

26<sup>th</sup> October 2018

Head and Chair of Governors  
Primrose Hill Primary School

Dear Robin, David and Ophelia,

**Re: Primrose Hill Standards Meeting held on 16<sup>th</sup> October 2018 at 5 Pancras Square**

Thank you for meeting with June Haddock, Primary Consultant, on 16<sup>th</sup> October and providing her 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 2018-19. The purpose of the meeting was clarified as a discussion regarding the outcomes for Primrose Hill Primary School in 2018, 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 remains outstanding. The school is categorised by Camden Learning as 'Universal'.

The evidence to support this is as follows:-

- Both attainment and progress are well above national and London averages at KS2 with an increasingly high percentage of pupils reaching the higher standard. A culture of the highest expectations for all has secured exceptional progress in both reading and maths for all groups of pupils.
- At KS1 outcomes remain above national average (2017) and in-line with the London average (2017) and demonstrate good progress for the cohort from their EYFS outcomes.
- Outcomes at the end of EYFS have risen year on year and are now in-line with the national average (70% of children achieved a GLD) and just below the London average. Children benefit from an exciting and challenging curriculum where all children, including the most able, make excellent progress from their starting points.
- The school has successfully opened its two year old provision which, with the existing Nursery and Reception, will continue to strengthen the opportunities through the EYFS.
- Approaches to teaching and learning are innovative and well matched to the needs of the school. For example, the introduction of curriculum floor books better demonstrates the skills and progression of the wider curriculum in each class.
- Good or better teaching in every year group through the school is delivering consistent rates of progress. This is supported by the very good tracking of pupils using an effective system that is understood well by all leaders and teachers, as highlighted during the Challenge Partners Review.
- The school has an excellent record for effective recruitment and retention of staff. Leaders are mindful of staff workload whilst ensuring any changes do not impact on the quality of teaching and learning. For example, a move to more pupil conferencing rather than comments in books is promoting developmental dialogue with children.

- Governors know the school very well and use information from meetings and their visits to question leaders about the progress the school is making against current priorities. Attendance at pupil progress meetings has allowed Governors to gain a greater understanding of the rigorous processes involved in securing good progress for children.
- The Headteacher has built a skilled and well distributed team of leaders. Phase leaders are now models of teaching and learning and key drivers of standards in their phases. The strength of leadership at all levels has been noted during CPPs visits.
- Leaders are highly collaborative in their working within the school and beyond. In leading the EYFS Hub, there has been an opportunity to share the effective practice, particularly related to integrated learning that exists at Primrose Hill whilst having the opportunity to work more closely with other EYFS colleagues.

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

- To continue to improve teaching and learning and outcomes for all children
- To develop technical accuracy in writing and embed oracy across the curriculum
- To widen specialist knowledge of physical development to support children's learning
- To promote mental health, wellbeing and inclusivity across the school
- To further involve parents and carers in school life to support their child's learning

It was agreed that the 2 days of Camden Learning support will be used for visits by the school's CPP. The school be part of the Maths, STEAM and Higher Learning Potential Hubs this year as well as continuing to lead the EYFS Hub.

Yours sincerely,

*Jon Abbey*

**Jon Abbey**  
**Managing Director**  
**Camden Learning**