



**QUALITY ASSURANCE
REVIEW**

**REVIEW REPORT FOR
ST MARY AND ST PANCRAS
C OF E PRIMARY SCHOOL**

Name of School:	St Mary and St Pancras C of E Primary School
Head teacher/Principal:	Jules Belton
Hub:	Camden
School type:	Voluntary Aided
MAT (if applicable):	Not applicable

Estimate at this QA Review:	Good
Date of this Review:	14/03/2019
Estimate at last QA Review	This is the school's first Challenge Partners review.
Date of last QA Review	This is the school's first Challenge Partners review.
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	17/11/2011



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Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Good
Quality of Teaching, Learning and Assessment	Good
Area of Excellence	Using Music to Inspire Excellence Accredited
Previously accredited valid Areas of Excellence	Not applicable
Overall Estimate	Good

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.

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1. Context and character of the school

St Mary and St Pancras C of E Primary is a smaller than average-sized 3 to 11 school located in the Somers Town area of central London. The school has 228 pupils on roll, drawn mostly from the local area. It is a one-form entry with a nursery class.

The school's Christian values are Friendship, Forgiveness, Endurance, Respect and Thankfulness. Its motto is TEAM (Together Everyone Achieves More).

The headteacher is in her third year at the school.

The school has 12 out of the 17 possible ethnic groups. The largest group is Asian/Bangladeshi, which makes up a third of the school roll. Almost half of the pupils are disadvantaged, which is high. The school is in the highest quintile for deprivation. Three fifths of pupils speak English as an additional language (EAL), which is above the national average..

The proportion of pupils with special educational needs and/or disabilities (SEND) is above the national average, as is the proportion with education, health and care plans.

2.1 School Improvement Strategies - Progress from previous EBIs

- This is the school's first Challenge Partners Review.

2.2 School Improvement Strategies - What went well

- The headteacher has brought about rapid improvement over the past two years. The headteacher, deputy and assistant headteacher make a strong team and share a vision that places the individual child at the centre of the school's work.
- Leaders have an excellent understanding of the school's strengths and areas to improve and have identified the right priorities for improvement. They have been able to demonstrate considerable impact on those areas where they have focused their resources, such as writing and the progress of disadvantaged pupils.
- Relationships are very strong between staff and with pupils and parents. All staff go 'the extra mile' to ensure that the school runs smoothly and to

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work together for the good of the children.

- Commitment to high quality continuous professional development (CPD) equips teaching staff very well to improve their practice. The school is outward facing and works closely with other schools in the local authority and in the diocese, moderating teachers' assessments and sharing best practice.
- Leaders are uncompromising in their ambition and have very high expectations of themselves and pupils, parents and staff. They do not make excuses for the challenges they face and are resilient in overcoming all barriers to learning to enable each individual pupil to do his or her best.
- Outcomes have been rising year on year and, in 2018, the combined score for reading, writing and mathematics at the expected standard was above the national average. Disadvantaged pupils did even better as a result of the targeted support they received, often from teachers and tutors.
- Senior leaders give teachers the freedom to innovate and take risks, such as in the revamping of the early years foundation stage (EYFS) curriculum to motivate boys and excite children in learning. In addition, Year 4 pupils undertook a 'sound walk' in disused tunnels of the Underground, and used the recordings to create a soundscape for an arts performance.
- Leaders have ensured that the curriculum is rich and tailored to the needs of pupils. They have focused on oracy to improve pupils' speaking and listening skills, and music to develop a range of abilities, including creative, social and team building skills. 'Philosophy for children' gives pupils the confidence to wrestle with ideas, formulate questions and debate with one another and staff. Leaders make sure that the curriculum is enriched through visits, visitors and special projects, such as the Year 5 Schools' Shakespeare Project, where pupils take part in a Shakespeare play with other schools at a local theatre.

2.3 School Improvement Strategies - Even better if...

... leaders ensured that all staff maintained a rigorous focus on more pupils achieving the higher standards.

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

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

- Pupils have very positive behaviours for learning. They are attentive, engaged and respectful. The school has a calm, purposeful atmosphere. Relationships are very strong and pupils feel secure. They make connections across learning, such as when discussing whether something has to be physical for it to be real in 'philosophy for children'.
- There is some good assessment for learning, as teachers know the pupils well and are able to move them on in their learning. Support staff are deployed well and work in close partnership with teachers. They support pupils very well who need additional help.
- The curriculum is stimulating and enriching, for example in Nursery and Reception, with the spaceship role play area. There is a strong focus on core skills and children have plenty of opportunities to write, such as about things they will take into space. They loved dropping rocks on 'moon dust' (flour) to make craters. EYFS portfolios are broad and contain a lot of information about children's achievement, including photographs and observations.
- Teachers' subject knowledge is very strong and leads to a journey through learning for pupils which feels effortless. For example, pupils in Year 3 were able to identify mathematics multiplication relationships because of skilful questioning by the teacher. In Year 4, the teacher facilitated a meaningful discussion about the state of matter.
- The teaching of music is outstanding. Pupils excel at singing and taking part in the school's brass bands. The music teachers have very high expectations, which lead to excellent outcomes.
- The presentation in pupils' books is neat; pupils take a real pride in their work.
- Pupils are encouraged to speak in full sentences from EYFS onwards. They are becoming increasingly articulate, can express an opinion and pose their own questions. For example, Year 6 pupils were well equipped to set out an argument when writing to the director of London Zoo.
- Teachers have high expectations. Where teaching was strongest, there were good examples of challenge for the most able. For example, Year 1 pupils were expected to write musical notation to show rhythm.
- Questioning deepens pupils' understanding and moves learning on further. Teachers ask questions such as, 'How do you know?' In guided reading, Year 4 pupils were asked to explain the expression 'slumped down' and what it told them about the way the character was feeling. They were asked, 'What do you want to happen next?' Pupils collaborate well together, for example in guided reading working in independent groups.

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

- ...there was consistent challenge for pupils so that they made the most progress they could.
- ...teaching staff added a next step on the observations in EYFS, where appropriate.
- ...greater depth in topic was reflected more in exercise books.

4. Outcomes for Pupils

- There were 28 children in the Year 6 cohort in 2018, which is relatively small and not statistically significant. The combined score for reading, writing and mathematics at the expected standard was above the national average. This represented a considerable improvement on 2017. The combined score for disadvantaged pupils was above that of other pupils. However, no pupils reached the higher standard in reading, writing and mathematics combined.
- Overall progress was in line with the national average in 2018 in reading, writing and mathematics. Over three years, the progress of pupils in writing has fluctuated more than in reading and mathematics. The progress of the 16 disadvantaged pupils was greater than for other pupils in the year group and in line with other pupils nationally. This was an improvement on 2017.
- Attainment in each of reading, writing and mathematics at the expected standard was broadly in line with the national average. Attainment at the higher standard was below average in reading and in line with the national average in mathematics. Attainment at greater depth in writing was well below the national average.
- Attainment in grammar punctuation and spelling was above the national average at both the expected and higher standards.
- In 2018 by the end of Key Stage 1, attainment was at the expected standard in reading, writing and mathematics. Disadvantaged pupils performed better than other pupils in the school.
- The proportion of Key Stage 1 pupils reaching greater depth was below the national average in reading, writing and mathematics. The proportion of disadvantaged pupils reaching greater depth was also below the national average.
- The proportion of Year 1 pupils reaching the required standard in the phonics check was broadly in line with the national average. The proportion of Reception children reaching a good level of development was also in line with the national average. This represents good progress from starting points that were well below what is typical.

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- The school's information indicates that pupils' attainment for the current Year 5 and Year 6 pupils dropped between Year 2 and Year 4, especially in writing. Current data for Year 6 indicates that pupils have some way to go to reach their end-of-year targets, particularly in writing. Current data for Year 5 indicates that standards are below expectations, especially in writing. Attainment is stronger in the current Year 4. The proportions of pupils attaining above age-related expectations are low in the current Year 3 in reading, writing and mathematics.
- The most up-to-date information suggests that this academic year standards are rising in reading and mathematics particularly and the most pupils are making good progress. Disadvantaged pupils are keeping up with their peers so that there are no significant gaps between their achievement and the others.

5. Area of Excellence

Using music to inspire excellence and raise standards

Accredited

5.1 Why has this area been identified as a strength?

The music curriculum is inspiring and pupils' engagement is highly enthusiastic. The school has fostered key partnerships with renowned music organisations such as the Royal Academy, Camden Music Hub, the Royal Albert Hall and the Aurora Orchestra, which enable pupils to perform at a very high level. There are two school choirs, and almost three fifths of the pupils perform in a choir, both boys and girls. In addition, the school runs two brass bands, a steel pan band and a range of clubs devoted to musical instruments including ukulele and the guitar. Every class takes part in a performance in school.

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

The school uses specialist teachers for music and has trained school staff to teach music to ensure sustainability. The school has established close relationships with the Camden Music Service. The Royal Academy of Music has helped to train class teachers in developing expertise in teaching brass instruments. Whole-class ensemble teaching is a key strength of the school and was recognised in a National Institute of Education report as a case study on developing music in schools.

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Teachers themselves learn to play instruments and become teachers of music in their own right.

The school has developed close relationships with secondary feeder schools so that pupils are able to continue their studies in music as they move on.

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

The impact of music has improved attendance because pupils want to be in school to access the curriculum. Attendance has improved from being in the worst 10% of schools to being in line with the national average for primary schools. For many pupils, it is music that has made the difference. These are pupils who are in the choir, in the band, play steel pans and have individual music lessons. The number of pupils applying for mayor's scholarships has increased. The number of pupils receiving nationally recognised Associated Board of the Royal Schools of Music music medals has risen from zero to 25 over the first year of the scheme.

Pupils have built their confidence through learning music. For example, an elective mute only began talking after starting to play the trumpet. Music is very inclusive and enables pupils with SEND and vulnerable pupils in particular to thrive.

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

Name: Deidre Waller-Box and Annette Pryce

Title: Head of Music

Email: admin@stmp.camden.sch.uk

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

The school would be interested in talking to a school that has enjoyed success in achieving greater depth with children from similar backgrounds.

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.



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