

Head and Chair of Governors

Primrose Hill Primary School

Dear Robin, Mireille, Gavin and Ophelia,

Re: Primrose Hill Primary School standards meeting on 12th October 2020 by Zoom

Thank you so much for meeting with Marion Hunter and myself for the annual standards meeting. It was very interesting to hear you explain how the school organised provision during lockdown and how you are now ensuring that you meet the needs of all children. You had sent us very useful information which reflected the precise attention to detail with which the school tackled virtual teaching. It also analysed current data and attitudes and made clear the actions that are now being taken.

Evidence discussed:

- Evidence Me was the virtual learning resource from which the school delivered for EYFS with Google Classroom for Years 1 to 6. These were supported by virtual assemblies, storytelling and regular calls to every child. All staff were involved and committed. Attendance was monitored every day and any children who were not engaged were quickly followed up and support offered. As a result, most children did engage and they were all welcomed back in June--parent questionnaires reflected how much parents appreciated the well organised and rich provision that supported children's learning. If any cohort has to isolate for two weeks the same format will be used although Tapestry may be used in EYFS.
- Children are really pleased to be back in school and have settled well—attendance, which is rigorously monitored, is improving and stands at 96%. Two -year old provision, nursery and Reception are all full although there are a few spaces further up the school. Three children attend the Autistic resource base with another child soon to join Year 1. Admission to EYFS classes has been calm and children have settled quickly. The staff have completed recent professional development training in mental health and wellbeing and are vigilant in observing children and quick to take action if needed. Safeguarding has a strong focus in Primrose Hill and vulnerable children have always been supported according to individual need.
- Senior leadership at Primrose Hill is strong and they lead a stable and experienced staff. A new EYFS leader was appointed at Easter and made a very good start. This term there is only one new teacher who is in her second year of teaching, and she is being supported as an RQT- there is also a new bursar. Mental health and well -being is a focus at the school—for adults and well as children. The SLT are aware of the stress and anxiety faced by teachers and others and have had 1-1 conferencing with all staff so that they can address any concerns they may have. However, all staff work well together with a shared sense of values which develops the community and helps them support each other.

- The rigorous data analysis was based on spring data and teacher assessment. Children transferring from Reception to Year 1 had lost so much social interaction that EYFS practice is being continued into Year 1. The present Year 2 will complete the phonics assessment at the end of term and the school is confident about the result. There was a slight dip in all subjects in KS1 and the difference between boys and girls was wider than it usually is at the end of Year 2. Year 6 children had been on track to meet challenging targets, but the lack of focus on writing and maths meant that they would not have met those targets. The school had transfer meetings with secondary schools. At all ages the attainment gap between disadvantaged and other pupils is significant and the school has identified children who didn't engage during closure--they are often disadvantaged and have SEND and issues with attendance. These children are being carefully tracked. The school has already undertaken assessments and had pupil progress meetings and this will be repeated at the end of term. Teachers are completing catch up sessions with children in their own class and these will be developed and adapted according to need.
- Last year the school had made good progress with the adaptation of the wider curriculum but has decided to leave further work on it until the summer term. They plan to address only two foundation subjects a term at the moment in order that reading, writing and maths are priorities. However, the teaching will continue to be cross curricular so that learning is meaningful and enjoyable.
- In discussion about the Primrose Hill score card it was clear that the budget is fairly healthy and that numbers are rising, helped by the two-year old provision and the Autistic Resource base. The Headteacher has started virtual school tours for prospective parents. There is a robust system for monitoring attendance but, despite the best efforts of the school, the NCMP rate is poor. Several children have returned after lockdown having put on more weight.
- Governors are committed and supportive, but several governors are new to the school and the Chair of Governors is leaving at the end of the year. This puts a strain on the school, particularly as the Headteacher will leave in December and, as yet, no successor has been appointed. It was suggested that, if no one was able to take on the role of chair, Camden Learning might be able to help.
- The Chair of Governors said that the attention to detail during lockdown and communication with parents had been excellent and all the governors appreciated what an effective and impeccable headteacher Robin had been.

Priorities for whole school development:

- Reintegration of children back into school and curriculum recovery
- Introduce new Personal, Social, Health and Economic framework (PHSE) including focus on anti-racism and the new Relationship and Sex Education content (RSE) statutory framework
- Moving forward with the wider curriculum
- To maintain stability and clarity through a period of change

Primrose Hill is a highly organised and very effective school which is a strong and united community where all pupils are developed and valued. Robin is an outstanding leader for whom I have huge respect because he is balanced and thoughtful while not being afraid to be bold! His skills are recognised by other colleagues throughout Camden because he has contributed so much to us all and we are going to miss him.

I am sure Mireille will lead the school well in the next two terms. Helen Connor from Rhyl and Marion will be there to help but she must let us know if there is any extra support she needs.

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

Yours sincerely,



Jon Abbey
Managing Director
Camden Learning