



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FITZJOHN'S PRIMARY SCHOOL

Name of School:	FITZJOHN'S PRIMARY SCHOOL
Head teacher/Principal:	Rob Earrey
Hub:	Camden
School type:	Community Primary
MAT (if applicable):	N/A

Estimate at this QA Review:	Good
Date of this Review:	23/01/2019
Estimate at last QA Review	Good
Date of last QA Review	08/02/2018
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	04/12/2018



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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	Not submitted for this review.
Previously accredited valid Areas of Excellence	Best Practice in EYFS 08/02/2017
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.

1. Context and character of the school

- Fitzjohn's Primary School is an average sized, one-form entry school in the Borough of Camden. It is situated in an area of low social deprivation.
- The proportion of disadvantaged pupils in the school is considerably lower than the national average.
- There are more girls than boys at the school.
- Pupils are from a range of ethnic and social backgrounds, despite the school being situated in a fairly affluent area. White Other is the predominant ethnic group, with a considerable proportion from other White British backgrounds. The proportion of pupils for whom English is an additional language (EAL) is higher than the national average.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is broadly in line with the national figure. Those with an education, health and care plan is higher.
- Mobility is a factor that affects the school, with more than the usual number of pupils joining or leaving the school at other than the usual times.

2.1 School Improvement Strategies - Progress from previous EBIs

- Leaders have taken direct action to address the EBIs from the last review. Senior staff have created an abridged version of the School Evaluation, Development and Head's Report document, making it more user-friendly for visiting evaluators. The detailed focus on writing has seen outcomes rise as intended.

2.2 School Improvement Strategies - What went well

- The senior leadership team is well established. The headteacher, his deputy and other leaders have been at the school for a substantial time which, in the case of a small school like Fitzjohn's, is positively advantageous. Not only do they know each pupil extremely well, but they have been able to forge long-standing relationships with parents, resulting in an holistically supportive environment. That the school is the most over-subscribed in the borough is testimony to its academic and personalised approach.
- Because recent reviews and evaluations have had a close focus on writing, this review is more of an examination of mathematics, particularly as the mastery philosophy has been introduced into Years 2 and 5. This methodology will eventually become a whole-school initiative.
- Tracking procedures are very strong, starting with clear testing of pupils of any age on entry to the school to establish accurate baseline judgements. This provides relevant information regarding learning needs or academic ability so that the appropriate interventions can be initiated, or the level of work they need

- adjusted to provide challenge.
- The quality of teaching and learning is monitored through observations, work scrutinies, drop-ins, etc and is closely moderated by other schools and the local authority to ensure rigour and accuracy. Camden Learning provides strength in assessing, moderation and support, which adds to the confidence leaders have in measuring this area. Senior leaders in the school are mainly responsible for observing teaching and learning, although subject leaders for English and mathematics also take part to evaluate performance in their subjects.
 - Continuing professional development from the various Camden-led hubs, for example in mathematics mastery, oracy and STEAM, provide effective training that is passed throughout the school. This applies to teaching assistants as well as class teachers. Impact is limited so far because these are new initiatives. Cluster collaboration and in-service training also add value to the process, and this is portrayed in the consistently strong teaching observed on the review.
 - Leaders are aware of the need to make changes so they are currently reviewing the curriculum with a view to making the necessary amendments. The current model is going to be modified to include STEAM influences and areas linked to the school's values.
 - Middle leaders are growing into their roles and embracing changes, for example, the switch to a mathematics mastery model, but adjusting it to make it more bespoke to the needs of Fitzjohn's pupils. This has increased the accountability of this stratum of leadership.

2.3 School Improvement Strategies – Even better if...

- ...senior leaders considered ways to enable middle leaders to lead on non-core subjects.
- ...in the face of tightening budgets, leaders considered how to utilise support staff more efficiently and creatively.
- ...leaders continued their drive to improve pupil punctuality.
- ...all staff continued to develop assessment for learning strategies in the classroom

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

- Attention to displays and the learning environment has brought about improvements. Training on handwriting has led to raising the quality of pupils' work. The writing programme of study has been adjusted and by using comparative writing, teachers are able to make more informed and accurate judgements.

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

- Teaching, learning and assessment is a major strength of the school. The benefits of being a small school were clearly evident in each classroom, where teachers exploit this aspect to the full. They rapidly get to know each individual so that they are able to support their unique needs. Pupils address teachers by their first names which adds to the 'family feel' across the school.
- Pupils are very proud of their school. They love the wide range of extra-curricular activities and in discussion, they had no EBIs for teaching and learning. They thought the only improvement would be if Fitzjohn's could become a secondary school they could move on to!
- The nurturing atmosphere that pervades the school ensures that pupils' wellbeing is at the forefront of everything teachers do. Pupils are fully aware of how fortunate they are and one stated, "Our teachers really care about us".
- Pupils are fully engaged in their work and there is a great deal of collaboration as they discuss their learning or support their peers if they need help. Positive behaviour for learning is a 'given' at Fitzjohn's.
- Teachers exhibit strong subject knowledge that successfully aids pupil progress. They skilfully model learning so that pupils are clear on how to achieve the learning intention.
- The learning environment is highly positive. Displays celebrate pupils' work and high quality handwriting was a common feature around the school, highlighting the focus that teachers have placed on this area. Working walls effectively support pupils in class. The Year 2 teacher made a particular reference to it should her pupils get stuck in their calculations but many were already using it independently.
- The structure and organisation of lessons successfully guides pupils in the right direction. Learning resources and prompts are used appropriately, leading to strong progress
- Questioning is used well to probe pupils' understanding. Some pupils are targeted specifically to help them learn and to clear up any misunderstanding. The challenge and pitch of lessons is appropriate. Teachers understand pupils' needs in all classes but this was particularly evident in a Year 6 lesson, where the teacher adroitly quizzed certain pupils to ensure they were clear on the learning objective.
- Additional adults in the classroom are skilfully deployed. They are well-trained and make a significant contribution to the learning of SEND, EAL and disadvantaged pupils.
- Termly pupil progress meetings enable teachers and leaders to monitor academic work on an individual basis. This allows teachers to apply the appropriate strategies to improve outcomes, or it may lead to adjustments in pedagogy that are preferable for a group or individual.

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

- ...teachers recognised when some pupils did not require extra scaffolding and could begin their work sooner.
- ...after laying solid learning foundations, teachers took further risks in lessons so that pupils gained in resilience and independence to move their own learning on.

4. Outcomes for Pupils

- Children enter Fitzjohn's Primary with levels of attainment that are broadly average but make strong progress during their time at the school. The proportion of children who achieved a good level of development in the Early Years Foundation Stage (EYFS) was broadly in line with the national average last year. This was marginally below the figure for the borough.
- In the Year 1 phonics screening check, the proportion of pupils who passed the test was fractionally below the national and borough scores. In a small school such as Fitzjohn's, this figure was distorted by the fact that each pupil accounts for a large percentage.
- Key Stage 1 outcomes improved dramatically over the previous year. At the expected standard, reading, writing and mathematics were well above borough and national expectations. Attainment at the greater depth level portrayed a similar picture, showing improvement over 2017 and comfortably exceeding borough and national averages in reading and writing, with mathematics broadly in line.
- Reading led the way in the Key Stage 2 data, beating the national average by a highly creditable 10% at the expected level. Writing and mathematics were broadly in line, as was the combined measure. At the higher standard, writing and mathematics were well above, but reading was exceptional, almost doubling the national benchmark. Progress scores in all three subjects were just above the national figures.
- The proportion of disadvantaged pupils at each headline measure is very small and therefore not statistically relevant.
- EAL pupils made strong progress and their attainment was very positive. This is attributable to some effective interventions where they are required, but predominantly as a result of quality-first teaching in the classroom.
- The strength of the 'maths mastery' approach is evident and results in this subject are set to maintain the school's historically high standards. Current data indicates large proportions of pupils already at the greater depth levels in most year groups.
- Phonics scores are dependent on the large number of EAL pupils entering the school lower down. While this presents barriers to them gaining success in Year 1, by the time of the re-sit in Year 2, they catch up.
- The school's current data suggests that Year 6 progress will be continue so that



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their outcomes will remain high this year, particularly so in mathematics. A number of pupils are also already achieving at the higher level in reading and writing, giving leaders confidence that the school's success rate will continue.

5. Area of Excellence

None submitted for this review.

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

Assessment for learning.

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.