellbeing of children, parents and staff.
- Develop the curriculum across the school (Year 5 trial).
- Continue to raise attainment through a consistent and thorough approach to marking, feedback and assessment, leading to improvements in teaching and learning:
 - Increase overall Good Level of Development in EYFS
 - Increase in phonics attainment
 - Increase overall attainment in reading and writing at the end of KS1 and KS2
- Improve overall attendance across the school.

It was agreed that the 2 days of Camden Learning support will be used for visits by the school's CPP Marion Hunter. Bookings for these 2 days, headteacher performance management and any other additional support paid for by the school should be through the Camden Learning consultancy booking system.

<https://www.camdentds.co.uk/consultancy>

The school has expertise in EYFS, integrated learning, assessment processes and 2 year old provision which it is happy to share with other Camden schools.

Yours sincerely,

Jon Abbey

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Managing Director

Camden Learning