

## Written Report

### CHALLENGE PARTNERS: Quality Assurance Review Written Report

<b>Name of School:</b>	<b>Northside Primary School</b>
<b>School Address:</b>	2 Albert Street North Finchley London N128JP
<b>Hub School:</b>	The Compton

<b>Telephone Number:</b>	02084454730
<b>Email address:</b>	head@northside.barnetmail.net

<b>Unique Reference Number:</b>	101296
<b>Local Authority:</b>	Barnet
<b>Type of School:</b>	Primary
<b>School Category:</b>	Community
<b>Age range of pupils:</b>	3-11
<b>Number on roll:</b>	<b>290</b>
<b>Head teacher:</b>	Ms Gina Thompson-Newman

<b>Date of last Ofsted inspection:</b>	January 2009
<b>Grade at last Ofsted inspection:</b>	Outstanding

<b>Date of Quality Assurance Review:</b>	13-14 March 2014
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## QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES

**School Improvement Strategies:** Outstanding

**Achievement is:** Outstanding

**Quality of Teaching:** Outstanding

### Areas of Excellent Practice:

<b>Effectiveness of strategies to improve teaching</b>	confirmed
<b>Support for pupils with English as an additional language</b>	confirmed

## Overall Review Evaluation

The Quality Assurance Review found indicators that Northside Primary School appears to be firmly within the Outstanding grade as judged by Ofsted in the school’s previous Ofsted report January 2009.

## Information about the school

Pupils come from a wide range of backgrounds including other White, White British, Black or Asian British. Pupils speak forty-six different home languages with Gujarati, Pashto and Arabic being the most common. The proportion of pupils who speak English as an additional language is above average, as is the proportion of pupils eligible for free school meals. More pupils than usually found have learning difficulties and/or disabilities, including behavioural problems, or speech and language difficulties. More pupils than usual either join or leave the school at other than the expected times. The school's provision for the Early Years Foundation Stage comprises the Nursery and Reception classes. The school has attained many awards including the Activemark accreditation, Artsmark Gold , ICT mark and Primary Science Quality mark.

## School Improvement Strategies

Northside Primary School has robust and effective school improvement strategies that have been instrumental in securing rapid and sustained progress for all children. The inspirational headteacher leads a highly effective senior leadership team that is focused on driving up standards further. This is brought about by clearly identified targets and effective professional development for all staff within a culture where all feel valued and supported to do their best. It is clear from all that has been seen and discussed that the school improvement plan is very effective and is having a positive impact on outcomes for pupils.

What went well:

- The headteacher, alongside her senior leadership team, has created a whole school shared ethos of exceptionally high expectations and a “can do” attitude which all staff demonstrate and is almost tangible within the school.
- The school has a rigorous, regular and effective monitoring process that feeds directly into their school self-evaluation and then into their school improvement plan.
- The senior leadership team has been very effective in developing a whole school staff team that are outward facing and who embrace every opportunity with enthusiasm – this has enabled the school to both develop and share expertise within the school, across the borough and further afield.
- The Senior Leadership Team has developed a culture within school that is very supportive, enabling the staff to have the confidence to take risks and embrace challenge. It is a well-oiled whole school team.
- The school is effective in using triangulation of evidence to secure their judgements ensuring that their evidence base is sound and that action plan priorities are correctly identified.

### Even Better If;

- the school streamlined their school improvement plan so that key priorities are as clear in this as they are in the school's self-evaluation.
- there was data immediately available to show the impact that poor attendance of a few families is having on attendance data – everything is in hand to support these families and a case study or two outlining what this looks like would be useful.

### Pupil Achievement

Achievement is outstanding across the school. Many children enter school with language difficulties and are below age related expectations. By the end of KS2 pupils' attainment is above national in reading, writing and maths because boys and girls make outstanding progress.

- In 2013 90% of pupils achieved level 4 in reading, writing and maths compared with 75% of pupils nationally. 33% achieved the higher level 5 in reading, writing and maths in comparison to 21% nationally. This represents outstanding progress from low starting points.
- Attainment in all subjects has been significantly better than national for the past three years and in 2013, was significantly better in maths and reading, and above national in writing.
- Progress from KS1 to KS2 is significantly above national in reading and mathematics. Progress in writing is broadly in line with national data.
- The school has made effective use of Pupil Premium funding and the impact is evident in the very strong outcomes for pupils.
- This year data shows that Year 6 pupils are on track to meet challenging targets, making expected progress in reading, writing and maths, with a higher percentage than national exceeding this. The school has started to teach spelling and grammar explicitly and this had had a positive impact on pupils' learning.
- Year 2 pupils are making very good progress and are on track to meet their challenging targets. The school is confident that a greater percentage of pupils are on track to achieve the higher levels in all subjects in 2014.
- The school's tracking system shows that the attainment and progress of pupils in different groups and the Foundation Stage, is very strong. Regular pupil progress meetings with teaching staff and senior leaders ensure that pupils access the very best support to address their range of needs.
- Pupils make outstanding progress in personal development skills. They are courteous towards all members of the school and visitors. They speak confidently and are proud of their school.

### Quality of teaching

All teachers were observed. Eleven lessons were seen of which eight were outstanding and three good.

What went well:

- High expectations of pupils' learning leads to tangible progress within every lesson and teachers have high personal expectations for their professional practice. This is evident across the school and results in a consistent approach for pupils.
- Detailed planning in an agreed format, with high order questioning planned in, means that the level of challenge for more able pupils is in place. Teachers' subject knowledge is good and planning is clear.
- Opportunities for further development of writing are numerous, and effective, such as the whole school visit to Legoland, which started a piece of work about Lego which the pupils were still talking about. Pupils are enthused about the learning that takes place both at school and through homework set by their teachers. Pupils are also involved in the planning of their creative curriculum, by choosing topics, whilst the teachers design a curriculum which still covers key skills.
- Decisions about and adaptations to teaching and learning, such as recent changes to phonics streaming, are made to ensure the best possible outcomes for pupils.
- In lessons, pupils are attentive and eager to learn. Pupils are fully engaged in lessons because of the way teaching is planned, for example, in an outstanding Foundation lesson, where reading 'Biscuit Bear' children were enthralled because their own faces had been scanned into the illustrations.
- Teachers have good relationships with pupils and know them well; consequently they can push learning further as seen in a MFL lesson where the teacher supported a pupil to respond by using extended wait time and non-verbal encouragement.
- Teacher modelling is very clear, and together with a strong working partnership with support staff, this enables pupils to make excellent progress and demonstrate very effective collaborative and independent learning.
- Learning opportunities are planned which are imaginative, creative and active. Teachers use a wide range of strategies and approaches, including effective use of technology, which takes into consideration many different learning styles.
- The learning environment both reflects and supports raising standards. This is evident both within the school and in outside learning spaces Displays around the school are full of examples of high quality pupil writing, and the pupils are proud of this.
- Targeted interventions and support, including speech and language work and other specific programmes, support children who are at risk of falling behind.

#### 'Even Better Ifs'

- every opportunity was taken to extend the challenge for the more able
- the agreed policy for marking was applied consistently across all classes.

#### Quality of Areas of Excellent Practice

The area of excellent practice; effectiveness of strategies for improving teaching has been confirmed. At the previous Ofsted inspection teaching and learning was graded outstanding. Since

2012 the quality of teaching has been steadily improving until in spring 2014 100% was judged to be good or outstanding. The Challenge Partners review confirmed this assessment.

Outstanding teaching enables pupils to make rapid progress despite their low starting points and language difficulties. Teaching is monitored rigorously and regularly. Strong procedures, induction processes and support packages ensure consistency and team working. There are strong links between performance management and salary progression. Best practice is identified, modelled and shared across the school. Particular needs of staff are identified and met with extensive coaching and professional development opportunities and both inside the school and by external experiences.. Three teachers have attended the outstanding teaching programme and have become facilitators. The school is outward facing and extends knowledge and skills through links with local universities, other primary schools and being part of new projects, such as London School Excellence Fund (literacy and numeracy). Every teacher visits an external institution at least once a year. The school is part of the primary mathematics skills development pilot programme which increases confidence and subject knowledge in numeracy, and two members of staff have completed the Power of Reading training which is now embedded across the school and has had a huge impact on the pupils reading habits. Through the Teaching School Alliance and the headteacher's role as a national education leader, the school has supported many underperforming schools in teaching and learning.

Support for pupils with EAL is confirmed as an area of excellence. Just under three quarters of pupils in the school have EAL, representing 46 languages and 55 different ethnicities. As a result of outstanding teaching and support the achievement of pupils with EAL is outstanding. Three quarters of pupils with EAL in Year 1 achieved the required standard in the phonics assessment in 2013. The attainment of these pupils' at the end of KS1 and KS2 was above national in 2013. Children often enter the foundation stage nursery with little or no English. The strong focus on talking ensures they make very rapid progress and this continues so by the end of KS2 children have made progress that is significantly above national.

The effective leadership team has trained and empowered all staff to provide excellent support for pupils. In addition the school has appointed teaching assistants with specific responsibility to support pupils with EAL. Regular progress meetings, linked to CPD and performance management support the team ethos in ensuring the best outcomes for pupils. Pupils who start at the school, other than in the nursery are supported well through a buddying system and liaison with families. Personalised assessment and support ensures pupils make rapid progress. The inclusive welcoming ethos of the school ensures pupils and families are quickly involved with the school. The pupils show excellent attitudes to their learning they are confident and are proud of their achievements. The school shares its expertise with other schools in the Teaching School Alliance and with students at Middlesex University. Good plans are in place to enhance provision even further.

## Partnerships

Partnerships are a very real strength of the school. Northside Primary school has a wide range of excellent partnerships that benefit staff and children alike. As part of the Teaching Alliance, pupils have benefited from opportunities to extend the more able and staff have also had some excellent CPD opportunities in maths and English at the higher levels. The Comenius partnerships have

enriched the curriculum and work well alongside the school's excellent practice in supporting pupils with EAL. Staff at all levels have and take the opportunity to support others in and beyond the school. This supportive and collaborative approach across the school helps to raise levels of achievement. The school is outward looking in seeking to support other schools and other children, for example through the Dyslexia club project.

Involvement in the Challenge Partners project has seen staff become outstanding teacher programme facilitators able to train within house. This has had a demonstrable impact on the quality of teaching.

**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.**