

# Primrose Hill School

## Inspection report

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<b>Unique Reference Number</b>	100020
<b>Local Authority</b>	Camden
<b>Inspection number</b>	276235
<b>Inspection dates</b>	16–17 May 2006
<b>Reporting inspector</b>	Barry Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Brenda Stones Ms Jane Hunter
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Princess Road London NW1 8JL
<b>Telephone number</b>	02077228500
<b>Fax number</b>	02077225291

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Primrose Hill is situated in a prosperous part of London but the school has a very diverse community with many pupils travelling from other, more disadvantaged areas. The proportion of pupils with learning difficulties and disabilities is average. There is a much higher proportion of pupils from minority ethnic backgrounds than in the great majority of schools and about half of the pupils do not have English as their home language. More pupils leave and enter the school during the course of a year than in most schools. The school currently has falling rolls.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade:

### What the school should do to improve further

- \* Ensure that the teaching meets the needs of the more able pupils in mathematics in Years 1 to 6.
- \* Ensure that the teaching meets the needs of summer-born pupils in Years 1 and 2.
- \* Provide sufficient time for pupils to learn history and geography

## Achievement and standards

Grade:

## Personal development and well-being

Grade:

## Quality of provision

### Teaching and learning

Grade:

Teaching and learning is satisfactory with good features. Teachers manage their classes well and have established good relationships in classrooms. They employ a variety of teaching styles including the use of information and some classes have experienced several changes of teacher and this has slowed pupils' progress. In a very good English lesson, Year 6 pupils worked on a newspaper and their discussions and editing skills were of a high quality. Effective use is made of a specialist for teaching physical education (PE) and one pupil commented 'We want more PE lessons - they are such fun.' Teachers mark work conscientiously and most provide constructive feedback to pupils so that they know how to improve further. Teachers use assessments to plan lessons but not always effectively. In some lessons, particularly in mathematics, teachers do not set challenging work for more able pupils.

## Curriculum and other activities

Grade:

The children in the Foundation Stage learn well and are stimulated through practical experiences and well-planned play. In Years 1 to 6 there is a very broad curriculum. However, there is insufficient time given to history and geography; pupils do not have enough opportunities to gain knowledge, skills and understanding in these subjects. Meanwhile, some other lessons are too long and pupils' interest wanes. There is good provision for personal, social and health education and the school has benefited from its participation in an ICT project. This has resulted in more resources and ICT is used well in other subjects. Attention to multicultural issues is well planned by teachers and there are special events which help pupils to appreciate the cultures and beliefs of others. There is a good range of musical, sporting and other activities including rock-climbing and abseiling; these are well attended.

## **Care, guidance and support**

### **Grade:**

The quality of the care, guidance and support is good and some aspects are outstanding. As a parent of three pupils stated 'Whatever class children go into, they are cared for in the same way. Staff are very dedicated.' The procedures to identify and support the needs of vulnerable pupils, those with learning difficulties and for whom English is not their home language are exemplary. Excellent liaison between all relevant school staff and outside support means that needs are identified promptly and effective help given. Children have the opportunity to attend breakfast and after-school clubs. There are very secure and sensitive procedures in relation to child protection and health and safety, including careful attention to risk assessments. Academic support is good and pupils are well aware of how they need to improve their work. The school has recognised the need to improve the support for gifted and talented pupils and a coordinator is being appointed.

## **Leadership and management**

### **Grade:**

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## Text from letter to pupils explaining the findings of the inspection

### Pupils

Many of you were curious about the 'inspectors' and I write to tell you what we found. I thank you for the help that you gave to us when we came to your school and we have used what you said to us in our report. You told us that you enjoy school, feel safe and that there is little bullying. You have a school council and they are very active on your behalf. They told us how their views are considered seriously by the teachers. They have helped to design murals which have made the school a brighter place. They have also helped to improve school meals and as one of you said 'meals are healthier, they always have jacket potatoes'.

We are impressed by the way the school cares for you all. This includes those of you who join the school but are still learning English, those who find learning hard and those who have other problems at any time. As a result, you all develop well into mature young people who show concern for others. You work hard in your lessons and you do especially well in English.

There are three ways in which we have asked the school to improve things for you even further. The teachers work very hard on your behalf but we are encouraging them to make sure those of you who learn the quickest are given tasks to make you think even more. We also want the school to make sure that the youngest pupils in each class learn as well their friends in their first few years at your school. Lastly, we are asking the school to make more time for you to learn history and geography. All the things we looked at in your school are satisfactory and much is good. Yours is an improving school and so we expect things to get even better quite quickly. You are rightly proud of your school.

Once again, thank you very much.

Barry Jones

Lead inspector