

<b>Name of School:</b>	Fitzjohn's Primary School
<b>Head teacher/Principal:</b>	Rob Earrey
<b>Hub:</b>	Camden Hub
<b>School type:</b>	Community
<b>MAT (if applicable):</b>	Not applicable

<b>Estimate at this QA Review:</b>	Good
<b>Date of this Review:</b>	05/03/2018
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	08/02/2017
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	18/11/2014

**Quality Assurance Review**

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

<b>School Improvement Strategies</b>	Outstanding
<b>Outcomes for Pupils</b>	Good
<b>Quality of Teaching, Learning and Assessment</b>	Good
<b>Area of Excellence</b>	None submitted
<b>Previously accredited valid Areas of Excellence</b>	Best practice in EYFS 08/02/2017
<b>Overall Estimate</b>	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.*

## **1. Information about the school**

- Fitzjohn's Primary School is a primary school in the London Borough of Camden. It is a similar sized school to the national average, with one-form entry from Nursery Year to Year 6. There are currently 232 pupils on roll.
- Pupils originate from 12 of the 17 ethnic groups. 28% of pupils are of White British origin, with 44% of pupils originating from other White backgrounds.
- The number of pupils whose first language is not English is far higher than in schools nationally.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average. However, the number of pupils who have an Education Health and Care Plan is high in comparison.
- Mobility at the school is high. More pupils than usual join or leave the school part way through their primary education.
- The proportion of disadvantaged pupils is well below that of schools nationally.
- The deprivation indicator of the locality is below the national average. The school is in a generally prosperous area, although the pupils come from diverse social, ethnic and economic backgrounds.
- The senior leadership team, middle leaders and the teaching staff are a well-established team, having mostly worked at Fitzjohn's for a considerable period of time.

### **2.1 School Improvement Strategies - Follow up from previous review**

- Since the previous review, senior leaders have continued to work with a software company to develop the company's tracking software. They are gradually being able to include the school's tracking data into wider monitoring activities to help inform school improvements.
- The capacity of subject leadership has been strengthened, particularly with the introduction of subject action plans being written by middle leaders. It is now planned that additional non-contact time will be allocated to subject leaders to enable them to more fully monitor foundation subjects.

### **2.2 School Improvement Strategies - What went well**

- The headteacher is experienced and knowledgeable; he knows the school and its pupils very well. He has developed a positive and supportive ethos for the whole school community. As a result, Fitzjohn's Primary School is a happy and vibrant place for everyone who is lucky enough to play their part in the school.
- The senior leadership team are ambitious for the school and reflective in their approach to school improvement. They support the headteacher effectively.

- Leaders are proactive in driving the main school priority, which is to improve pupils' achievement in writing across the school. Hence, the decision was made by senior leaders to focus on writing particularly throughout this review.
- Leaders undertake robust monitoring of teaching and learning, with regular lesson observations and work scrutiny sessions helping to raise teachers' expectations and the attainment of pupils.
- Leaders have developed a very collaborative approach to developing the teaching team. This was described as 'coming alongside', using a supportive sailing analogy. Leaders do not shy away from raising expectations of the quality of teaching and learning. They will often model a lesson or use team teaching techniques to help support a colleague to improve their practice.
- The performance management of staff is informed by the outcomes data generated, with targets being linked to the School Evaluation, Development and Head's Report (SEDHR). This is an extensive school improvement document, with coverage of evaluations, achievement data and identified actions.
- Staff at all levels benefit from a broad range of professional development opportunities. Activities undertaken are balanced between school priorities, leadership development and individual professional interests.
- Leaders and governors have developed strong links with the parent body. They offer regular curriculum and class-specific information events, where expectations of pupils are shared.
- The curriculum is broad and balanced, with a topic-based approach planned across all year groups. The school is committed to enriching the experiences and understanding of each child, whilst making their learning fun.
- Teachers and leaders visit other schools regularly to take part in joint moderation activities. Furthermore, the school plays an active part in its local hub, with staff working alongside colleagues from other local primary schools. The hub is currently involved in pilot projects to extend the wider curriculum. This exemplifies the outward looking nature of school leaders.

### **2.3 School Improvement Strategies - Even better if...**

...school improvement planning was streamlined to focus specifically on the key priorities.

...school leaders were to celebrate the successes found in pupils' writing, by trusting their own judgements so that the high standards found in lessons and books were more accurately reflected in end of key stage outcomes.

...success in all aspects of school life was celebrated more explicitly, with the best practice found in teaching and learning being shared more widely.

### 3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review

- The previous review focused on improving key literacy and presentation skills, across the curriculum and in classroom displays. It is apparent that there has been appropriate focus on these areas, although leaders acknowledge that there are still opportunities to achieve greater consistency. The previous review also highlighted the need for teachers to extend their use of success criteria in lessons and assessment for learning strategies. Lessons observed indicated that these strategies are now generally being used effectively. It was further identified that teachers should plan their lessons according to the needs of individual pupils and to use a variety of question types and strategies to elicit responses. During the review, it was apparent that pupils are targeted individually, following close assessment tracking and daily monitoring.

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

- There is a consistent approach to teaching and learning in the majority of lessons . Teachers have strong subject knowledge and plan interesting and engaging lessons, which pupils respond to positively.
- Pupils are confident, articulate and eager to learn. They show positive learning behaviours and an encouraging resilience to persevere when tackling difficult tasks. Pupils support each other well, with a collaborative approach to learning being clearly embedded in all classes.
- Where learning is most effective, teachers structure their lessons clearly and scaffold the tasks set with quality questioning to encourage deep understanding for pupils of all abilities. Consequently, pupils know what is expected of them and progress is rapid.
- From an early age, pupils are encouraged to develop their independent skills. For example, in a Year 1 class, a young boy was carefully including finger spaces in his writing, with no adult input whatsoever. Similarly, in Year 6, pupils showed independence in their note-taking skills as they carried out hot seating activities.
- Pupils generally take pride in their work and the presentation in books is good. Targets and non-negotiable expectations are included in pupils' writing books. These are used to provide feedback and focused support for individuals. Pupils sometimes respond to the feedback given from teachers, whilst using consistent self and peer revisions to further refine and improve their work.
- Almost all pupils' books show an impressive quality of writing with clear progression, when considered against age expectations. This high standard is evident in all year groups and suggests that teacher assessments have been quite conservative in the past, which helps to explain lower writing outcomes in comparison to other subjects.
- The school's assessment system has been developed well since changes to expectations were introduced nationally. Pupils are assessed termly, using a combination of standardised tests and teacher assessments. These inform termly pupil progress meetings, which focus on children individually.

- The quality of support from other adults in lessons is good. They work effectively with individual pupils and small groups, helping to support SEN and disadvantaged pupils, and those with other vulnerabilities.
- There is an appropriate balance of child and adult-led tasks, in the nursery and reception classes. Expectations of children are modelled well, with a language rich environment and picture cues helping to extend their learning experiences.

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

...the learning environment and class displays were to consistently share best examples of writing, to help exemplify the expectations being made of pupils.

...teachers consistently demonstrated the school's high expectations of writing and the school's policy, when modelling handwriting skills, within the learning environment and when providing written feedback to pupils.

...the school were to embed its writing framework to exemplify exactly what the expectations are for each year group, to ensure that teachers' assessments of writing became as robust, accurate and objective as possible.

...pupils' books, class compendiums and school displays consistently demonstrated the rich, wider curriculum, particularly in science.

## 4. Outcomes for Pupils

- The achievement of pupils over time has generally been higher than schools nationally, in all subjects. The proportion of pupils achieving at greater depth has been particularly high. Some dips in attainment were noticeable in 2017, particularly with respect to writing at Key Stage 2. However, analysis of current data and targets suggest this was atypical and trends are again more positive.
- The school has relatively small numbers of pupils in each cohort, so high instances of vulnerable pupils or recent starters have a considerable impact on the overall percentages.
- Children enter the Early Years Foundation Stage (EYFS) at levels which are broadly typical of those expected of children of this age. The proportion of pupils who reach a good level of development is just above the national picture. This represents expected or better progress from children's starting points.
- The performance of Year 1 pupils in the phonics screening check is slightly above that in schools nationally. Almost all Year 2 pupils passed the re-test in 2017.
- The proportion of Key Stage 1 pupils who attained the expected level in 2017 was a little below the national picture in all subjects. Those pupils who attained the highest standard in writing and mathematics was just below the national average, although higher than nationally for reading.

- In 2017, the progress measures for Key Stage 2 pupils were average when compared with schools nationally, for reading, writing and mathematics. Writing progress was a little below that of the other subjects.
- The attainment of Key Stage 2 pupils in 2017 showed a mixed picture, with some dips in performance in comparison to 2016. Reading attainment was above national at both expected and greater depth. In writing and mathematics, attainment was below national at expected levels, although a greater percentage of pupils attained the highest standard.
- The Key Stage 2 reading, writing and mathematics combined score was below the national average at the expected level. However, the combined score at greater depth was above the national picture.
- Current assessment tracking indicates that the majority of pupils are now making expected or better progress. The strongest progress over time is particularly apparent for those pupils who have been in the school since EYFS.
- Pupils who have special educational needs (SEN) and/or disabilities are quickly identified, and individualised interventions are put in place. As a result, SEN pupils generally make good progress from their starting points.
- Attainment for the small proportion of disadvantaged pupils was generally below that of other pupils, at key stages 1 and 2 in 2017. However, the progress of these pupils was similar to others in the school, and their attainment improved overall in comparison to 2016.

## **5. Area of Excellence**

No Area of Excellence submitted.

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

To continue working with the local hub and the Challenge Partners national network, to further embed the school's vision.

**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.**