

## Written Report

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### 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 N12 8JP
<b>Hub School:</b>	Compton

<b>Telephone Number:</b>	020-84454730
<b>Email address:</b>	office@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>	299
<b>Head teacher/Principal:</b>	Gina Newman

<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>	21-23 <sup>rd</sup> March 2016
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## QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES<sup>1</sup>

**School Improvement Strategies:** Outstanding

**Outcomes for Pupils:** Outstanding

**Quality of Teaching, Learning and Assessment:** Outstanding

**Area of Excellent Practice:  
EAL Provision** Confirmed

**Partnerships and School to  
School support work** 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.

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<sup>1</sup> 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.

## Information about the school

- This is a smaller than averaged sized primary school.
- 83%, a much higher than average proportion, are from 49 minority ethnic groups.
- The proportion of pupils who are learning English as an additional language is much higher than average. There are 42 languages in the school.
- The proportion of disadvantaged pupils is average.
- Mobility is above average.
- The head teacher is a National Leader of Education.

## School Improvement Strategies

### What Went Well

- Senior leaders use a precise and comprehensive system to analyse the progress and attainment of all group of pupils in the school. This underpins everything that they do.
  - It provides clear and precise targets for performance management and accountability for teachers and support staff.
  - Analysis clearly identifies any weaknesses which then become areas for improvement in the school development plan.
  - The deputy head teacher supports accurate data analysis by phase and subject leads so that they can improve teaching, target interventions, provide support for teachers, and support staff.
  - Middle leaders are given dedicated time to analyse the data particularly the effectiveness of any interventions for pupils.
- There are frequent discussions about the progress of pupils in addition to the termly pupil progress meetings, so that any slight slowing of progress is quickly identified and pupils receive targetted support to catch up quickly. There is ambition and continual drive, in the whole staff team, to raise achievement for all pupils.
- The school has highly qualified staff and support staff whose skills are continually being developed because the school provides an extensive range of support to other schools within the locality. ( see Area of Excellent Practice)
- The workforce, particularly support staff, is structured to meet the needs of pupils. There are three teaching assistants to support EAL learners, and teaching assistants have a longer school day so that they can meet to plan with teachers and run specific interventions to support specific groups, involving parents, for the dyslexia group, for example.
- Teachers in early years and Key stage 1, and teachers in Key Stage 2 have planning and preparation time together so that there are weekly opportunities to discuss provision and progress to adjust teaching and share excellent practice.

- There are high expectations of all visiting teachers and providers and all manage behaviour with the same consistency as school staff.
- Leadership is widely shared, and all members of the school community are regularly consulted to make further improvements.
- Continual improvements to teachers' practice are established through excellent team work at all levels. Highly specific points for improvement are noted, and a wide range of means to support this are in place, both within the school and the neighbouring nine schools, through modelling, team teaching and using leading practitioners. There is a leading practitioner for literacy and creative curriculum, and facilitators on the outstanding teacher programme on the staff of the school. Timetabling ensures that there are frequent opportunities for teachers to observe in other schools and provide support for them. (See Area of Excellent Practice).
- The school uses a range of partnerships with other schools for moderating assessments of pupils' work in addition to moderating within the school and the three year cycle of moderation by the local authority.
- Teaching assistants are fully part of the team and have a weekly training programme to constantly update their skills. Several are also involved in school to school support, (see Area of Excellent Practice).
- Middle leadership is highly developed in this school ensuring that improvements to teaching and pupils' progress are precisely checked.

### **Even Better If...**

...the excellent skills within the school continue to develop by sharing through peer review and lesson study.

### **Outcomes for Pupils**

- Pupils learning English as an additional language make excellent progress at the school. There are individual examples of outstanding progress for these pupils because of the highly individualised support they receive.
- Children arrive in the Nursery with skills much lower than would be typical for their age. Almost all do not yet speak English. By the end of the Reception year, these children and their peers who join the school at the beginning of Reception have made rapid progress and the proportion achieving a good level of development is in line with the national average.
- They continue to make rapid progress in reading and literacy skills and almost all, in 2015, reached the expected standard in the phonics check.
- Progress throughout the school is good, and value added for all group was significantly above average in 2015. Pupils in 2015 achieved sig+ at level 5 in reading, English punctuation, grammar and spelling and mathematics.

- Disadvantaged pupils exceed all other pupils nationally in reading. They make more rapid progress than their peers and any gaps are narrowing rapidly. The school ensures that each individual pupil receives exactly the support they need and examples of this include, 'super SATs club' and purchase of books.
- Childrens' successful independent learning continues from the Reception class in to Year 1. There is excellent transition.
- Other aspects of learning and the wider curriculum are valued and celebrated through pupils' 'Northside passport' where pupils collect stamps for activities where they particularly demonstrate, creativity, risk and resilience for example.

## Quality of Teaching, Learning and Assessment

### What Went Well

- Teachers have excellent and detailed knowledge of what they need to teach. They assess precisely what pupils need to learn and deliver lessons in creative and motivating ways. This enables pupils to make excellent progress.
- Pupils are highly enthusiastic, motivated and engaged by the excellent teaching. So there is excellent behaviour for learning. Raffle tickets lead to a reward each week, 'hooks' such as humorous pictures, intriguing questions and stories are strengths in all teaching and they challenge and incentivise the pupils.
- Teachers are highly skilled at scaffolding for learning using rapidly completed tasks, questions, modelling and discussions. Staff are highly skilled at leading the learning so pupils discover for themselves. For example, in mathematics, Year 2 pupils demonstrated in an open ended investigation that they can use a wide range of resources and are highly independent at choosing them.
- Relationships between all members of the school promote equality of opportunity for all and contribute exceptionally well to this learning community. Adults provide very positive role models for the pupils, particularly in demonstrating that everyone is learning all the time.
- Teaching assistants are highly effective and support learning successfully in class and when working with smaller groups. They demonstrated excellent questioning during guided reading, for example, and used higher level questions that enable pupils to explain their deeper thinking. Teaching assistants are not afraid to take risks to promote learning and follow pupils' interests.
- Interventions are planned well and enable pupils to catch up quickly. These are highly effective for pupils learning English as an additional language.
- Pupils know how to resource their learning and look for support when they need it. Individual support through interventions are frequent and have impact in the classroom because teachers know exactly what and how pupils will be taught and so can help pupils generalise and use their skills in the classroom,.

- Cross curricular links are strong, for example, maths and art combining good knowledge of 3D shape and their properties. Speaking and listening are important parts of all lessons. Pupils have good opportunities to talk and learn from each other, adults model dialogue and thinking well.
- All teachers use assessment, marking and feedback consistently and pupils have good, planned opportunities to respond.

### **Even Better If...**

...pupils' ability to self-assess and choose higher levels of challenge for themselves was further developed.

### **Quality of Area of Excellent Practice** **English as an additional language provision**

The school has previously submitted and had this area of excellence confirmed, but in order that it stays current with recent developments, it has been reviewed again.

The school provides bespoke support for individual pupils, particularly when they arrive during the school year. The school staff team, including the deputy head who manages the team of three excellently trained learning support assistants, and all members of staff are highly experienced at supporting pupils. They are particularly successful supporting those who arrive in Year 5 or 6 having no English or not having previously attended school in their home country. New arrivals that have previously been to school typically make accelerated progress, often catching up with their English speaking peers in less than a year. The bespoke support usually involves two pupil buddies, who speak the home language. The pupil receives support to access the curriculum in literacy and focused booster individual or group work. There are language enrichment groups pre-teaching and over learning to support access to the curriculum. Significant headlines in the outcomes for EAL pupils include in 2015, 81% achieving a level 5 in reading, sig+ VA for reading in 2015, and VA of 102 for the last three years.

All pupils are enthusiastic to be buddies for them and pupils explained how much this had helped them. Highly trained and effective teaching assistants ensure that all literacy lessons are supported. Mini i-pads are used for instant pictures or translation to facilitate rapid understanding in lessons. The excellent resources, including a wide range and quantity of dual language books, are shared with families and the school commissions a local provider for ESOL courses for parents. The school uses its own community as a resource to celebrate language, culture and food through special days and the curriculum.

The school team is fully involved in the Middlesex graduate teacher programme and Teach direct programme by enabling students to see the excellent EAL practice in the school. This is widely recognized and shared both within the local authority and neighbouring boroughs. The school provides support for the London Leadership conferences and where applicable, to many of the schools that the head teacher herself supports through various programmes.

### **Partnerships for professional development**

The school and its leaders have been involved in school to school support for a number of years. It provides an exceptional level of this for a one form entry Primary school, clearly demonstrating how this can be achieved.

The head teacher has been providing this support through LA support services, the teaching school and London Leadership and NLE programmes. She has used it exceptionally well to develop coaching, support and leadership skills in her team. Several teachers and support staff are involved in this and it has a highly effective impact on developing leadership capacity and the skills of middle and senior leaders.

Key underlying factors that are in place are:

- Structuring the workforce so that provision in the school is not disrupted in any way by staff being out at other schools.
- It is fully sustainable, both for the progress of pupils at this school and financially.
- The staff involved in the support work always appreciate that this is a partnership and peer to peer support process and often has a reciprocal benefit to the school.

The school works through a number of networks at various levels and has excellent opportunities to support other schools. When schools seek support, the headteacher uses many of her staff to provide peer to peer support in a wide range of capacities. The school know that it has highly skilled leaders, teachers and support staff with expertise in data analysis, literacy and the creative curriculum, EAL support and outstanding teaching. The continual cycle of support enables members of the team at this school to see the impact of their work in other schools and they always bring something back to improve in the school as well. The support has generated additional income for the school.

## **Partnerships**

### **How have you used Challenge Partners schools to address your previous 'Even Better Ifs'?**

The school has a powerful set of networks through the Teaching School Alliance.

### **How have you worked with, or supported, other schools in Challenge Partners?**

Expertise has been shared by reviewers on review.

**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.**

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

Following discussion with the headteacher, the school would like some additional support with reducing the cost for smaller primary schools so that more are encouraged to join the network.