



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PRIMROSE HILL SCHOOL

Name of School:	Primrose Hill School
Executive Headteacher	Robin Warren
Hub:	Camden Hub
School type:	Community
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	LEADING
Date of this Review:	27/01/2020
Overall Estimate at last QA Review (if applicable)	OUTSTANDING
Date of last QA Review (if applicable)	11/02/2019
Grade at last Ofsted inspection:	OUTSTANDING
Date of last Ofsted inspection:	04/06/2009



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR PRIMROSE HILL SCHOOL

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) Not submitted for this review

**Previously accredited valid Areas
of Excellence (if applicable)** Not applicable

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

Primrose Hill School is a larger than average two-form entry primary school in the London Borough of Camden serving approximately 470 children between the ages of 2 and 11. The school has provision for two year old children and full-time nursery provision. An Autistic Resourced Provision (ARP) opened in September 2019.

The school is committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It aims to provide an education which is sensitive to individual needs and accessible to all pupils, regardless of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. The school seeks to promote awareness, understanding and respect for diversity in the world.

The proportion of pupils with a statement of special educational needs and/or disabilities (SEND) is higher than the national average. The proportion of disadvantaged pupils is well above the national average. The school is ethnically diverse with a very high percentage, compared to the national average, of pupils from minority ethnic groups. The percentage of pupils who speak English as an additional language (EAL) is very high.

Primrose Hill supports other schools locally and further afield. The headteacher is a National Leader of Education. The headteacher and the leader of the Early Years Foundation Stage (EYFS) run the Early Years Hub for Camden schools, supporting 16 schools. The school is an active member of the Camden Teaching Alliance and of the Camden Challenge Partners Hub.

2.1 Leadership at all levels - What went well

- The headteacher provides inspirational leadership of the school. His commitment to providing a truly inclusive and positive learning experience for every pupil is to be admired. He has an unrelenting determination to provide an education which is centred on the pupils and enables them to achieve not only academic excellence, but also helps them to become well-rounded and thoughtful young people.
- Senior leaders and other leaders are united in having the highest aspirations for pupils. Leaders at all levels are highly reflective, accurate and honest about the school's strengths and weaknesses. They pinpoint the exact actions that they need to take to improve the school, and that they think deeply about the effectiveness of their actions.
- Subject leaders feel empowered to develop their own ideas. They innovate and value highly the unstinting support and collaborative approach of the senior team. These leaders have a thorough understanding of the curriculum. Curriculum maps

identify how pupils' knowledge and skills will be developed.

- The leadership of teaching and learning is exemplary. Leaders have developed a diverse programme of support for staff which meets the needs of individuals and drives forward school priorities. Subject leaders play a key role in supporting their colleagues and ensuring that the high level of consistency in teaching quality is maintained. The support programme for teachers is based on research and evidence. Leaders take time to identify activities with proven success, and they adapt them for use in school. As a result, teaching is highly effective, and has a marked impact on the exceptional progress that pupils make.
- The monitoring of teaching and learning always includes a focus on how effective the teachers' subject knowledge is. Recently, there has been a focus on technical accuracy in English. The proportion of pupils operating at a higher standard by the end of Year 6 indicates that this strategy has been very successful.
- Leaders ensure that the curriculum is exceedingly ambitious. Leaders are committed to providing a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences. The curriculum has been planned to enable such links to be developed and exploited. The curriculum is based around themes and topics without losing subject specific knowledge. Well planned themes enable pupils to gain a better understanding of life in modern Britain. In addition to this, the superb outside environment provides a rich diet of learning experiences which undoubtedly develop happy and inquisitive pupils.
- Provision for two year-old children is lovely. Children are extremely happy. They develop high levels of independence and many skills that they need for their lives now and in the future.
- Leaders ensure that pupils have access to numerous extra-curricular activities. Clubs such as fencing, street dance and mini Mandarin provide pupils with the opportunities to exercise responsibility, develop their leadership skills and enjoy their time at school.

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

...leaders continued to review the systems for assessing the progress of pupils in the foundation subjects.

3.1 Quality of provision and outcomes - What went well

- Pupils are extremely happy, love coming to school and attend regularly. Relationships throughout the school are quite exceptional. Pupils show the utmost respect towards each other and adults. Attending Primrose Hill is like receiving a metaphorical hug!

- Pupils continue to achieve exceptionally well. Whatever a pupil's background they make fantastic progress in their learning. By the time they leave Primrose Hill, their attainment is high when compared with a wide range of national benchmarks. Pupils are well prepared for the next stage of education.
- Both girls and boys make exceptional progress compared to their peers nationally. Disadvantaged pupils attain and achieve much better than other pupils nationally. Those pupils who speak English as an additional language make similar progress to other pupils in the school.
- Pupils have an excellent knowledge of design technology. They speak confidently about how cams can be used to bring movement to the toys they have constructed. Work in the floorbooks illustrates high quality work in many subjects. In science, pupils are able to explain the impact of sugar on healthy lifestyles. Pupils' work on different Asian countries highlights their understanding of places and how economies interlink. Pupils' work in books is very well presented.
- Extra support for pupils who need it, including disadvantaged pupils, ensures that they keep up and often outperform their peers. The most able pupils also receive the care and attention they need. Pupils who attend the nurture groups have specific provision which is tailored to meet their needs.
- Teachers use their very secure subject knowledge and exactly the right teaching methods to make sure that pupils build up their knowledge and skills step by step over time. Through investment in specialist teachers and other staff, pupils consistently receive high quality learning experiences.
- The teaching of reading starts from the moment pupils join the school. Well-trained staff teach phonics daily. Phonics sessions are stimulating and fun. Pupils read often, both at home and at school. They talk with enthusiasm about their favourite books and authors and have a love of reading. A collection of very challenging texts for each year group enables pupils to become fluent readers.
- Teachers are adept at spotting where pupils are finding work too easy or too hard and amend their teaching quickly. Teachers have an excellent understanding of how to support pupils with SEND. The support is well targeted and pupils make the excellent progress from their individual starting points.
- Leaders have established a curriculum that sets out exactly what pupils will learn, and when they will learn it, in every subject. Owing to very rigorous curriculum planning and high-quality teaching, pupils are enthused by their learning.
- Leaders go the 'extra mile' to promote pupils' spiritual, moral, social and cultural development. A variety of themed days/weeks based on curriculum subjects allows classes to focus on key aspects in depth. In a recent topic around clothes, pupils worked alongside staff from Ted Baker. An annual 'curiosity week' enables teachers to go 'off plan' and develop a learning journey on a theme relevant to their pupils to stimulate their interests. Such themes have included: 'Paper', 'Gold', 'Rainbows', 'Pokemon', 'The Body', 'Harry Potter' and 'Flight', resulting in quality outcomes and presentations in achievement assembly as well as classroom displays and floorbooks.

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

...teachers considered how best to maximise pupil participation in all aspects of the lesson.

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

- At Primrose Hill, there is a tailored package of interwoven support which emerges from its core practices, with its primary aim to diminish the difference between disadvantaged pupils and their peers in terms of attainment. Leaders provide a wide range of enrichment experiences and social and emotional support for disadvantaged pupils. The nature and frequency of support is determined by pupils' identified needs. This follows termly pupil progress meetings with class teachers, senior leaders and the inclusion manager, through analysis of data to identify gaps in attainment and progress. Spending is also prioritised for bought-in professional services which focus on pastoral and mental health support for pupils. This is always with a focus on each pupil's social, emotional and wellbeing needs. In 2019, effective strategies saw a large increase in the proportion of disadvantaged pupils achieving a good level of development at the end of Reception year.
- The leadership of SEND is brilliant. Leaders place great importance on the early identification of children with barriers to learning and recognise the need for early intervention. The school has a clear, graduated pathway in place that helps staff to identify children needing to be monitored on the basis of the amount of progress they make (this can include academic attainment and also wider developmental or social and emotional needs). Leaders identify the children who are making less than expected progress through a thorough, school-wide, inclusion process. This process draws on the observations and expertise of the whole school community. This may include the parents and families, the children themselves, the class teacher and other professionals. It also places the class teacher at the centre of this information-gathering process and recognises that they have ultimate responsibility in identifying, planning for, and supporting children to accelerate their progress and overcome their barriers to learning. All teaching assistants receive weekly training that is responsive to the SEND needs within the school. In addition, they attend individual training sessions to develop their specialist knowledge. The work of the new ARP is enabling pupils to access full time education and work in parallel with their peers in the mainstream classes.

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

...leaders continued to develop the ARP provision so that systems and procedures are embedded across the whole school.

5. Area of Excellence

The school did not propose an area of excellence for this review.

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

Following discussion with the headteacher, school leaders 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.