



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR KENTISH TOWN CHURCH OF ENGLAND PRIMARY SCHOOL

<b>Name of School:</b>	Kentish Town Church of England Primary School
<b>Headteacher/Principal:</b>	James Humphries
<b>Hub:</b>	Camden
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	Maintained Diocese Primary School

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	Not Applicable (N/A)
<b>Date of this Review:</b>	06/11/2024
<b>Overall Estimate at last QA Review:</b>	Effective
<b>Date of last QA Review:</b>	07/11/2022
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	09/07/2024

## 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** N/A

**Quality of provision and outcomes** N/A

**AND**

**Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs**

**Area of excellence** N/A

**Previously accredited valid areas of excellence** SEND and Inclusion

**Overall peer evaluation estimate** N/A

### Important information:

· The QA Review provides a peer evaluation of a school's practice in curriculum, teaching and learning, and leadership. It is a voluntary and developmental process, and the peer review team can evaluate and offer 'peer evaluation estimates' based only on what the school chooses to share with them.

· The QA Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.

· The QA Review report is primarily for the school's internal use to support the school's continuing improvement. If you choose to share this report, or extracts thereof, externally (e.g. on your website or with parents), please ensure that it is accompanied with the following text:

*Challenge Partners is a charity working to advance education for the public benefit. We are not a statutory accountability body. The QA Review does not audit schools' safeguarding or behaviour policies and practices. However, Lead Reviewers and visiting reviewers are expected to follow Challenge Partners' safeguarding policy and report any concerns as set out in the procedures.*

## 1. Context and character of the school

Kentish Town Church of England Primary School (Kentish Town) sits as a jewel in the crown of exceptional inclusive educational practice.

Coming to the school, visitors are acutely aware of how the school is wedged between historic grand townhouses, multi-occupation homes, brutalist tower blocks, busy urban streets, and the careering, screeching tube lines of one of the most multi-cultural boroughs in London.

From the moment the school gate opens, pupils race down the local pavements to join their classmates in a school where every inch of available space has been carefully developed to provide an oasis of learning, calm, and play - something that makes up for what some of the pupils do not necessarily get to benefit from in their home lives.

As a one-form entry primary school, the number of pupils with English as a second language is almost double the national average, a figure matched by the number of pupils in receipt of pupil premium. Pupils on the special educational needs and/or disabilities (SEND) register, and those members of the specialist resourced provision for pupils with Autistic Spectrum Conditions (ASC), and complex physical disabilities (PD), make up one-quarter of the total cohort.

As the scooters and bikes are dropped off in colourful rows at the front of the school, each pupil gets an individual welcome from the staff, who live the school's mantra of 'love, equality and compassion'.

### 2.1 Leadership at all levels - What went well

- Leaders at Kentish Town have developed an educational experience that is fully inclusive, and one that reflects the often-lauded Scandinavian models. Pupils with complex SEND work alongside their classmates continually, only leaving the class for sharply focused intervention sessions, often within a therapeutic model. For example, they might go to the sensory occupational therapy studio, one of the sensory rooms, or outdoor breakout spaces. In every class across the school, there are pupils in lessons with complex physical disabilities, needing daily physio programmes including the use of standing frames and work chairs, and pupils with complex ASC. For example, pupils use echolalia as a means of communication and 'now and next' boards to progress in their learning, alongside all of their classmates. Leaders have ensured that pupils have the opportunity to experience an inclusive schooling that prepares them for adult life in our diverse, modern Britain.

- Classroom dialogue reflects the care with which specialist feedback is given between leaders and their colleagues, so that the highest standards can be reached in the pupils' teaching and learning. For example, following one lesson visit, leaders articulated with real enthusiasm the improved pedagogy seen, and celebrated the teaching team's continuing development. Through leaders' careful guidance, members of the teaching team are consistently striving for excellence, in a never-ending drive for improvement.
- Leaders can clearly identify specific areas of need, and adapt teaching appropriately, which results in each pupil's personal steps of progress being recognised and celebrated. Through a clever use of the school's information, leaders have developed venn diagrams that show at a glance the intersectionality of needs for every class. For example, teaching teams can instantly see which pupils have SEND, English as an additional language, are in receipt of pupil premium, have any mix of these, or sit outside of the venn display. With this detailed information, teaching teams have clarity to plan the scaffolded learning needed for every lesson, as outlined in Rosenshine's Principles. Pupils feel confident in their abilities and understand that the adults want the absolute best for them. With this relationship set in place, pupils are confident to ask enquiring questions, and to drive their own knowledge acquisition.
- Leaders aspire to ensure that all of the pupils have equality of opportunity to access a rich series of experiences, designed to develop pupils' cultural capital. For example, there is an escalator of trips, from a Year 4 sleepover at the school, to a Year 5 day trip to Paris, and a Year 6 week long residential. In another example, the school provides a two-week summer club for the most disadvantaged pupils. Pupils get those exceptional experiences that they will share and remember for life.

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

...leaders utilised some links to other exceptional Challenge Partner provisions, to further support their wider community, as the pupils joining the school become more complex, year-on-year.

## **3.1 Quality of provision and outcomes - What went well**

- Serving its community for more than 200 years, Kentish Town has come a long way from the Spartan vision shown in the Madness video 'Baggy Trousers', shot on the school site in the 1980s. Now, careful development has seen the original building linked to modern provision surrounded by carefully planted and designed outdoor spaces, where pupils can experience mud

kitchens, forested areas, climb, and shelter while developing their love of learning with the rest of their school community. Pupils have a rich educational environment that does not limit their imaginations for what can be achieved on a daily basis.

- Kentish Town is a school where the relationships between pupils and staff are the cornerstone to pupils' success. Walking through the school, teachers acknowledge and celebrate with pupils, in fine detail. For example, visiting a Year 3 class, the teacher explained that that afternoon's mathematics lesson, on tessellation, had been renamed by one of the pupils. 'No, Grant, it's not mathematics,' the pupil explained to the deputy head, 'it's mathe-ART-matics!' The pupils are explicitly taught that they have a key role to play in their education, and consequently are prepared for a life of metropolitan collegiate working, as equals with those around them.
- In their learning, pupils are drawn into new topics based on their knowledge and experiences. For example, in geography, teachers use questioning highly effectively to spark the learning for Year 4 pupils using 'pick a stick' questions (where different coloured lolly sticks identify pupils who need extra teacher input). Resources are carefully planned for, alongside technical vocabulary, and concepts are introduced using concrete, familiar objects. With the pupil's learning adapted to their needs, the excited hubbub that ensues does not detract from, but adds to focused learning and oracy.
- The learning environment shows a consistent love of literacy, and that reading and oracy are whole school priorities. Pupils have multiple opportunities to experience high-quality reading and oracy opportunities across the school day. For example, each class has a well-looked-after reading area with forward-facing books; Bengali families are gifted bilingual books when they start at the school; each class has a visual timetable; and each subject has key vocabulary lists, which are split into year-group topic overviews. With this in place, pupils understand the importance of reading and oracy in their own development to becoming lifelong learners.
- The creative curriculum is another cornerstone of the school's work. Walking through the school, vivid displays show the 'footprint of the child', while the anthemic melody of 'Everybody Wants to Rule the World' echoes down the corridors sung by one class, or the school band blasts out 'Tequila' by The Champs. The "hall art" project celebrates the progression of art skills from the wider curriculum as well as the art curriculum, from Nursery to Year 6, reflecting the work of William Morris currently. Teachers' observations and praise are focused and meaningful, ranging from 'in the next four bars, clap your hands, or snap your fingers while we wait to sing the next verse' or 'I love the way you're holding your brush gently [while working on your Kandinsky-inspired painting]'. With these creative skills developed, the pupils have the preparation they need to express their feelings across a range of mediums and have a world of sensory experiences opened up for them.

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

...none identified.

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

- Some families come into catchment through a range of challenging routes, whether it is for the specialist ASC or PD provision, following other primary school placement breakdowns, or seeking refuge from very adverse life experiences. At Kentish Town, the school seeks to provide what each pupil needs, whether this is the warmth of the daily greeting each child gets at the school gate, bespoke 'soft starts', or for a very few, an individual inclusion timetable, building trust in school relationships, and reducing pupil stress so they can finally access more and more learning, alongside their classmates. Pupils and their families receive the bespoke support they need, so they can flourish from what may have been a very tough start to their primary education.
- Highly trained and skilled teaching assistants (TAs) are deployed effectively to support pupils' learning as needed. For example, in one Year 5 geography lesson, the TA supported two children with more complex ASC, ensuring both pupils stayed focused and engaged, accessing the learning with specialist proximal support, with the rest of their class.
- Through specialist support, Year 2 disadvantaged pupils have outperformed the non-disadvantaged pupils in their phonics screening check, as a result of timely adapted one-to-one interventions for identified pupils. Specific pupils within this cohort accessed the 'Early Reading Programme' from Year 1, and made accelerated progress from their starting points. With this highly focused support, pupils continue to make great progress, and this is now being put into place across Hillingdon Local Authority based on the Kentish Town model.
- The school is a UNCRC rights respecting school, which has been in place since 2013. Currently with gold status, pupils understand their rights, and have the power to challenge when they feel they are not achieving or receiving what they need. For example, one pupil with complex PD explained to the head that for the Year 6 residential visit, 'Under the UNCRC rights, I'm going on the residential for a whole week, and my Mum is not coming!'. Empowered young people understand their rights within society and can hold others to account in a meaningful way.



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

...the exceptional innovative inclusive practice at the school could be showcased at a higher level to support the wider, national 'inclusion first agenda', as a best practice model.

### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)