



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR HOLY TRINITY AND ST SILAS CE PRIMARY SCHOOL

Name of School:	Holy Trinity and St Silas CE Primary School
Headteacher/Principal:	Lorraine Dolan
Hub:	Camden
School phase:	Primary
MAT (if applicable):	N/A

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	15/01/2020
Overall Estimate at last QA Review	Outstanding
Date of last QA Review	21/01/2019
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	14/03/2007



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Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

Leadership at all Levels Leading

Quality of Provision and Outcomes Leading

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 N/A

Overall Peer Evaluation Estimate Leading

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed peer evaluation estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

The school serves a diverse area of Camden. The school's high standards of academic achievement and commitment to the arts attract families of varied socio-economic and ethnic backgrounds. Around half of the pupils are from minority backgrounds, most of whom speak English as an additional language. The proportion of disadvantaged pupils is broadly average, as is the proportion with special educational needs and/or disabilities (SEND).

Recent modifications to the school building have resulted in spacious, flexible areas for learning. Among the improvements is the creation of a shared outdoor area for use by both Reception and Year 1. The new reception and administration area is open and welcoming.

The school is part of the Camden Primary Partnership, a teaching schools' network. Through this, the school currently supports PGCE students with a link to the Institute of Education. A member of the senior leadership team is a Specialist Leader in Education for Literacy with a focus on drama as a stimulus for writing.

Links with the Mercers Company Charitable Trust enabled leaders to bid successfully for grants for projects and to work with other schools.

The school was the birthplace of the Primary Shakespeare Company, and staff continue to share practice and experience locally and beyond.

2.1 Leadership at all Levels - What went well

- The headteacher and deputy provide calm, well-informed and inspirational leadership. Their central vision is shared across the school community and underpins every aspect of school life. The minor improvements recommended by the last review have been addressed fully. Improvement plans have greater clarity, pupils' thinking skills have been further extended, and examples of pupils' on-going work are used routinely to reinforce high academic expectations.
- Senior leaders and governors work closely together. Leaders keep governors well informed and governors strike a good balance between pro-active support and holding leaders to account. Governors frequently ask pertinent questions, such as, 'Is the 'no more marking' comparative judgement tool effective?'
- Alongside their high expectations regarding teaching, leaders empower teachers to bring their own passions to promoting learning within specific curriculum guidelines. This sense of autonomy is evident in the considerable confidence staff show when discussing their work.

- Subject leaders have a high level of expertise. They ensure staff are clear about the expected progression of knowledge and skills and provide wide-ranging support and opportunities to share ideas. They organise 'focus fortnights', for example on science or geography, which generate excitement among staff and pupils. Leaders operate within a sense of mutual trust which benefits all concerned.
- The positive climate for learning is tangible. The high-quality environment motivates and inspires pupils. They are comfortable in offering their ideas, safe in the knowledge they will not be judged. The principles of 'humanutopia' life skills are implemented successfully, including 'heroes' from the older classes forming bonds and mentoring younger pupils.
- Events, such as a multi-faith prayer week and 'Mitzvah day' enhance pupils' understanding and appreciation of the diversity and vibrance of their immediate locality. Delivering packs of food to local shelters for the homeless brings diversity into sharp focus.
- In addition to numerous educational visits, visitors with specific expertise are frequent. For example, a drama specialist and choreographer work with staff in Key Stage 1 in creating interpretations of Shakespeare plays. Annual Black History celebrations are supported by poets and steel bands.
- Participation rates in extra-curricular activities are high. Pupils are particularly keen on a wide range of sports, including dodge ball, basketball and athletics, and benefit from strong links with a local sports centre. The boys' football team regularly tops the local league.
- Pupils' understanding of life in modern Britain, and their understanding and tolerance of different ethnic and faith groups is evident in the way staff and students relate to one another across the school's harmonious community. Alongside the recent general election, pupils had their own poll, to choose which 'party' should run the school for a day. This is scheduled for later in the term, when the manifesto pledge to have all the adults dress as an item of food for the day will be realised.

2.2 Leadership at all Levels - Even better if...

...leaders ensured that progression through design and technology and computing were as clear, and tracked effectively, as in other subjects.

3.1 Quality of Provision and Outcomes - What went well

- The innovative use of art as a thread woven through the curriculum is evident at every turn. Participation in the performing arts contributes significantly to pupils' confidence and self-esteem. Pupils from Reception to Year 6 study a Shakespeare play each year. All pupils participate in a performance, and their insights into plots, characters and Shakespeare's use of language belie their age.
- Collaborative planning across year groups contributes to the coherent sequence of learning. There is a strong focus on knowledge, recall and skills. Links across subjects are well considered. After creating an opera with the English Touring Opera Company and learning about various myths about the moon, one pupil wrote, 'Egypt was like a canvas that had not been filled...gusts of wind felt like a slap to the face.'
- Children in Reception are successfully encouraged to be inquisitive, and a fine balance is struck between learning independently and cooperatively, and through direct teaching. There was a buzz of activity, for example, as children created 'Missing Bog Baby' posters. Children take full advantage of the superb outdoor learning environment, which includes high quality, innovative structures for risk-taking activities. Children mostly start school with skills below what is typical; they make strong progress and outcomes are at least in line with the national average.
- Pupils, including those with EAL, make rapid progress in phonics and reading through the school, with attainment by Year 6 well above the national average at both the expected and higher standards. Skilled teaching of phonics from the start excites pupils. Through drama, story telling and the use of high quality, challenging texts, adults demonstrate a love of reading which pupils pick up.
- Christian values, in tandem with the emphasis on 'care, courage and cooperation' underpin the warm relationships between adults and pupils. Pupils know they are valued as individuals. They are highly motivated, collaborate extremely well, and take great pride in their work.
- Teachers have well-established generic classroom skills. They use their secure subject knowledge to enliven and enrich learning, routinely promoting key skills across subjects. Their contagious enthusiasm for language is evident in pupils' responses. Writing about the discovery of Chichen Itza, one pupil wrote, 'The labyrinth of crisp, emerald leaves held enigmatic fruits of stunning colours and shapes...ivy crawled in and out of the branches as if searching for something'.

Numerous examples of this quality reflect pupils' well above average attainment in English at both the expected standard and greater depth.

- A sustained emphasis on fluency, reasoning and problem-solving leads to brisk progress in mathematics. Pupils are regularly challenged to explain their reasoning; apparent as one explained how she was confident that she had identified all the factors of 30. Pupils showed a very secure understanding of mathematical concepts when discussing their recent work. Attainment in mathematics is consistently well above average. In 2019, half the Year 6 pupils achieved the higher standard.
- High quality work is evident across the curriculum, not least in the displays of stunning artwork. Science, music, drama, and physical education are very strong, with many pupils excelling in these areas.

3.2 Quality of Provision and Outcomes - Even better if...

...the emphasis on enabling pupils to articulate their learning in a range of ways was sustained and further developed.

4.1 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - What went well

- Staff share a collective responsibility in ensuring all groups do as well as they can. There is considerable overlap in the responsibilities of the SENDCo for pupils with SEND and the oversight of provision and outcomes for disadvantaged pupils.
- Pupil progress meetings start at the beginning of the year, drawing on comprehensive information from the previous teacher. The resulting provision maps are bespoke and based on a thorough understanding of individual needs, including pupils' welfare and emotional development. They are working documents that are modified and updated regularly.
- Overall curriculum plans, which draw an enthusiastic response from all pupils, need few modifications for those who are disadvantaged. The curriculum supports all groups in inspiring them to learn, raising their expectations and promoting their self-belief. As a result, disadvantaged pupils and those with additional needs develop very positive attitudes to learning. Where necessary, staff, including the highly skilled teaching assistants, modify approaches and resources to enable those with SEND to learn alongside their classmates and progress very well from their starting points.
- The strong provision through the school ensures gaps typically narrow as disadvantaged pupils move from year to year. The school's success in this regard was acknowledged recently by the Department for Education. Frequently, disadvantaged pupils progress more quickly than other pupils nationally.



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4.2 Quality of Provision and Outcomes for disadvantaged pupils and pupils with additional needs - Even better if...

No significant areas for improvement were identified during the review.

5. Area of Excellence

None submitted.

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

Leaders do not wish to seek support for the time being.

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.