

# Kentish Town Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	100034
<b>Local Authority</b>	Camden
<b>Inspection number</b>	335478
<b>Inspection dates</b>	26–27 January 2010
<b>Reporting inspector</b>	David Scott

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>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	286
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Father Richard Arnold
<b>Headteacher</b>	Calvin Henry
<b>Date of previous school inspection</b>	3 February 2007
<b>School address</b>	Islip Street London NW5 2TU
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<b>Email address</b>	admin@kentishtown.camden.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent seven hours looking at learning; visited 21 part-lessons; observed all 12 class teachers; and had meetings with four governors, staff and groups of pupils. They observed the school's work, looked at the school's self-evaluation documentation, monitoring and assessment information, lesson plans and school policies, and analysed questionnaires returned by 134 parents, 101 pupils and 10 staff. The school's safeguarding procedures were also evaluated.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of learning in lessons on pupils' attainment
- how well the school is using assessment data to secure improvement for all groups of pupils
- the provision for more able pupils and those with special educational needs and/or disabilities
- the impact of leaders and managers, at all levels, on driving improvements across all key stages.

## Information about the school

Kentish Town Church of England Primary is a larger-than-average school which has more boys than girls. Almost a third of pupils are of White British heritage, the remainder being from a wide range of minority ethnic groups. The largest of these groups is Bangladeshi, and there are also pupils from other White backgrounds and from Black African heritages. Almost a fifth of pupils are from asylum seeker or refugee families. Almost half of the pupils, a proportion much higher than average, have a home language other than English. Approximately one in ten pupils are at the early stages of learning to speak English. Over a third of all pupils are eligible for a free school meal, which is much higher than the national average.

Just under a fifth of pupils, a slightly lower proportion than the national average, have special educational needs and/or disabilities, the largest group being those with speech, language and communication difficulties. The school hosts a resource base which provides specialist support for up to six pupils with complex physical disabilities. In December 2009 an ambitious building programme commenced on an architect-designed fully integrated resource base for children with autism which is due to admit its first pupils later this year.

The school has gained a number of awards, including Healthy School status, and has been successively re-designated as an Investor in People for the third successive occasion and has achieved Gold status. The Early Years Foundation Stage provision has one Nursery and one Reception class. The overwhelming majority of children transfer from the Nursery to Reception class.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Kentish Town Church of England Primary School is an outstanding school and one that is improving under the exceptionally good and highly positive leadership of the headteacher. He is enthusiastically supported by his senior team and an outstanding governing body. The school has excellent links with the local community, particularly with its partner secondary schools and the local church. The school instils in its pupils a sense of purpose, self-belief and above all, a joy of learning; as one pupil said, 'This is an amazing school that is incredibly inclusive because all my teachers are helpful and very kind.'

Since the last inspection, it has built on its strengths and developed new ones, including improving its international curriculum and the planning and building of a new resource unit, so that the school can be as inclusive to pupils from all backgrounds as possible. It is driving up pupils' academic performance and sustaining outstanding practice in supporting their personal development. Pupils feel extremely safe and secure and have a mature and very well-developed understanding of what constitutes a healthy lifestyle. The partnership with parents and other agencies is extremely strong and underpins and supports the school's exceptionally good levels of care, guidance and support. As one parent commented, echoing the views of many, 'This is the best school my children could be at and I would recommend the school to other parents.'

The school's motto 'Learning and Enjoying Together' is seen in all of its work and helps pupils to gain outstandingly impressive spiritual, moral, social and cultural awareness. By the end of Year 6, pupils achieve well in their learning because the school has very high expectations of them. Staff work hard to eradicate any differences in the achievement of groups of pupils. For example, the school has been highly successful in helping pupils with previously challenging behaviour to again enjoy learning and make good progress. Through the honest and accurate school self-evaluation, leaders have brought about many improvements. Concerted action, by all staff, has tackled pupils' underperformance and past weaknesses in teaching. As a result, teaching and learning are good, and some outstanding. This has led to a rising trend in attainment over the last three years. Leaders are ever vigilant to help boys to do as well as girls, and this continues to be a focus for development. Leaders also know that there are examples of good assessment practice, although the quality across the school is variable. This is because, in some lessons, activities are not always closely matched to pupils' varied needs. Sometimes, teachers do not ask sufficiently probing questions or provide specific targets to help pupils make consistently good progress, particularly for more-able pupils. Behaviour throughout the school is exemplary, with pupils responding positively to the high expectations set.

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Despite good teaching, a highly stimulating curriculum and very good care and support, not all pupils attend regularly. The school has done much to improve attendance, which is now above average, but not all parents and carers have fully appreciated the detrimental effect taking time out of school for non-urgent appointments has on their child's learning. Since the last inspection the school has reduced exclusions very well. The school has excellent capacity to improve and fulfil its ambitious vision for the future.

**What does the school need to do to improve further?**

- By the end of the academic year, continue to raise standards in writing, particularly for boys by:
  - ensuring teachers more effectively use day-to-day assessments to provide activities that are challenging and are carefully matched to the varied needs of all pupils
  - further develop the use of probing questions in lessons which give pupils opportunities to extend and explain their ideas fully, especially for more-able pupils
  - working more closely with families to improve attendance to ensure they appreciate the impact of poor attendance on their children's learning and progress.

**Outcomes for individuals and groups of pupils****1**

The quality of learning and progress in lessons is good. Pupils behave extremely well, and mature into polite, thoughtful and considerate young people. The overwhelming majority of pupils are enthusiastic about their tasks and respond appropriately to teachers' requests. Year 3, for example, thoroughly enjoyed their literacy lesson where they made good progress using their five senses to generate adjectives and adverbs, especially when they discovered a friendly wood louse! In Year 6, pupils responded well in a numeracy lesson, where they first visualised 3D shapes then made models of them by using cocktail sticks and marshmallows in order to further develop their problem-solving skills.

Standards of work are average by the end of Year 6. More-able pupils perform particularly well in science. Pupils do well in learning to speak and read English but there is variation in how well boys and girls do in developing their writing skills. Overall, from low starting points pupils make good progress and achieve well, although there is variation in how well higher attainers do in writing and mathematics. Pupils who have special educational needs and/or disabilities do as well as their peers because of the exceptional levels of care and support they receive, as do those who join the school with little or no English.

Pupils get on extremely well together and are keen to engage in the many opportunities to take on responsibilities. They are proud to be school council members as they were elected following 'real-life' election procedures. Pupils are aware of the world of work

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and are well prepared for their futures. Pupils gain first-hand experience of growing flowers, fruit and vegetables as well as of recycling. The school has worked hard with both pupils and parents to emphasise the importance of good attendance. These efforts have had a fair measure of success and have succeeded in raising the pupils' attendance, which is above average. Through the work associated with the national awards they have a mature understanding of the importance of a healthy lifestyle, participating in many sporting and physical pursuits.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Classrooms are delightful, rich, both indoors and out, with imaginative activities and vibrant displays to capture and respond to pupils' interests and enthusiasms. The 'Oasis' garden with its wooden bridge over a small pond and seated area provides a 'breathing place' for quiet reflection and the study of various eco systems. As a result of these and rigorous monitoring, teaching is good, with a few lessons being outstanding. Relationships between staff and pupils are excellent and subject knowledge is strong so explanations are well structured and confident. New technology is used well to make the

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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lessons interesting. However, occasionally teachers' explanations are too long, which reduces the opportunity for pupils to think for themselves and explain their ideas. Also, marking and target setting do not always 'sign-post' clearly how pupils can improve their work, and questions are not always sufficiently probing, particularly for more-able pupils.

The well-orchestrated international curriculum meets the needs and interests of all learners exceptionally well. It is further enriched by exciting productions, guest speakers, international dance and music extravaganzas and clubs ranging from gardening to yoga. A wide range of trips and residential visits provide excellent opportunities for pupils to broaden their personal and academic skills.

The school is rightly proud of its outstanding care, guidance and support. Pupils from the resource base are effectively integrated and very well supported in lessons. The most vulnerable pupils benefit greatly from excellent work the school carries out with external agencies. Staff can point to real successes in helping pupils overcome difficult histories and challenging episodes in their lives. 'The school has helped me to work on my own and made me more confident in myself', commented one pupil. The inclusion team provides a wide range of support to enable vulnerable pupils to play a full part in school life and is very successful at engaging hard-to-reach families.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Progress and learning are accelerating at Kentish Town C of E Primary School because of the determination of the headteacher, with the support of all staff, to ensure that pupils leave school with the necessary skills to 'unlock their full potential'. The headteacher and his senior and middle leaders know the strengths of the school well. Their vision to improve achievement for all pupils has created confidence and a real sense of purpose throughout the school and among parents and carers. As a result, staff morale and commitment to the school is of a high order. Management systems are exemplary.

The headteacher's collaborative and highly developed inter-personal skills have created a welcoming and harmonious ethos which permeates the school and beyond. The tremendous care and concern he shows for staff, pupils and parents was commented upon frequently throughout the inspection. As a result of this high degree of support and trust, staff are very well motivated and team work is of an exceptionally high

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standard. Leadership and management have many outstanding features: for example, in the excellent way that teaching and learning are led; in provision for staff development; in the rigour of performance management systems; in the smooth day-to-day running of the organisation; in outstanding communication; and in the accurate and honest school self-evaluation. These achievements have been recognised by the school gaining gold status in a national award for its care, support and training of staff.

The school ensures that every pupil has an equal chance to learn. They rigorously tackle any discrimination. Senior and middle leaders guide staff so that equality of opportunity and inclusion are excellent, but recognise that occasionally, although improving, the most-able pupils and boys do not always do as well as other groups of learners. Governors are knowledgeable, supportive of the school and fulfil all their statutory duties. They visit the school frequently, have an astute understanding of its strengths and areas for improvement and are fully involved in evaluating its performance. They have an exceptionally good understanding of the needs of the community the school serves and have worked tirelessly to steer, with senior staff, the school's move to host a new resource base for children with autism. The school has exemplary procedures for safeguarding and risk assessment. Leaders show a detailed understanding of its own community and the different faiths, ethnicities and cultures that exist within it. The school's international links promote good awareness of global issues, for example, through partnership with schools in Sierra Leone and Sau Paulo. Community cohesion is excellent.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Early Years Foundation Stage**



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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Children get off to a flying start in the Nursery and Reception classes. They settle in quickly and are keen to learn. Children play together and are very well behaved. They enjoy learning in this busy environment. Data show that children's attainment when they enter the Early Years Foundation Stage is well below that expected for their age, particularly in communication, language and thinking skills. By the end of Reception, they attain levels that are broadly in line with those expected for their age. They make most gains in their language development because of the greater focus on linking letters and sounds and the use of role play. This was demonstrated in an outstanding lesson when a group of children took the opportunity to use their improved language skills to act out the story of 'Three little Pigs' to excellent effect.

Children enjoy a wide range of stimulating activities, indoors and out, carefully chosen to meet their needs and interests. Children are given the opportunity to select their own learning activities and respond well to encouragement and praise to explore and widen their choices. Teaching is consistently outstanding, with motivating lessons moving at a good pace in a friendly and safe atmosphere.

Leadership of the Early Years Foundation Stage is outstanding. Exceptionally high levels of care and welfare are provided for the children to ensure their well-being. The school's support for vulnerable children is of the highest standard. Partnerships with parents and external agencies are strong so that specialist help is sought and provided when needed. Teachers and helpers are highly perceptive and note down significant moments of each child's progress. These records are used astutely to ensure that each child's learning is moved speedily forward, with no stress and only joy. Smiles and gentleness abound in this place but great rigour too.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

The school enjoys the support of the overwhelming majority of parents who returned questionnaires. Almost all respondents were very positive about the school and felt that it keeps pupils safe and helps them maintain a healthy lifestyle. They praised the exciting range of activities that staff provide. Inspectors agree totally with these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kentish Town Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 134 completed questionnaires by the end of the on-site inspection. In total, there are 286 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	70	38	28	0	0	0	0
The school keeps my child safe	92	69	42	31	0	0	0	0
The school informs me about my child's progress	81	60	49	37	3	2	0	0
My child is making enough progress at this school	78	58	45	40	1	1	0	0
The teaching is good at this school	91	68	41	31	2	1	0	0
The school helps me to support my child's learning	81	60	49	37	3	2	1	1
The school helps my child to have a healthy lifestyle	71	53	58	43	4	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	46	62	46	4	3	0	0
The school meets my child's particular needs	63	47	68	51	1	1	0	0
The school deals effectively with unacceptable behaviour	70	52	57	43	4	3	1	1
The school takes account of my suggestions and concerns	68	51	60	45	4	3	1	1
The school is led and managed effectively	89	66	42	31	2	1	0	0
Overall, I am happy with my child's experience at this school	93	69	38	28	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



28 January 2010

Dear Pupils

Inspection of Kentish Town Church of England Primary School, Camden NW5 2TU

This letter is to thank you for welcoming us so warmly to your school and for taking the time from your breaks to talk to the inspectors. We really enjoyed meeting you and seeing you work and play. Many of your parents wrote to say how pleased they were with the school, saying that they have been very 'impressed by the teaching, care, creativity and total dedication of all the teachers'. We agree.

We came to find out as much as we could about your school and now we would like to tell you what we said in the report we have written. You go to an outstanding school. Your headteacher and teachers make your school a very special and welcoming place. You and your parents told us that you like school and that it is a caring and happy place where you feel really safe. You are respectful, polite and considerate towards each other. We especially enjoyed your singing in assembly.

Your headteacher and teachers are determined to help you succeed, as are your parents. So we have asked them to:

- plan work that will challenge and engage you in all lessons, showing you ways to learn by yourselves, and particularly for the more able amongst you
- give you clearer advice on how to improve your work so that you can achieve your very best, especially boys in your writing
- make sure you all attend as well as possible. You and your family can help by not missing school for non-urgent appointments in term time.

Yours sincerely

David Scott

Lead inspector

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