



## QUALITY ASSURANCE REVIEW

### REVIEW REPORT FOR FITZJOHN'S PRIMARY SCHOOL

<b>Name of School:</b>	Fitzjohn's Primary School
<b>Headteacher/Principal:</b>	Rob Earrey
<b>Hub:</b>	Camden
<b>School phase:</b>	Primary
<b>MAT (if applicable):</b>	N/A

<b>Overall Peer Evaluation Estimate at this QA Review:</b>	N/A
<b>Date of this Review:</b>	26/02/2024
<b>Overall Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	16/11/2022
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	27/12/2018



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#### Quality Assurance Review

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

**Leadership at all levels** Not applicable

**Quality of provision and outcomes** Not applicable

**AND**

**Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs**

**Area of excellence** Not applicable

**Previously accredited valid areas of excellence** Not applicable

**Overall peer evaluation estimate** Not applicable

***The Quality Assurance Review estimates are not equivalent to Ofsted grades. The QA Review uses a different framework to Ofsted and the review is developmental not judgmental.***

## 1. Context and character of the school

Fitzjohn's Primary School is a one-form entry, Camden primary school with its own Nursery. Children start at the Nursery in the September after their third birthday. The headteacher and deputy head have worked at the school for many years. The deputy head is also the inclusion manager.

There has been an increase in the proportion of disadvantaged pupils since the pandemic, but this is still slightly lower than the national average. There is a low proportion of pupils with special educational needs and/or disabilities (SEND), although a significant proportion of these pupils have education, health and care plans (EHCP) for complex needs. Three quarters of pupils have English as an additional language (EAL), although most of them start at the school in their early years (from Nursery to Year 1) when they are new to English. They have a good grasp of their new language by the time they leave the school. The school has high mobility with pupils arriving and leaving throughout their primary years.

### 2.1 Leadership at all levels - What went well

- Governors ask appropriate questions of the senior team to make sure they understand all that they are told. Consequently, leaders feel suitably challenged.
- Senior leaders exploit the benefits of having a small staff. They are able to liaise with all teachers on how to adapt approaches and expectations in the school. Class teachers tend to remain in the same year group for a few years. The experience they build is used to plan and develop cohorts' curriculum content, ensuring it matches the skills and knowledge sequencing expected by senior leaders. As a result, teachers feel invested in their curriculum.
- It is school practice to pilot ideas before implementing them fully. This year, the appointment of phase leaders is being piloted for staff professional development and for staff retention. The phase leaders and other middle leaders accurately identify strengths and areas for development in their specialisms.
- Communication, in any language, is key to the curriculum's effectiveness. Children start Nursery, often with little English. Staff write questions for children to read, verbalise and to engage them in discussion. The adults demonstrate and model accurate English so that children can build their own communication skills. The leader thoroughly understands about child development and ensures all adults model high expectations.

- The early years foundation stage (EYFS) leader makes certain that all activities have an obvious desired learning outcome to benefit children's development. Children learn to play with friends as well as independently. An example of this was evident when a child counted spots on a padlock, and then told her friend which number was needed; the friend provided the key with the correct digit to unlock the padlock. They stayed working on this activity without adult intervention for several minutes.
- A phonics scheme has been selected and systems are consistently applied to support pupils' reading, writing and spelling. Staff pronounce their sounds correctly in most cases. Guided reading in Key Stage 2 is taught equally consistently so that pupils know what to expect from the lessons and achieve well consequentially. Book corners are evident in all classrooms, in line with leaders' expectations. Each cohort has ten books that make up Fitzjohn's Fabulous Favourites. Pupils are rewarded for reading all the books by the end of the academic year. The books are carefully selected to represent the community which the school serves.
- Leaders develop skills across the school using practical and memorable lessons whenever possible. As a result, pupils are attentive in lessons. They develop academic, creative, and practical skills as they progress through the school and are beginning to apply them to new concepts by the time they leave at the end of Key Stage 2.

## 2.2 Leadership at all levels - Even better if...

... middle leaders articulated the pedagogy behind an adopted school approach to champion their subject.

... leaders used best practice within the school to develop other staff's expertise.

## 3.1 Quality of provision and outcomes - What went well

- Teachers stay at Fitzjohn's for many years, working as a collaborative, supportive and challenging team of professionals. They demonstrate exceptional subject knowledge constantly striving for new ways to engage and enthuse their pupils, in most cases.
- In the Nursery, teachers teach the children how to learn. This leads to three-year-olds demonstrating purposeful play, working on activities for prolonged lengths of time with little direct adult input. They play with other children and demonstrate respect for each other. The EYFS learning environment is

conducive to children feeling confident to try new things. Children develop quickly because of the child-centred approach that is evident. Consequently, children who remain at Fitzjohn's make strong progress from their starting points because they benefit from all that the school has to offer.

- In every lesson it is clear to pupils, as well as to visiting adults, what is being learned. Although a thematic approach is implemented through the school, there is still a strong commitment to teaching the required skills in each discrete subject. This is particularly evident in the Year 1 topic folder where National Curriculum knowledge and skills are quoted to demonstrate how activities meet curriculum requirements.
- Pupils can describe what they are learning and have learned. They can also apply the skills to real life. Year 6 pupils talk freely and with enthusiasm about the design technology work they have produced over the years. They can describe the development of stitches used in Year 3 and how they improved by Year 5 when designing and making a travel cushion. They also understand the curriculum rationale, describing 'design' as 'making something your own'. In Year 5, pupils know which computing skills they are studying and enjoy being film makers, describing their learning using correct subject-specific vocabulary because it is well-modelled by staff.
- Wherever possible, pupils learn about topics that relate to each other. This was particularly clear in Year 2 where pupils made challenging words with Scrabble tiles and then used their mental arithmetic to work out the word's value and compare it with others.
- At the heart of the curriculum is the need to communicate clearly. Pupils learn how to speak, read and write for enjoyment and with confidence. Within the curriculum, pupils learn about 'specific human beings.' This develops their cultural capital by studying positive historic characters but also those less popular, such as Adolf Hitler.
- Across the school, pupils learn how to understand what they read as well as decoding new words. They work above age-related expectations in phonics. Pupils put words in sentences and enjoy playing with new phonemes. Pupils enjoy their reading and learning to read. This is as a result of teachers demonstrating a passion for learning and a thirst for knowledge. When pupils need to improve, they acknowledge that teachers guide them sensitively so that they are open to suggestions. As a result, they strive to make their work the best it can be.
- Pupils' attitudes to learning and school life are exceptional. They are a strength of the school and a credit to the expectations of all staff. Pupils

demonstrate respect and maturity by the time they reach Year 6, speaking light-heartedly when it is appropriate to do so.

### **3.2 Quality of provision and outcomes - Even better if...**

- ... teachers assessed pupils' writing accurately so that pupils' achievements are fully celebrated.
- ... teachers balanced teacher-talk with pupils' responses during whole class input, as in the best examples.
- ... leaders used hub partners to further develop its displays and learning environment.
- ... all topic books captured the expectations of Fitzjohn's curriculum intent, implementation, and impact, as in the best examples.

### **4.1 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - What went well**

- Leaders have developed a strong reputation in the community for supporting all pupils, regardless of their cultural, social, or academic background. The inclusion manager knows the pupils in her remit very well. She has high expectations of staff in meeting vulnerable pupils' needs to the best of their ability. Teachers give equal importance to pupils with SEND working independently and to being given appropriate support to work alongside their classmates.
- Where an individual's needs are greater, a carefully tailored, one-to-one programme is developed and implemented to enable progress against the pupil's own targets. For example, a Year 2 pupil enjoyed listening to a story and finding characters in pictures, whereas he usually refused to look at books.
- Leaders expect pupils with SEND to be supported by carefully planned scaffolding or by an additional adult. In many cases, teaching assistants support learning throughout the lesson using guidance from the teacher to ensure consistent language and techniques are employed. These approaches are also used to help pupils with EAL to achieve in lessons alongside their peers. Teaching assistants receive frequent training so that they support pupils as well as possible. This is already having a desired effect in most classes.

- Disadvantaged pupils work with their classmates very well, helping each other to improve and participating in lessons, as expected for all pupils. They benefit from free access to educational visits to the theatre, museums and on a residential trip in Year 6. This develops their cultural capital so that they can relate to a greater number of texts and use first-hand experiences in their own work.
- Leaders identified that disadvantaged pupils would benefit most from accurate phonics teaching and have offered high quality phonics training to all staff. As a result, pupils use phonetically decodable spellings in their own work and confidently use a wide range of vocabulary. Disadvantaged pupils are entitled to at least one funded extra-curricular activity. As well as improving their creative or sporting skills at the clubs, attendance also gives them greater opportunities to socialise with peers outside the school day.

#### **4.2 Quality of provision and outcomes for disadvantaged pupils and pupils with additional needs - Even better if...**

... there was consistency in the high-quality learning support offered by additional adults throughout all lessons.

### **5. Area of Excellence**

**Not applicable**

### **Following the QA Review**

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, schools can access the School Support Directory; the Challenge Partners online tool that

enables schools to connect with other schools in your hub and across the national network of schools.

Schools can also attend Sharing Leading Practice (SLP) events where schools showcase excellent and/or innovative practice. Sharing Leading Practice events allow school leaders with specific improvement needs to visit a school or attend an online webinar hosted by a school, with outstanding provision in that area.

Both the School Support Directory and the Shared Leading Practice events can be accessed via the Challenge Partners website. (<https://www.challengepartners.org/>)

Finally, following the QA Review, schools may find it useful to refer to research such as the EEF toolkit to help inform their approach to tackling the EBIs identified in the report (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>)