

26<sup>th</sup> October 2019

Head and Chair of Governors  
Primrose Hill Primary School

Dear Robin and Gavin,

**Re: Primrose Hill Standards Meeting held on 11<sup>th</sup> October 2019 at 5 Pancras Square**

Thank you for meeting with June Haddock, Primary Consultant, on 11<sup>th</sup> October 2019 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 2019-20. The purpose of the meeting was clarified as a discussion regarding the successes and any challenges in the 2018-19 academic year, priorities for the current year and identification of the best use of support available from Camden Learning.

The school is categorised by Camden Learning as 'Universal'.

The evidence to support this is as follows:-

- Outcomes at the end of Reception continue to increase year on year with 73% of children reaching a Good Level of Development in 2019. Leadership of the EYFS Hub has allowed the school to work collaboratively with other Camden schools, further develop EYFS pedagogy and share the practice at Primrose Hill, this has contributed to wider Camden improvement. Leaders are mindful of the challenge required to increase the percentage of children exceeding the ELGs.
- Attainment at KS1 was above the national and London averages at the expected standard and at greater depth in all subjects, except for writing at the expected standard which was in-line. Leaders have identified a focus on maths this year to secure stronger progress through the key stage. New phonics tracking has been introduced to support discussions at pupil progress meetings. 77% of children passed the screening check in Year 1 and by the end of Year 2 97% were at the standard.
- 83% of children reached the expected standard in RWM combined, well above the London and national averages. Progress from prior attainment for this cohort was well above average for reading, writing and maths. Disadvantaged pupils also made excellent progress with 74% at the expected standard in RWM combined.
- The analysis of data by school leaders is forensic and this enables children to be targeted appropriately so that the excellent standards can be maintained. Very thorough question level analysis has provided areas for focused teaching and this has helped to sustain the successful KS2 outcomes.
- Leaders have a strong track record for identifying and implementing approaches that will enhance the curriculum and raise attainment. The introduction of 'reading challenge' has widened children's access to high quality texts, built greater reading stamina and equipped them with the skills and vocabulary to understand and enjoy the texts they read.

- The school is rightly proud of the curriculum it offers, and this is showcased well on the school's website. The Collaborative Enquiry highlighted the '*rich, varied and imaginative activities reflected in floor books and other creative methods of recording*'.
- Leaders are currently reviewing and developing subject progression documents. The school has earned the Healthy Schools Gold Award and leads on PE across the borough.
- The expectations on all leaders in contributing to school improvement are high and there is a strong culture of developing leaders within the school. Evidence from CPP visits highlights the effective role that phase leaders play across the school and the excellent development opportunities they have received.
- Governors bring a wide range of skills to the Governing Body and with a number of new members a thorough programme of governor training is in place. Governors are active in strategic decision making.
- Leaders have been proactive at implementing ways to develop staff well-being including a focus during appraisal meetings and the introduction of a Staff Council.
- The school is excited about developing the Autistic Resource Provision this year as it will serve to enhance the highly inclusive ethos that exists within Primrose Hill.

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

- To maintain the breadth and balance across all curriculum areas and formulate new assessment procedures to match teaching and learning.
- To develop teaching and learning on the three aims of the maths curriculum; fluency, reasoning and problem solving.
- To develop and open an Autistic Resource Provision at Primrose Hill.
- To improve the playground and play opportunities for all children including the development of new lunchtime provision.
- To continue to ensure high standards in teaching and learning across the school (linked to data gaps/groups)

It was agreed that the 2 days of Camden Learning support will be used for visits by the school's CPP.

Yours sincerely,

*Jon Abbey*

**Jon Abbey**

**Managing Director**

**Camden Learning**