

<b>Name of School:</b>	Northside Primary School
<b>Head teacher/Principal:</b>	Gina Newman
<b>Hub:</b>	Compton 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>	05/03/2018
<b>Estimate at last QA Review</b>	Outstanding
<b>Date of last QA Review</b>	27/03/2017
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	29/01/2009

**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>	Accredited
<b>Previously accredited valid Areas of Excellence</b>	Interventions, 27/03/2017
<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

- Northside Primary School is a slightly larger than average primary school situated in an area of moderate social deprivation in North London. Although it is a one-form entry school, owing to a rise in pupil numbers in 2012, there is a 'bulge' class in Year 4.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils from minority ethnic groups is more than twice the national average. The proportion of pupils for whom English is an additional language (EAL) is more than three times the national average. The two largest groups are White British and other White backgrounds.
- The proportion of pupils who receive support for their special educational needs and/or disabilities (SEND) is in line with the national average, although the proportion of pupils with a statement of special educational needs or an education, health and care plan is below average.
- The school's stability score is above the national average; more than expected numbers join or leave the school at other than the usual times.

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

- Performance management targets have been set for each teacher that are very specific to cohorts, thus anomalies in the different classes can be identified. Teachers and teaching assistants (TAs) now have greater accountability for taking measures to improve outcomes for identified pupils. Key Stage 1 has been a major focus and outcomes for this phase are set to improve this year.

### 2.2 School Improvement Strategies - What went well

- The passion and stability of the senior leadership team are real strength of the school. Led by a highly experienced headteacher, leaders know every individual pupil extremely well. They show a determination that all will reach the highest possible outcomes. They set the standard for all staff to follow and promote the positive ethos of the school at all times. This leads to a school where everyone connected with it is valued.
- Senior leaders ensure that middle leaders are well trained and highly capable. Training for this group of leaders has been extensive and effective; they understand their roles in school and so execute them authoritatively. The appropriate local authority training is utilised to develop newly qualified teachers, in addition to focused support in the school.
- The luxury of being a small school allows intervention strategies to be more focused on individual pupils rather than whole groups, which adds to their success. Detailed pupil progress meetings identify exactly which pupils require bespoke support so that they can catch up quickly.

- To boost outcomes, there is now additional support in Key Stage 1, chiefly aimed at accelerating the progress of EAL pupils. This has been most effective and results for this phase are forecast to improve significantly this year.
- Early Talk Boost is a very new introduction into school to increase literacy skills of pupils with little or no spoken English. While it is too early to be showing impact, staff are excited by the prospect that new resources and a different approach will bring improved results.
- A multitude of continuing professional development (CPD) events have been undertaken, some through the Barnet Partnership for School Improvement, to improve teachers' pedagogy, leading to more pupils gaining greater depth levels. All CPD is cascaded to the whole staff through staff meetings as well as informal discussions, so that coverage is school-wide. Teaching assistants receive weekly in-house CPD and regular external training, as do lunchtime supervisors, enabling them to play a more supportive role across the school. A great deal of training has focused on raising standards in mathematics, particularly developing mastery so that more pupils can gain the greater depth standard in this subject.
- The wide expertise of the Year 6 team include staff who are secondary-trained, which supports teaching at greater depth. Impact is evident in pupils' books, and outcomes are set to improve further this year.
- The Power of Reading strategy has improved standards in reading, overseen by a knowledgeable literacy leader and ably supported by additional members of staff. Pupils are more immersed in the text, leading to a greater love of reading.
- The broad and balanced curriculum is well-suited to the needs of the pupils. One or two pupil-led topics are included in all year groups which gives these pupils some ownership over what they are learning. All classes aim for a visit every half-term around sites in London that feed directly into writing in order to expand pupils' literacy skills.
- To support teachers, a new planning, preparation and assessment room has been built, giving more physical space for teachers to work together and greater opportunities to discuss and plan collaboratively.

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

...all staff continued to implement improvement strategies to raise standards for all pupils and particularly those aiming for greater depth.

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

- Classroom visits on this review reveal evidence of a positive approach to the adoption of different methods of asking questions in the classroom and gaining responses from pupils. Assessment for learning strategies have been intensified, particularly around marking and feedback so that pupils have greater opportunities to reflect on their learning and make their responses. Leaders are

continuing to explore the use of one-to-one verbal feedback.

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

- The quality of teaching and learning in the school remains high. The school has continued to produce progress and attainment data that exceeds national standards by some considerable margin because skilled teachers are determined that their pupils will succeed. They successfully build on prior learning so that progress is more rapid.
- Teachers exhibit extensive subject knowledge that enables them to plan lessons that are both stimulating and challenging. Because classrooms are well-resourced, pupils gain the benefit of learning using a range of media, heightening their classroom experiences. This is especially apparent and relevant in the Early Years Foundation Stage (EYFS), where the outdoor areas and indoor rooms offer a wealth of opportunities for children to learn through play and investigation. Likewise, in a Year 6 information and communication technology (ICT) lesson, iPads were used imaginatively for pupils to learn how to use the Brushes app to create a picture in the Modernist style, which they thoroughly enjoyed.
- Experienced teaching assistants complement the teachers' work effectively. They form a vital part of the workforce and play a major role in supporting the learning of EAL pupils and those with SEND, helping them to make progress. Together, teachers and TAs form a formidable team in every classroom so that these groups of pupils are able to extend their knowledge and understanding in a caring, nurturing environment. Interventions are tailor-made so that they have the most impact.
- Teachers and TAs consistently utilise probing questioning to monitor what pupils have learned, enabling them to identify any misconceptions or areas of learning that require more clarification. As a result, no pupils are left behind. Similarly, the level of challenge teachers build into the lesson is appropriate and stretches pupils' understanding which contributes to high-level outcomes.
- Pupils love coming to Northside because they are extremely proud of their school, describing it as "happy," "cool," and "epic!" They are unfailingly polite, confident in their learning and keen to speak to anyone. They are highly engaged in their learning so that no lapses in behaviour occur in lessons; they don't want to miss anything! As a result of the widespread use of talk partners, learning is shared, and pupils really enjoy working collaboratively.
- Progress over time is evident in pupils' books. These are very well presented, and the quality of their work is strong. Teachers have high expectations, and pupils work hard to meet them. The large amount of writing in their books reflects the whole-school focus on this area. Pupils are becoming more fluent in their writing and commonly use advanced vocabulary.

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

...staff occasionally gave pupils more opportunity to reflect on their learning.

#### 4. Outcomes for Pupils

- The majority of children enter the Nursery with little or no spoken English. The current Reception class has 67% of the children who do not speak English or have limited vocabulary. However, the staff at the school overcome these barriers to learning and by the time they leave Northside, pupils have made very strong progress.
- On entry to the Nursery class, children exhibit levels of development well below what would normally be expected. In 2017, the proportion who achieved a good level of development (GLD) was considerably below the national average although the children made considerable progress from their low starting points.
- The proportion of Year 1 pupils who passed the phonics screening check was in line with the national average but exceeded the school's own prediction.
- In Key Stage 1, the proportion of pupils who achieved the expected and greater depth standards in reading, writing and mathematics was considerably below national expectations, as was the combined score. Being a small school, each pupil is worth a considerable percentage so when the scores for three newly-arrived EAL pupils and one statemented pupil are removed, figures are much closer to the national average. All staff ensure that progress is optimised at this key stage and it is personalised to pupils' starting points rather than a direct comparison with national levels.
- The accelerated progress pupils make as they pass through the school is exemplified by the 2017 Key Stage 2 results. At the expected level, attainment was well above the national average in reading, writing and mathematics and in the spelling, punctuation and grammar test (SPAG). The combined figure was 25% above the national average. At the higher standard, all measures were above the national average except writing, which was below. This is largely attributable to the high proportion of EAL pupils in the school. This area has been targeted this year and is set to improve dramatically. The combined score at this level was in line with the national average. Progress was significant, with the scaled scores for reading, mathematics and SPAG all well above national expectations.
- Leaders are confident that outcomes will be sustained at the customary high levels. Because they have forensically analysed their data, areas of perceived weakness are forecast to improve this year. Writing at greater depth is a typical example.

#### 5. Area of Excellence

Early Years Foundation Stage

##### 5.1 Why has this area been identified as a strength?

The Early Years Foundation Stage is expertly led by a passionate leader and staffed with knowledgeable and experienced staff. Over time, they have developed a long-

standing track record of success. Outcomes fluctuate slightly, reflecting the nature of different cohorts, but progress is always exceptional. Many local schools, and some from outside the borough, visit Northside to observe the high-quality practice that has become embedded. Staff have supported schools in Haringey and as far away as Luton so that others can learn and benefit from their practice. Early data analysis by leaders allows children to be quickly identified and the appropriate interventions initiated. This, coupled with heavy investment in both internal and external CPD, has led to a positive succession model. As a result of the training they receive, many teaching assistants have become teachers and several adult helpers have become teaching assistants. Parental engagement is high because they are inspired to continue their children's learning at home. Parents upload images of their children to the Tapestry online tool highlighting activities that they undertake at home. The indoor and outdoor resources are extensive and maximized, which also contributes to the highly positive start children make at the school.

## **5.2 What actions has the school taken to establish expertise in this area?**

All staff regularly attend courses and training sessions through the Barnet Partnership for School Improvement which ensures that knowledge and skills are always up-to-date. In-house training sessions are also organised to develop subject knowledge. To further their knowledge, the EYFS leader has attended and participated in training organised by the local authority. The Reception teacher has also attended EYFS Leaders sessions, based at different schools, having the opportunity to share good practice and develop her leadership skills. The EYFS leader attended Early Talk Boost training which has been implemented within the school and is having a positive impact. As testament to her ability, she has become a facilitator for the Outstanding Teacher Programme (OTP) so she is able to disseminate quality practice to others. The school continues to provide this programme and has introduced the Improving Teacher Programme. The Reception teacher has also attended and completed the OTP, adding to depth of expertise in this area of the school.

## **5.3 What evidence is there of the impact on pupils' outcomes?**

Children enter the Nursery at low starting points, often with little or no spoken English and with special educational needs and/or disabilities. The variations in language acquisition present challenging barriers to be overcome but given the depth of staff expertise within this phase, children go on to make significant progress. The three-year trend indicates children leaving the EYFS with a good level of development that is below the national average but the progress each child makes from their individual starting point is exceptional. Sadly, there is no national benchmark to measure this at this level, but by the time they reach the end of their Northside journey, attainment and progress are consistently above national averages. That said, nearly two-thirds of EAL pupils achieved GLD in 2017, and the majority developed their fluency in English to a degree that allowed them to achieve the expected level in the Communication and Language early learning goal. Current indications suggest that GLD will improve further this

academic year.

**5.4 What is the name, job title and email address of the staff lead in this area?**

Gina Newman

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

No additional support required but the school would like to offer teachers within the Challenge Partners network the opportunity to attend OTP and ITP training at Northside.

**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.**