



QUALITY ASSURANCE
REVIEW

REVIEW REPORT FOR
PRIMROSE HILL SCHOOL

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

Estimate at this QA Review:	Outstanding
Date of this Review:	11/02/2019
Estimate at last QA Review	Outstanding
Date of last QA Review	07/03/2018
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	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:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Developing The use of phase leaders
Previously accredited valid Areas of Excellence	N/A
Overall Estimate	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. Context and character of the school

- Primrose Hill is a larger than average two form entry primary school in the London Borough of Camden with 468 pupils on roll from 2 to 11 years of age. The school has two year old provision and full-time Nursery provision. Autistic Resourced Provision (ARP) is due to open in September 2019.
- The school has a higher percentage of pupils who have a statement of special educational needs and/or disabilities (SEND) or an education, health and care plan than the national average.
- The proportion of pupils who are eligible for the pupil premium is well above the national average. The proportion of pupils who are disadvantaged 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.
- The school has low mobility with the number of pupils who join or leave the school during their primary schooling just below the national average. The school is oversubscribed.
- Primrose Hill supports other schools locally and further afield. The head teacher is a National Leader of Education. The head teacher and the early years leader 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 School Improvement Strategies - Progress from previous EBIs

- The school has fully addressed the ebis from the previous review report. School documentation is very clear and shows a clear thread from which to track the school self-evaluation and planning cycle. School priorities set from the cycle can be clearly seen across the school. The school improvement plan is updated regulated with evaluations and complimentary notes.

2.2 School Improvement Strategies - What went well

- There is an excellent ethos which permeates everything the school does and is embraced by staff, pupils and the community. Relationships between staff and pupils are highly positive and based on mutual respect and trust, providing a strong foundation for the school to move forward.
- The school self-evaluation and improvement planning cycle is consistently followed, clear, purposeful and shared with everyone. The impact of school

priorities can be seen throughout the school. Leaders have established consistency across all aspects, which is a very strong feature of the school. This consistency ranges from the well-established routines, which ensure no time is wasted, to the excellent learning environment.

- Senior leaders have very successfully translated their vision both into strategic planning and the continued development of their inclusive and aspirational ethos. This can be seen in a variety of ways, including the introduction of provision for two year olds and the forthcoming ARP.
- Senior leaders are knowledgeable, work together cohesively and lead the school extremely well. Distributive leadership is very well developed. Leaders plan staffing that is responsive to the needs of pupils, including specialist staff to develop the wider curriculum and respond to the specific needs of pupils.
- Leaders have a determined, yet flexible, approach, with a willingness not only to support other schools but also to use ideas to develop their own school. Leaders are responsive to the needs of specific cohorts of pupils and are willing to take carefully planned and monitored risks to address any issues arising from school self-evaluation.
- Leaders have secured increasingly excellent outcomes in all phases of the school and successfully address any dips in progress and attainment that occur during the school year. The outcomes for disadvantaged pupils are exemplary. These are achieved and maintained by high expectations, an appropriate curriculum and wraparound interventions.
- Leaders have created a rich, broad and balanced curriculum. The curriculum is regularly reviewed around the needs of pupils in a thorough and careful way. The school has encouraged a love of learning through measures such as the provision of high quality literature and innovative reading areas.
- The ethos of inclusion encompasses a culture of good attendance and valuing pupil voice. The school also offers deep-layered, wide-ranging intervention and therapy programmes for pupils and considers staff well-being. Innovative actions for staff well-being include programmes to develop resilience, reduce workload and promote good mental health.
- Senior leaders know their pupils and families extremely well and use this knowledge to plan around the child. The rich programme of liaison with parents/carers has a positive impact on the provision and outcomes for pupils, especially disadvantaged pupils and those that are vulnerable.

2.3 School Improvement Strategies - Even better if...

- ...as part of a curriculum audit, leaders evaluated the wider curriculum including progressions of knowledge and skills.
- ...leaders further planned the development of the ARP to be introduced in September, particularly in terms of inclusion into mainstream.
- ...the assessment policy and explanation of the school's tracking and data

analysis was updated.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- The school has fully addressed the ebis from the previous review.
- The marking and feedback policy has been reviewed and developed. Teachers are applying a range of strategies in lessons and in pupils' books to help pupils understand how to improve their work.
- Continuing professional development (CPD) and peer reviews have been planned to enable teachers to reflect on their practice and see best practice elsewhere.

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

- The learning environment is excellent and conducive to learning. It is consistent across all phases and learning spaces, reflecting the school's priorities, providing very good prompts and aids for learning and celebrating pupils' achievements. Classrooms promote language very well, from the enticing reading areas to the displays to support learning in grammar.
- Pupils are highly engaged in their learning. Teachers' high expectations set the climate for learning and promote very good learning behaviours. 'Growth mindset' is embedded from the Early Years Foundation Stage (EYFS) onwards, developing a positive attitude to learning from the outset.
- The curriculum evolves using findings from data analysis and research. Cross-curricular opportunities are planned by teachers. Teachers use their strong subject knowledge to plan learning that engages pupils and builds on pupils' interests. High quality resources support the curriculum.
- A well thought out range of groupings enable teachers to target learning effectively. Integrated learning provides opportunities for independent learning alongside well-guided and focused groups. There is also very effective whole-class teaching and learning. Throughout the school, learning proceeds at a brisk pace.
- Teachers question pupils carefully to find out what they know and can do. Pupils understand the school's policies for marking and feedback and take responsibility for responding to marking. They also carry out assessments of their own and peers' work.
- The school has developed a superbly inclusive and nurturing approach. There is an extremely wide range of interventions and therapies tailored to the needs of pupils with EAL, SEND or pupils that are vulnerable. Pupils benefit from an individual approach to their needs and this facilitates their progress and attainment.

- There is a high level of oracy in the school, for example, talking partners, good use of technical and subject vocabulary and deep discussion of texts. Phonics is applied to writing and to child-initiated activities in the EYFS and to integrated learning in Key Stage 1. The approach to reading, particularly in upper Key Stage 2, enables the development of mastery.
- Consistent strategies for teaching and learning, such as effective modelling, alongside the effective deployment of additional adults, help develop a strong class team approach to teaching and learning.
- Because of the wonderful provision in the EYFS, children get off to an excellent start to learning. The creative and engaging approaches inspire the very youngest children.

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

...teachers systematically exploited opportunities for pupils to deepen their learning and understanding across all subjects.

...teachers ensured that there were consistent expectations for presentation.

4. Outcomes for Pupils

- In 2018, outcomes for all pupils, including the disadvantaged, remained very strong. Over the last three years, there has been a sustained improvement in the percentage of pupils who reached the expected and higher standards in reading and mathematics, and greater depth in writing at the end of Key Stage 2. These proportions were well in excess of the national average. As a result, almost all pupils were well prepared for the next phase of their education.
- The progress of pupils from Key Stage 1 to Key Stage 2 was particularly strong and was in the top quintiles for reading, writing and mathematics.
- In Key Stage 2, the progress and attainment of disadvantaged pupils in reading, writing and mathematics was excellent. Their rate of progress and average scaled score were higher than other pupils nationally.
- In 2018 in Key Stage 1, the percentage of pupils that reached the expected standard and were working at greater depth remained above the national average in reading, writing and mathematics. Disadvantaged pupils did not do so well. However, there was good progress from their end of EYFS starting points. This cohort was not representative of other cohorts and current assessments indicate that Year 2 pupils are on course to reach the ambitious targets set by the school.
- In 2018, the percentage of Year 1 pupils that met the required standard in the phonics reading check was above the national average. Although in 2018

boys did worse than girls, both groups compared favourably with national averages for their groups.

- Baseline assessment of children entering Reception takes place within ten weeks and shows that many of them have skills and abilities below what is typical for their age. In 2018, progress was excellent and the percentage of children who achieved a good level of development (GLD) was almost in-line with the national average. There was a three year upward trend. Because of the excellent provision, current assessments show that pupils are making excellent progress towards GLD.
- Leaders have rigorous procedures to ensure that pupils are on track and take prompt action to diminish any differences that remain or begin to show. They set ambitious targets and moderate judgements. Teacher assessment is combined with more formal assessment tools in reading and mathematics, while pupil-progress meetings are held regularly. As a result, leaders are confident that judgements are accurate and pupils across the school are on track to meet their targets.
- Levels of attendance are improving due to the careful and robust measures the school makes. Current overall attendance is broadly in-line with that seen nationally for primary schools. The attendance of disadvantaged pupils is above that nationally for disadvantaged pupils.

5. Area of Excellence

The effectiveness and use of phase leaders in monitoring and raising achievement.

Developing

5.1 How is this area developing to be a strength?

- The school has spent the last few years developing the work of middle leaders so that the distributive leadership model which is embedded within the senior leadership team can be more effective throughout the school.
- The phase leadership team is led by an assistant head teacher (AHT) and comprises the EYFS lead, the acting Key Stage 1 lead, the lower Key Stage 2 lead and the upper Key Stage 2 lead.
- The phase leadership team is responsible for supporting the aims of the school improvement plan, responding to data indicators and priorities within their phases and being a proactive element of the success of the school.
- They meet half termly with the AHT to prioritise their work. They lead pre-pupil progress meetings to moderate and agree judgements in pupil work and teacher assessments. They undertake monitoring of learning environments,

learning walks, book scrutiny and leadership interviews with governors and Camden professional partners, and are responsible for support staff appraisal in their phase.

- They have become an effective conduit between their staff team and senior leaders. Through their work, pupil-progress meetings are more efficient, data interpretation is sharper and the quality of teaching and learning throughout the school has improved. Actions from monitoring and evaluation are increasingly acted upon more quickly. Outcomes in each phase have increased over the last three years.

5.2 What actions is the school taking to grow expertise in this area?

- The school will protect the roles of the phase leaders to ensure continuity, to ensure an effective spread of best practice teaching across the school and to collaborate with others to both maintain and develop excellence in teaching and learning.
- Phase leaders will consider their own needs so that they have a clear vision for their own development as leaders.
- Leaders will continue to develop the role so that the aspiration of the majority of pupil-progress meetings being led by phase leaders is met.

5.3 What are the next steps towards accredited status next year?

- Consideration of the CPD needs of both phase leaders and aspiring phase leaders.
- Provide coaching and mentoring to phase leaders to enable them to grow further as leaders.
- Widen the experience of phase leaders in whole-school monitoring and evaluation.
- Develop cross-phase working as well as their role in working with other schools.

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



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The school is an active member of the Camden Challenge Partners Hub.

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.