



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR  
HOLY TRINITY AND SAINT SILAS  
CHURCH OF ENGLAND PRIMARY  
SCHOOL

<b>Name of School:</b>	Holy Trinity and Saint Silas Church of England Primary School
<b>Head teacher:</b>	Lorraine Dolan
<b>Hub:</b>	Camden Hub
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	Not applicable

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	21/01/2019
<b>Estimate at last QA Review</b>	Outstanding
<b>Date of last QA Review</b>	23/01/2018
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	14/03/2007



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR HOLY TRINITY AND SAINT SILAS CHURCH OF ENGLAND PRIMARY SCHOOL

#### **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>	None submitted
<b>Previously accredited valid Areas of Excellence</b>	None submitted
<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. Context and character of the school

- Holy Trinity and Saint Silas Primary School is a slightly smaller than average sized, one-form entry primary school. The headteacher took up her post six years ago.
- The proportion of disadvantaged pupils in the school is broadly in line with the national average. The proportion of pupils with English as an Additional Language (EAL) is above the national average.
- The proportion of pupils who receive support for special educational needs and/or disabilities (SEND) is broadly average, although the proportion who have an education health and care plan is below the national average.
- The school is a voluntary controlled Church of England school and has strong links with the two churches associated with the school.

### 2.1 School Improvement Strategies - Progress from previous EBIs

- Leaders have developed a secure method of recording the specific impact of completed actions related to the priorities from the school development plan. This includes a firm focus on the attainment of pupils and how this has been raised successfully across the school and for different groups of pupils. The leadership team has provided staff with clear and practical guidance to ensure that effective support and feedback during lessons and in books are relevant and that they identify precisely for pupils the most important aspects of their work that need improving. Pupils confirm that this is useful in helping them to understand how to develop their skills and knowledge.

### 2.2 School Improvement Strategies - What went well

- Leaders evaluate the impact of the school's provision in significant depth. This leads to a constant focus on improving outcomes for pupils from all groups within the school. This evaluation is completed well by leaders at all levels, including subject and phase leaders. As a result, information related to the continuous development of staff is widely known, shared and used very effectively to plan ongoing support to staff. School improvement planning is constructed with clarity and a purposeful focus on the curriculum which ensures pupils' academic and personal skills are sharpened simultaneously and effectively.
- The leadership team monitors carefully the impact of the school's work on the attainment reached by pupils. The monitoring and checking of the performance of groups and the subsequent analysis of the standards reached are particularly strong. Leaders use pupil progress meetings to probe the achievement

information expertly and challenge teachers to raise attainment and speed up the rate of progress that pupils make. Teachers' judgements about the standards reached by pupils are rigorously checked by leaders, staff and outside professionals from other local schools to ensure that there is both accuracy and consistency. This means that the school's evaluation on achievement is valid and reliable.

- Subject leaders review action plans taking full account of the monitoring information gathered. They use this to refine planned improvements throughout the term and year as a whole. This approach is also used to ensure that training for staff on INSET days meets their professional needs to improve their practice. For example, staff have received effective support with the school's practice towards the marking of pupils' work.
- Leaders closely track the achievement of disadvantaged pupils. This has resulted from a whole-school focus on disadvantaged pupils that has been effective. In lessons, there is additional attention given to this group in order to ensure that their learning needs are fully met. This group of pupils is prioritised which has had a positive impact on their outcomes.
- The special educational needs coordinator provides comprehensive support for all staff and helps them to know pupils and their educational, emotional and pastoral needs in detail. This leader meets with teachers to illustrate their important role in the provision mapping and delivery of interventions for specific groups and individuals. There are important meetings with class teachers to undertake intervention checks to test their effectiveness and to confirm support staff with particular skills are aligned correctly to pupils. This means that pupils with specific and/or acute needs make rapid progress.
- Staff provide very careful induction for new pupils. Leaders plan effective introductions to the school's expectations for staff new to their roles. This ensures that teachers' knowledge of pupils is deep and support for newly qualified teachers is immediate and well-planned. This promotes a positive start for pupils as they join the school.

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

...leaders more precisely captured pupils' progress to evidence the impact of the school's successful improvement strategies.

### **3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs**

- Teachers consistently take numerous opportunities during lessons to deepen learning. They employ a wide range of strategies to ensure learning is moved forward rapidly. For example, links are made between subjects to provide exceptionally meaningful contexts for the tasks pupils enthusiastically undertake. This stretches pupils' thinking well.
- Staff feedback in lessons and in books has a significant impact on pupils' understanding of the next steps in how to improve their work. This is the result of feedback pinpointing exactly what pupils need to do to raise the quality and calibre of their literacy and mathematics work and wider subjects. Consequently, pupils make very rapid and consistently strong gains in their knowledge, skills and understanding across the curriculum.

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

- Teachers link subjects together well to stretch pupils' thinking across the full range of subjects. For example, in Year 2 the teacher expertly challenged pupils to use their scientific skills, knowledge of writing skills and how to build grammatically correct sentences.
- Pupils are asked questions that ensure full engagement in lessons across the whole curriculum. They make them think hard and maintain a positive approach to their learning. The questioning excites and enthuses pupils because they also have to justify and explain their thinking.
- Teaching is lively and interesting. For example, much use is made of visual resources to illustrate complex and new ideas. Staff use drama effectively to generate pupils' thinking and how to plan their work, especially when undertaking tasks in writing. This generates strong levels of interest and is enhanced by well-planned sequences of lessons that build pupils' skills very systematically.
- Teachers model calculation strategies very clearly to pupils. This increases the accuracy as pupils tackle challenging mathematical tasks and investigations for themselves. For example, problem solving in Year 4 was explained in much detail and pupils were shown very clearly how to work methodically to an answer.
- Staff plan a wide range of learning opportunities that enrich pupils' experiences. For example, a local history walk brought learning alive for pupils in Key Stage 2. Pupils' understanding of how Shakespeare developed the characters in his work was sharpened exceptionally well through a 'theatre' approach to which pupils responded very enthusiastically.
- Pupils' books shows a clear and consistent application of the school's marking policy. Pupils make informed and well-considered responses to teachers' comments about how they can improve their work. They take much pride in their

work, evident in the way that their books are typically neat and well presented.

- Teaching assistants are well-trained and they make timely, effective and important contributions in supporting pupils of all abilities to learn very rapidly in class and in small groups. Teachers use assessment information wisely to deploy them where they can make the most difference to all pupils, not just those with special needs. As a result, many pupils benefit from their expertise and knowledge of their individual needs.
- Pupils are very proud of their school and they are overwhelmingly positive about a wide variety of the school's work to help them learn and enjoy their time at school. One pupil said that writing was 'a fun thing to do' and that story-telling and drama were 'really funny'. Pupils recognise that the school works hard to constantly adapt the experiences for pupils. For example, there is great excitement and anticipation about the 'Upside down day' where everything will be very different.

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

...staff made the most of pupils' thinking and answers to extend learning even further.

...teachers reinforced expectations during learning using pupils' work as a focus.

## **4. Outcomes for Pupils**

- Achievement is very strong. Current pupils make very rapid progress in core and foundation subjects. Pupils reach standards that are above the national average in reading, writing and mathematics across the school. Previous achievement information from national tests indicates that historically pupils have made particularly strong progress in reading and mathematics.
- Pupils' currently in the school make rapid progress in Key Stages 1 and 2 from a wide variety of starting points, whether starting at the school in Reception or at other times during the school year. This is because teaching and learning are designed well by teachers and checked thoroughly by senior staff to make sure that it is impacting as intended. Staff take full account of pupils' interests and what they know that fires their imagination and curiosity. Consequently, pupils strive to deepen their learning at every opportunity and across all areas of the curriculum. The impact of the carefully shaped curriculum is evident in pupils' work on the excellent range and balance of topics and themes.
- Children in Reception have high quality learning experiences across all areas of the early years curriculum. As a result, they make very rapid progress and this is supported effectively by a good knowledge of them before they start school. Pupils learn extremely well and are highly enthusiastic when tackling very well-planned tasks and activities. This was seen in an excellent science 'experiment' in the outside area that challenged their knowledge very well.

- Pupils' progress in nationally published test information shows that in reading pupils have made excellent progress in the past. Disadvantaged pupils, as well as middle and high attaining pupils, made particularly quick progress. The pace has been fast because phonics is taught skilfully and seamlessly alongside other subjects. In mathematics, progress previously has also been strong for different groups of pupils, especially for pupils with low attainment. Pupils' gains in writing, despite being at the expected rate, have been historically slower than those in reading and mathematics. However, leaders have addressed this successfully and current progress in writing is rapid.
- Pupils' attainment in Key Stage 2 was above the national average. In the most recent performance information which assesses the school against pupils nationally, pupils attained highly. The proportion of pupils reaching the expected standard in reading, writing and mathematics in 2018 was 83% and the percentage attaining a high standard in all three subjects was 20%. This profile was mirrored across the school's current pupils.
- Pupils' attainment in Key Stage 1 was also above the national average. The proportion of pupils reaching the expected standard for their age and a greater depth of understanding in reading, writing and mathematics were above the national picture. Pupils in Key Stage 1 reached skill levels that typically reflected this position.

## 5. Area of Excellence

None submitted for this review.

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

The school would like a follow up to evaluate the change to the presentation of the summarising of pupils' progress.

**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.**