

<b>Name of School:</b>	Holy Trinity and St Silas Primary School
<b>Head teacher/Principal:</b>	Lorraine Dolan
<b>Hub:</b>	Camden
<b>School type:</b>	Voluntary Aided
<b>MAT (if applicable):</b>	N/A

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	23/01/2018
<b>Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	This is the school's first review
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	14/03/2007

**Quality Assurance Review**

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

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Outstanding
<b>Quality of Teaching, Learning and Assessment</b>	Outstanding
<b>Area of Excellence</b>	Not Submitted
<b>Previously accredited valid Areas of Excellence</b>	N/A
<b>Overall Estimate</b>	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. Information about the school**

- The school is a voluntary aided Church of England school.
- The school is one-form entry with 206 pupils currently on roll.
- 36% of pupils have English as an additional language (EAL) which is above the national average.
- Pupils come from a wide range of heritages, the largest group making up 42%, is White British.
- There are no pupils with a statement of special educational needs and/or disabilities (SEND) or having an Educational Health and Care Plan (EHCP). 19.7% of pupils have SEN support which is higher than national average.

### **2.1 School Improvement Strategies - Follow up from previous review**

- This is the school's first Challenge Partners Review.

### **2.2 School Improvement Strategies - What went well**

- The headteacher's clear vision sets high expectations for all and is achieved through a culture of monitoring and appropriate support. A continual drive for improvement and development is central to the whole school ethos.
- The curriculum is rich and relevant to the pupils; the arts are a real strength. Opportunities given to pupils through the arts result in pupils developing confidence and high self-esteem.
- Leaders have a clear understanding of the strengths and areas for development in the school. The school development plan (SDP) is pertinent and well monitored. It distributes key responsibilities to staff and action plans are formulated and put into practice. This links into the monitoring cycle, which holds staff to account, and a programme of training.
- The aims and development areas of the school are shared effectively with stakeholders. All teachers are given a half termly overview of the successes and areas of further development linked to the SDP. Staff can contribute themselves to the SDP using a 'reflection document' that they complete at the end of each academic year.
- Distributed leadership through the development of subject/middle leaders is strengthened through on-going professional development. An example of this is working with other leaders from the local cluster. Clear expectations are set which include peer observations, work scrutiny and the leading of staff training. Staff are given time out of class to complete their leadership tasks.
- Leaders and staff know the pupils well. There is a clear timetable of assessment. Teachers use a range of summative assessment methods alongside their own judgements to gather data to enter on target tracker, the

school's information system. The senior leadership team scrutinise the assessment data and any anomalies are discussed with the class teachers. Often, further evidence is sought to ensure that assessments are completely accurate.

- Teachers are aware of the prior attainment of their pupils. Assessment folders are built up from Reception to Year 6 and are passed up through the years at the school. Sample books are also kept. This enables a well-structured transition between year groups and ensures positive outcomes for all.
- In depth pupil progress meetings are held termly. Teachers prepare well for these meetings through a rigorous scrutiny of pupil's assessment information. Teachers identify those working below age related expectations and those working above. They identify the next steps needed for all these pupils and how they propose to implement the necessary teaching. Therefore, pupils make very strong progress and attain very well.
- Pupil leadership is strong across the school through the hero buddies programme, pupil leadership team, peer mentors, sports leaders and playground leaders.

### **2.3 School Improvement Strategies - Even better if...**

...there was a section showing the specific impact of completed actions on the school development plan.

...good practice guidance for school staff were created to maximise the impact of teacher feedback in lesson and in books.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- This is the school's first Challenge Partners Review.

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

- Teachers' questioning is effective in helping pupils to think clearly about their learning. Where teaching was strong, questions were used to further extend learning and assess pupils' understanding. In reading lessons, questions were carefully planned for guided groups. In mathematics lessons, questions supported the development of reasoning.
- Teachers' subject knowledge is thorough. Teachers use subject specific language to enhance learning, this results in pupils using the correct vocabulary with confidence. There are high expectations for developing vocabulary in the teaching of writing and equally high expectations in ensuring the use of mathematical vocabulary; 'precise mathematical vocabulary' is used to develop reasoning.
- Pupils are encouraged to use a variety of resources to support their learning.

In mathematics, pupils use learning displays to support independence and a variety of concrete apparatus is available and is effectively used.

- Pupils have very positive relationships with all school staff. They engage well with their learning. Teachers use a variety of different strategies to elicit answers from pupils, for example the use of pick sticks and mini white boards.
- Teachers use many different strategies to successfully develop collaborative learning, for example through the use of talk partners and peer assessment. Pupils are encouraged and given many opportunities to share their ideas and to learn from each other. Therefore, pupils have very positive working relationships with each other.
- Teachers plan and structure lessons well. Pupils are given the appropriate time to concentrate and work through their activities. The transition from one activity to the next is well managed. Supporting adults enhance the learning of the pupils they work with.
- Pupils take pride in their books. Much time is given for extended writing and pupils record their work well. Evidence in books shows that literacy skills are developed well across the curriculum. Teachers ensure there is consistency across the school in the high standard of presentation.
- Pupils appreciate the broad curriculum on offer at the school, they say they particularly enjoy the music, drama and Shakespeare work. One pupil explained, 'Our teachers give us the chance to learn about lots of different things'. All pupils learn a musical instrument, learn to read music and can perform. Drama is used effectively to enhance the teaching of writing and to provide a range of opportunities to perform to a high standard. This results in pupils developing confidence and high self-esteem.
- The teaching of character education is very strong. The pupils work extremely well together both in their year groups and across different ages. They are tolerant and respectful. One pupil said, 'Everyone has things they are good at and things they need to work on.'
- Pupils learn to relate well to each other and this is enhanced through the 'hero buddy' programme.

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

...teachers consistently take every opportunity during lessons to deepen learning.

...the feedback in lessons and in books always has significant impact on the next step in pupils' learning.

## **4. Outcomes for Pupils**

- The proportion of children reaching a good level of development in the Early Years Foundation Stage (EYFS), was below the national average in 2017. Performance was some 14% below that of 2016, although this appears to have been cohort related. 2016 saw a strong cohort of children whose

attainment in reading, writing and maths was above national figures. In 2017, EYFS results in three areas were below national figures although mathematics was high at 90%. Current year 1 data is showing that this cohort are still on track to attain well in mathematics. Leaders have ensured that assessment is accurate by involving external moderation and staff training.

- Phonics screening results have been consistently strong although there was a dip in 2016 to below the national average. Leaders are aware that these pupils (currently in year 3) need extra support and intervention because of the individual make-up of the cohort. In 2017 year 1 pupils scored significantly above the national average.
- Key Stage 1 results have been above national figures for the last two years including the proportion exceeding expected levels.
- The Key Stage 2 combined score was well above the national average at both expected and greater depth.
- Although still above the national average, there was a dip in achievement in reading in 2017. The school requested the Camden Professional Partner to give advice about reading. Leaders have now made strides to make each classroom reading rich, through purchasing books chosen by pupils and introducing volunteers to hear pupils read on a regular basis. The 'accelerated reading scheme' is now being used for specific groups of weaker readers.
- Pupils all learn a musical instrument and the vast majority of pupils can read music and will have performed in a band, orchestra or group before they leave school. Art and drama are also emphases, pupils develop specific art and drama skills and develop confidence to express themselves. Performance skills are particularly adept. Consequently, pupils reach high standards.
- The specific emphasis on character and well-being education results in pupils from different socio-economic backgrounds treating each other with understanding, care and respect. One pupil said 'Hero Buddies help us grow our confidence and share our feelings'.
- Pupils achieve well in sport. The specialist sports teacher has had a positive impact and school teams are very successful in inter-school competitions and tournaments. Pupils of all abilities are selected for school teams. Therefore, all pupils can represent the school.

## 5. Area of Excellence

Not submitted as this was the school's first review.

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

To visit or connect with other outstanding schools who are doing very well at teaching to greater depth.

**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.**