

## CHALLENGE PARTNERS: Quality Assurance Review Written Report

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<b>Name of School:</b>	Northside Primary School
<b>School Address:</b>	2 Albert Street, North Finchley, London N12 8JP
<b>Hub School:</b>	Compton Hub

<b>Telephone Number:</b>	0208 4454730
<b>Email address:</b>	<a href="mailto:office@northside.barnetmail.net">office@northside.barnetmail.net</a>

<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>	262
<b>Headteacher/Principal:</b>	Gina Newman
<b>Chair of Governors:</b>	Ross Houston

<b>Date of last OfSTED inspection:</b>	29 January 2009
<b>Grade at last OfSTED inspection:</b>	Outstanding

<b>Date of Quality Assurance Review:</b>	25–26 March 2013
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## **QUALITY ASSURANCE REVIEW – SUMMARY OF JUDGEMENTS**

**Achievement is:** Outstanding

**Quality of Teaching:** Outstanding

**School Improvement Strategies:** Outstanding

**Area of Excellent Practice:**

**English as an additional language** Confirmed

**Impact on Challenge Partnership:** Outstanding

### **Overall Review Evaluation**

The Quality Assurance Review found indicators that Northside Primary School appears to be just within the outstanding grade as judged by Ofsted in the school's previous Ofsted report (October 2011) and action is required to ensure that it continues to meet Ofsted's criteria for that grade.

## Information about the school

- The school is of broadly similar size to the average-sized primary school.
- The proportion of pupils known to be eligible for pupil premium through free school meals, in local authority care or from service families is above average.
- Almost 83% of pupils are from a range of ethnic minority groups.
- Approximately 80% of pupils speak English as an additional language, with approx one-third at the earliest stages of learning English.
- The proportion of pupils with special educational needs supported at school action, school action plus or with a statement of special educational needs is significantly above average.
- There are significantly more boys on roll than girls.
- An above average proportion of pupils join or leave the school part-way through their education.

## Pupil Achievement

- Pupils achieve high attainment in reading, writing and mathematics at the end of Key Stage 2. This has been sustained for several years and continues to rise.
- In 2012, almost all pupils attained Level 4 or above in both English and mathematics. The proportion of pupils exceeding expected levels and attained Level 5 in both English and mathematics is just above the national average.
- At the higher level 5, with the exception of girls' compared to their national peers in English, all other sizeable groups attained above both their national peers and all pupils nationally. In 2012 at the end of Key Stage 2, pupils known to be eligible for the pupil premium reached levels higher than non-pupil premium pupils nationally.
- In 2012 the proportion of pupils making and exceeding expected progress in reading and mathematics is above the national average; all pupils made at least expected progress in writing. Work seen in books and in lessons confirms this continued profile.
- Value-added scores are significantly above average. Compared to similar schools this has, over the last two years placed the school on the 2<sup>nd</sup> percentile rank in English and in mathematics at the highest percentile ranking.
- At Key Stage 2, almost all groups, particularly lower-attaining and middle-attaining pupils make faster progress than all pupils nationally, demonstrating the school's considerable success at closing the gap and then exceeding national performance.
- Progress is rapid and generally sustained across year groups. Senior leaders set ambitious targets for pupil progress. Rigorous tracking and monitoring systems ensure a quick response to any variations in rates of progress greater than they would wish. They understand that although progress accelerates towards the end of Year 6 it needs to be consistent across all year groups to secure the outstanding judgement for achievement using the current grade criteria.
- Another area that makes the outstanding grade potentially vulnerable is achievement by the end of Key Stage 1. Attainment here is marginally better in mathematics than average although it does not register significance in RAISE online as consistently as Key Stage 2. Reading and writing are broadly average. There is some variability in the level of

attainment between different groups particularly boys and those achieving the higher level 3 in reading.

- Conversion rates from a good stage of development at the end of the Early Years Foundation Stage to broadly expected levels at the end of Year 2 show that attainment remains broadly average but is continually improving. Raising attainment by the end of Key Stage 1 would help secure the outstanding grade for achievement.
- Results for the Year 1 phonics screening check are above average.

## Quality of teaching

- Pupils' engagement and very positive behaviour for learning is linked closely to the excellent relationships at all levels and the outstanding quality of teaching particularly in both reading and mathematics.
- Pupils work well both independently and collaboratively.
- Teachers have excellent subject knowledge. They are skilful in creating links across a range of other topics and subjects frequently enhanced by a complementary range of visits and visitors.
- Teachers employ a wide range of teaching styles and strategies for different purposes. Carefully planned use is made of a range of physical resources such as the very latest information communication technology including iPads, netbooks and talkboards to support learning.
- All of this motivates and frequently inspires pupils. Plentiful evidence of prior learning, both through work in books and on display, but also through talking to pupils, reflects how memorable their experiences are.
- Teachers know their pupils extremely well. Pupils receive personalised feedback and encouragement in their learning. They have a clear understanding of what they are learning, and why and are encouraged to be independent in their learning.
- With no regular setting in the school, teachers are very flexible in their groupings within individual subjects, informed by very careful assessment of prior learning. Teachers frequently set a range of success criteria for pupils to ensure an appropriately high level of challenge both in the level of independence and in the work set.
- Ongoing assessment during lessons is a significant strength. Most teachers judge very well when and how to intervene to maximise learning during lessons. Teachers take opportunities to explore any misconceptions that arise through skilful questioning.
- The marking policy is very clear and effective. It is applied rigorously in almost all cases, frequently showing pupils how well they are doing and how to improve their work.
- Very skilled teaching assistants are well briefed and deployed. They are very sensitive to the needs of all pupils from a wide range of different abilities and provide exceptional support particularly for those whose mother tongue is not English. They interact well with teachers, and take care not to dominate and limit pupils' independence and achievement.

## ebi...

- ... faster pace at the start of the lesson
- ...get more able pupils working more independently faster
- ...all children in all classes were sufficiently challenged to the level seen in the very best

lessons.

## **School Improvement Strategies**

### **www**

- The motivational headteacher supported by highly effective senior leaders and committed staff at all levels share a relentless drive to continue to improve.
- With the relatively small number of staff, the strength and quality of leaders at different levels is considerable.
- Rigorous data gathering, analysis and sharing of information about how well pupils are performing is used very effectively to ensure all are accountable for pupil outcomes.
- Very effective monitoring of staff performance and the provision of high quality training ensure staff build on their already high level of expertise and skills. Throughout the school's work, expectations of pupils and staff are extremely high. The ethos, atmosphere and environment for learning is overwhelmingly positive.
- Continuing professional development is further enhanced by a wide range of external projects and links with local, national and international schools, networks and organisations including a local Special School, Middlesex University, the National College for Leadership and a number of educational institutions abroad.
- Leaders identify the rigour with which governors challenge senior leaders and hold them to account for the school's performance and improvement. The governing body are said to be very committed and knowledgeable, and recognise their critical role in the constant search to maintain and build on the highest quality of education.
- The school is outward looking. Leaders are extremely self-critical, willing to share and learn from best practice. Their self-evaluation of the school's performance is accurate and well focused on actions to bring about improvements. There is a strong sense of teamwork and pride in the school and a strongly established shared vision. Everyone wants the best for the pupils.
- Senior leaders are single-minded in their priority to provide only the very best quality of teaching and learning. Continued school improvement is a relentless focus. The impact is clearly seen in the securely established trend of high and rising key stage 2 attainment.

### **ebi...**

- .....leaders to consider including smarter targets in school action planning
- .....leaders considered slimming down the school improvement plan to focus on key areas of improvement only
- .....all stakeholders contribute to the school improvement plan
- .....senior leaders further reflect on the most effective ways of using the strength of leaders at all levels to secure consistently outstanding outcomes at key stage 1

## **Quality of Area of Excellent Practice**

English as an additional language

The achievement of pupils who speak English as an additional language (EAL) is exceptional because the quality of leadership, extremely personalised support and intervention provided by the support team and creative range of resources is outstanding. By the end of the Key Stage 2 attainment of EAL pupils is exceptionally high. In 2012, almost all pupils who spoke English as an additional language attained level 4+ in English and mathematics. The proportion attaining the higher level 5 in English and mathematics was above their national peers, and all pupils nationally in mathematics. Compared to the national picture the progress of these pupils is outstanding. Supported is extremely well targeted. As an area of excellent practice, provision for these pupils and pedagogy is already shared extensively within and beyond the school, including through delivering courses, support for parents through ESOL courses, links with local school and networks and students at Middlesex University. The Teaching School Alliance identified the school as having a strength in this area of practice reflected in the school's willingness to share its expertise and build on its current exceptional range of practice.

### **Quality of Impact on Challenge Partnership**

Although a relatively new member of Challenge Partners, the school is an active participant in the life of the hub. Two senior leaders have already been trained as reviewers and contributed to reviews. The school engaged fully and candidly in this, their first Challenge Partners Review. The school has already forged links for sharing the EAL area of excellence and facilitates regular sharing of expertise and training with other schools and educational institutions. The headteacher is currently part of the National and Local Leaders of Education programmes providing specific school improvement support for identified schools. Three teachers are currently participating in the Outstanding Teacher Programme; two are designated as Advance Skills Teachers. Leaders are currently investigating the possibility of becoming a teaching school.

**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.**

*OLEVI  
September 2012*