

<b>Name of School:</b>	Primrose Hill School
<b>Head teacher/Principal:</b>	Robin Warren
<b>Hub:</b>	Camden Hub
<b>School type:</b>	Community
<b>MAT (if applicable):</b>	Not applicable

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	07/03/2018
<b>Estimate at last QA Review</b>	Not applicable
<b>Date of last QA Review</b>	Not applicable
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	04/06/2009

**Quality Assurance Review**

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

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Outstanding
<b>Quality of Teaching, Learning and Assessment</b>	Outstanding
<b>Area of Excellence</b>	None submitted
<b>Previously accredited valid Areas of Excellence</b>	Not applicable
<b>Overall Estimate</b>	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. Information about the school

- Primrose Hill School is a larger than average primary school in the London Borough of Camden. There are 455 pupils on roll, with a two-form entry system from Reception to Year 6. Nursery provision is well established for three-year-old children and has been introduced this year with 24 full time equivalent places for two year olds.
- The school is over-subscribed and there is low mobility, with fairly stable cohorts. The number of pupils who join or leave the school during their primary schooling being lower than average.
- The school population is ethnically diverse, with over 83% of pupils originating from 11 of the 17 ethnic groups. The majority of pupils are of other White origins, with 17% being White British and 16% being Black or of Black British African descent.
- The proportion of pupils who speak English as an additional language is far greater than found in schools nationally.
- The school has higher levels of deprivation than schools nationally. Conversely, parts of the local area are highly prosperous, although many pupils do not live in close locality to the school.
- The number of disadvantaged pupils is well above the national average.
- The proportion of pupils who have special educational needs (SEN) and/or disabilities is higher than found nationally.
- The headteacher has been in post for three years. There is a well established senior leadership team, and a range of experienced and recently qualified teachers.

### 2.1 School Improvement Strategies - Follow up from previous review

- This is the school's first Challenge Partners review.

### 2.2 School Improvement Strategies - What went well

- The headteacher is very knowledgeable and experienced. He is ambitious for the school and secures excellent outcomes for pupils. He is very visible around the school and knows all of the children and families well.
- The headteacher has introduced a collaborative, distributed leadership model and gives high priority to developing school leaders at all levels. There is a clear senior and middle leadership structure, with dedicated management time allocated for all with additional responsibilities. As a result, leaders are ambitious for the school and fulfil their leadership roles very effectively.
- The middle leadership team, including phase and subject leaders, speak very highly of the support they are given to develop their practice. They clearly feel empowered in their roles and play an important part in the monitoring of teaching and learning.

- The school improvement plan is a detailed document, with input derived by all members of the leadership team. There is an appropriate focus on extending mastery in the mathematics curriculum currently, although the school's coherent processes ensure that key skills are also constantly given prominence. The priorities are displayed around the school and termly updates of the evaluations are shared with parents.
- School leaders are committed to the continual professional development of all staff. There is a mix of in-house and external opportunities, with identified links to improvement priorities.
- The attendance of pupils has been highlighted as a concern since the previous inspection. The leadership team have been very tenacious in their approach to securing higher levels of attendance. One of the assistant headteachers has targeted this area for her leadership action research project, and works closely with the school's attendance officer and parents. As a result, attendance and persistent absence has shown encouraging improvements.
- Senior leaders and other staff have a very detailed knowledge of the vulnerabilities of individual children and work tirelessly to meet the needs of members of the diverse school community. The school provides a very effective balance between its focus on academic outcomes alongside the inclusion, nurture, and enrichment of all pupils.
- Leaders have used the available space in and around the school very creatively to provide the best possible environment for learning. An impressive building project is close to completion which will further extend the early years provision and free up additional classroom space for older pupils.
- The school offers a very broad and balanced curriculum. Class floor books and portfolios are completed, alongside pupils' books and displays, which provide very thorough evidence of the coverage. The school plays an active part in a local science, technology, engineering, art and mathematics (STEAM) project, which further extends the curriculum. The aim of the project is to help prepare pupils for their future careers in an increasingly changing world of work.

### **2.3 School Improvement Strategies - Even better if...**

...school improvement planning is more focused and concise, with clear measurement of the impact of all actions.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- Not applicable.

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

- There is effective teaching and learning in all year groups and subject areas. Any minor inconsistencies are acted upon quickly by phase and senior leaders. As a result, the vast majority of pupils make consistently strong progress
- Where learning is the most productive, there are regular recaps to consolidate pupils' understanding and to ensure that misconceptions are quickly addressed. This helps ensure the accelerated progress of pupils.
- Another feature of the positive teaching is the consistent use of a variety of modelling techniques which demonstrate to pupils how to achieve the high expectations set.
- Teachers have very strong subject knowledge and are committed to using this to make lessons fun and interesting. Consequently, there are high levels of engagement from pupils, which helps extend their learning.
- Teachers regularly move to different classes and year groups. This helps them to know the curriculum expectations well for different key stages and supports the transition of pupils as they move up through the school.
- Teaching assistants and other support staff are a very valuable resource within the teaching team. They support groups and individual pupils very effectively.
- All adults help pupils to develop their 'growth mindsets'. The school's approach is well embedded and enables children to develop their understanding and take ownership of their own learning. This enables pupils to build the resilience to quickly learn from their mistakes.
- Pupils collaborate very well with each other, during lessons and when peer assessing each other's work. For instance, one teacher said, "Make sure you split the hard work between you," which exemplified the shared learning taking place.
- The school has developed an integrated curriculum across the majority of learning in the Early Years Foundation Stage (EYFS) and Key Stage 1. The learning takes a genuinely cross-curricular approach, where pupils work to their own strengths and develop their independent skills across subject areas. This has led to upward trends in outcomes for pupils and increased rates of progress. Notably, the school is now piloting this innovative approach in the Year 5 curriculum. Again, there has been considerable success for pupils, both academically and personally. Many other schools have visited Primrose Hill to observe their integrated curriculum, and it has also garnered interest from local universities.
- The work in pupils' books shows clear progression over time in the core subjects. Marking and feedback is generally consistent with the school's policy and is used well to extend pupils' learning.
- The school has developed a clear assessment system, which is used effectively by senior leaders, phase leaders and teachers to track the progress of all pupils and to plan interventions and extension opportunities. There is very detailed analysis of the data generated, included focus on the specific needs of different groups, such as SEN, disadvantaged pupils, different genders and the most able.
- The school works closely with other schools in the local cluster to moderate assessment judgements on a half termly basis. This is an established system which helps ensure that the school's teacher assessments are accurate.

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

- ... teachers had even more opportunities to learn from the best practice found in the school and to reflect on their own pedagogy.
- ... ensure that the marking and feedback policy is embedded consistently in all classes, so that feedback always enables pupils to respond, improve and extend their learning.
- ... teachers were to provide greater variations in their approaches to questioning, in order to develop and extend the understanding of pupils even further.

## 4. Outcomes for Pupils

- The outcomes for pupils are outstanding, both currently and consistently over time. This is particularly notable by the end of Key Stage 2, where there is evidence of sustained progress and attainment scores for all groups, which are well in excess of similar schools, local authority averages and national outcomes. This demonstrates that pupils are prepared very well for the next stages of their education.
- Current assessment tracking shows that almost all pupils in all year groups are making strong progress from their starting points, in reading, writing and mathematics.
- The targets set for 2018 outcomes are aspirational and indicate that the very positive attainment and progress measures will be sustained.
- As children join EYFS, their knowledge, understanding and skills are typically lower than expected for their age group. . The proportion of children who achieve a good level of development has risen gradually in recent years and is now similar to the national average. A greater number of pupils are also now exceeding the expectations at the end of EYFS. This represents at least expected or better progress from children's starting points.
- Attainment in phonics is very positive, with similar outcomes to the national average in 2017. The school recognises there was a slight dip in comparison to the previous year, however individuals within this particular cohort had some considerable vulnerabilities. The cohort is now showing expected or better progress in Year 2, in all subjects.
- Key Stage 1 attainment in 2017 was strong, with results higher than nationally in all subjects and showing improvements on 2016 in reading, writing and mathematics. The proportion of pupils who exceeded national expectations was again above the national picture in every subject.
- In 2017, progress scores in all subjects at Key Stage 2 were well above average. This was particularly marked for reading, with progress being measured at +5.4 overall.
- There were upward trends in the attainment of Key Stage 2 pupils in all subjects. Results were above schools nationally, with greater depth measures again being well above average. The combined scores for reading, writing and mathematics were very impressive, both at expected and at the highest standard, with the greater depth combined score being twice the national average.

- The progress made by Key Stage 2 disadvantaged pupils was similar to, or above, other pupils in the school. Writing progress for these pupils was very high in relation to other pupils nationally. There is a wider attainment gap in Key Stage 1, although the school's evidence shows that this is narrowing over time.
- Pupils with SEN have made progress in all key stages from their starting points. This is broadly in line with the national picture. Vulnerable pupils all have individual targets which are closely tracked each term.
- The progress and attainment of pupils who speak English as an additional language is very high, notably these pupils generally outperform their peers by the end of Key Stage 2.

## 5. Area of Excellence

No Area of Excellence submitted.

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

The school would now like to continue their work with the Camden Hub and will consult the Challenge Partners Directory to consider visits to schools with similar priorities.

The Lead Reviewer suggested to the school that they consider applying for an Area of Excellence in relation to one of their successful initiatives at the next review. This could potentially be in relation to the Integrated Curriculum, developing leadership at all levels or the school's impressive work with inclusion.

**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.**