

---

**CHALLENGE PARTNERS: Quality Assurance Review Written Report**

<b>Name of School:</b>	<b>Fitzjohn's Primary School</b>
<b>School Address:</b>	86a Fitzjohn's Avenue, London, NW3 6NP
<b>Hub:</b>	Camden

<b>Telephone Number:</b>	02074359797
<b>Email address:</b>	head@fitzjohns.camden.sch.uk

<b>Unique Reference Number:</b>	2022797
<b>Local Authority:</b>	Camden
<b>Type of School:</b>	Community
<b>School Category:</b>	Primary
<b>Age range of pupils:</b>	3-11
<b>Number on roll:</b>	232
<b>Head teacher/Principal:</b>	Rob Earrey

<b>Date of last Ofsted inspection:</b>	18-19 November 2014
<b>Grade at last Ofsted inspection:</b>	Good

<b>Date of Quality Assurance Review:</b>	8-10 February 2017
--	--------------------

## QUALITY ASSURANCE REVIEW – SUMMARY OF ESTIMATES<sup>1</sup>

<b>School Improvement Strategies:</b>	Very securely good with many elements of outstanding practice
<b>Outcomes for Pupils:</b>	Good
<b>Quality of Teaching, Learning and Assessment:</b>	Good
<b>Area of Excellence: Best practice in EYFS</b>	Confirmed and valid for 3 years

### Overall Review Evaluation

The Quality Assurance Review found indicators that Fitzjohn's Primary school appears to be moving beyond the Good grade as judged by Ofsted in the school's previous Ofsted report. In some areas it is working within the Outstanding grade.

1. 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.

## **Information about the school**

- Fitzjohn's Community Primary School is an average size school with a strong sense of community. It is oversubscribed, exemplifying the popularity of the school.
- The site is enclosed by other schools and housing. Its limited ground space is very effectively designed to engage pupils through free choice activities, well-constructed large apparatus, that promote creativity, discussion, physical exercise and free play.
- Within the grounds there is an environmental area, a pets/chicken coop pizza oven, real grass lawn and climbing wall.
- The school benefits from a music/drama studio and a newly built exploratory room, for science, design technology, (DT) and cookery.
- The school's ethos and culture is very inclusive and invitational, embracing the rich diversity of the community it serves; thus creating a close supportive environment in which pupils are valued as individuals combined with a collegiate sense of belonging.
- The proportion of pupils with special educational needs and/or disabilities is 3 times the national average.
- There is a very socially and ethnically mixed community. Pupil mobility is very high due to the transient nature of the population. By the time pupils reach the end Year 6, nearly 60% of their classmates have joined the school at some point over the previous seven years; many over the past 3 years. Movement by the end of Year 5 also causes an issue with parents who are concerned about secondary school admissions or who move abroad. This high mobility rate requires the school to constantly re-assess cohort attainment and progress, provide induction plans for each new entrant and ensure progress is accurate for the wide range of pupils who finishing their time there.

## **School Improvement Strategies**

### **What Went Well**

- The school builds a range of partnerships that are mutually supportive and a valuable aid to school development priorities. These collaborations offer staff an excellent range of opportunity for personal professional development and support, for example, for the requirements for the new national curriculum and assessments. It is part of the newly formed Camden Learning Hub.
- The school is in the process of applying for the 'Apple Distinguished school' status. IT is used very fluently, naturally and knowledgeably by pupils and teachers.
- This was the first review with Challenge Partners and the initial discussions around school improvement strategies were related to the recommendations from the last OFSTED report. Since then there has been a focus upon the academic requirements for pupil improvement. Individual outcomes are more specific and involve both parents and pupils in the target setting. Year 6 are trialling class 'dojo' a reward and

communication system, to keep parents fully informed and offer a two way communication tool with the school.

- Marking has significantly improved from the last inspection and the review could clearly identify the continuity and consistency across the school. In addition, pupils can clearly explain what they are doing and why they are doing it.
- School improvement and the leadership and management of it, is placed in a very dynamic position due to the very high transient nature of the school population and the very mixed intake of pupils from such a wide range of social, economic and cultural backgrounds. Achievement for Early Years and Foundation Stage classes (EYFS), is outstanding, leading to the submission of an 'area of excellence'. The headteacher has developed an innovative approach to combining the SIP, SEF and governor report in what is titled the 'School Evaluation and Development Headteacher Report (SEDHR). It is updated prior to governors' meetings using a RAG rating. Governors present questions related to school improvement plans prior to meeting, so that informed and purposeful discussions can take place.
- All school staff are involved with the construction of the SEDHR. A draft is constructed by SLT, distributed to all to comment upon before it is finalised ready for the start of the new academic year. Parents are involved through regular newsletters which highlight what is being developed, as do the pupils during assemblies.
- The current commercial tracking system does not accurately represent the progress and attainment of pupils over the year. This is an area that the school and the collaborative hub are addressing.
- The school improvement aspect of the SEDHR is very specific in terms of outcomes and personalised through the Performance Management process. Success criteria lead the process of change, associated with a set of actions that have been carefully considered to enable the desired outcomes. These are monitored by respective school leaders to ensure they have the impact expected.

### **Even Better If ...**

... the assessment system changes were included within the SEDHR, so that all leaders were part of the monitoring approach

... there was more opportunity to maximise capacity to develop expertise and leadership in all curricular areas.

### **Pupil Outcomes**

- School leaders know their pupils well and can very accurately and, with evidence, explain each pupil's performance and why advances or reductions of outcomes exist when compared to national expectations or averages.

- In 2015 the school met all its floor standards and exceeded national expectations in those pupils reaching level 4 or above in all core subjects of reading ,writing and mathematics by 21%.
- Weaknesses identified within the 2016 inspection dashboard, have been addressed and result directly from the high mobility of pupils and the very high percentage of pupils with Educational, Health, or Care statements (EHCS).
- Writing is the area most affected by high mobility, a high proportion of pupils with English not as their first language and the number of pupils with SEN or EHCS. It remains a priority for the school and the main focus of the SEDHR.
- Attainment and progress figures of those pupils who have remained in the school from EYFS are significantly above all others within the school and nationally.
- In KS1, phonics, reading and mathematics have been above national expectations.
- EYFS good levels of development(GLD) exceed national expectations consistently over the last 3 years.
- The school's own tracking identifies the progress and attainment of each year group. It expects the current Year 6 to reach Age Related Expectations (ARE) or above at 75% in reading, 55% in writing 75%+ in mathematics.

## **Quality of teaching, learning and assessment**

### **What Went Well**

- Whole school target setting establishes clear expectations for each class, groups within it and individuals. Pupil conferencing is being piloted in a few classes to assess the impact of greater involvement in pupils' understanding of how to improve. Reviews of this are positive thus far.
- Moderation takes place within the local school hub, Camden Challenge Partner Learning Hub, in-school moderation and during pupil progress meetings. Whole school common assessment points, using pupils' free writing from a common motivational delivery, are used very effectively to aid teacher confidence with national curriculum age related judgements.
- The use of secure baseline testing of new arrivals helps the school to assess their current levels of cognitive ability, but importantly their levels of progress from starting points. A majority of pupils arrive with no prior national benchmarks. The school considers a significant minority with KS1 results have assessments which are not accurate. Consequently, baseline tests and ongoing summative and formative assessments are very important to show good levels of progress over the time pupils remain at the school.
- SEN pupils are supported through the 'achievement for all' process which has an holistic approach to pupil development. SEND support is not always focused upon attainment, but the readiness and emotional stability to enable pupils to access

successfully the taught curriculum. A school councillor and psychotherapist are employed to support this work and those pupils who require it.

- School leaders develop a strong sense of professional trust in their teaching and support staff. This enables a flexible approach in developing teaching styles, strategies and approaches to learning that impact favourably upon pupil learning, without compromising quality or standards.
- Teachers are offered a very supportive approach to professional improvement. This is based within a secure environment that allows uncertainties or concerns to be seen as strengths. 'A safe net for risk taking!'
- The focus upon the consistent use of working walls is having an impact showing improved writing outcomes and through pupil's interactivity with them. Staff also feel it supports their teaching.
- Relationships and trust are at the heart of the ethos of the school, representing the living embodiment of these values.
- Pupils' attitudes towards learning are generally strong across the whole school. They have a growing understanding of how they learn and the best ways of working in different contexts and settings. Within lessons, pupils demonstrate high levels of engagement; developed by teachers through stimulating learning processes and activities.
- Teachers have a good understanding of when to move pupils on in their learning, 'pace', and set high expectations of language and vocabulary building.
- Pupils experience a broad range of writing genres and styles and are given different opportunities, linked to topics to be creative and make good cross-curricular links.
- Marking is consistent across classes (e.g. highlighters, red pens, star and wish) and is acted upon in a timely fashion.
- Recapping of prior learning gives all lessons a relevance and helps pupils to understand the targets they are working towards.
- Modelling of writing and teaching strategies are strong and give pupils clear guidance of how to succeed within lessons.
- Pupils are confident and mature because they are immersed in a stimulating and safe learning environment. These include supportive routines and structures throughout the school.
- Teacher subject knowledge is extremely good.

### **Even Better If ...**

... expectations and standards were raised for all aspects of literacy and secretarial skills across the curriculum including better presentation of work.

... the physical environment was used more effectively to develop and remind pupils of key vocabulary associated with current concept development and technical vocabulary for both maths and literacy. Teaching assistants can be involved more effectively to support this.

... all adults consistently modelled correct handwriting based on the school scheme.

... a range of strategies was used to create teacher-led and child-led objectives and success criteria.

... learning was always pitched according to the needs of individual pupils with less whole-class teaching.

... there were consistently high quality displays and learning environments which utilised the skills of staff to support colleagues.

... there was a higher degree of consistency in the use of different assessment for learning strategies (AfL) in all core and foundation subjects.

... teachers used a range of types of questions and strategies to elicit responses.

... the now well-developed skills in English were consistently applied and transferred to other subjects.

## **Quality of Area of Excellence**

### **Best practice in EYFS**

#### **Why has this area been identified as a strength?**

The school has phenomenal staff who are passionate, creative, willing to learn and make learning fun. The environment is stimulating, interesting and exciting. Children arrive in Nursery generally at expectation in PSED and leave well above age related expectations at the end of the year. Strong, meaningful relationships drive everything the school does, beginning with the staggered entry into nursery and then in to the reception class, to build trust and secure confidence. Great teamwork, approachable staff and a safe environment, support the fun and relaxed approach to learning. Staff constantly strive to support children and their parents. The school reports that informal and formal feedback from parents is overwhelmingly positive and that parents are willing ambassadors for the school. Other Camden schools visit Fitzjohn's to see good practice. Fitzjohn's is an EYFS Centre of Excellence.

#### **What actions has the school taken to establish expertise in this area?**

An experienced EYFS teacher has provided whole staff CPD to share how children learn in the EYFS. The school is involved in the Camden cluster which developed Nursery Nurses in local Children's Centres. Regular moderation in house and cross-borough has led to accurate judgements of standards. Photographic evidence, video evidence, portfolios and the Camden on-line system have provided opportunities for securing judgements at all levels. Termly moderation has had different themes to ensure all areas of learning are scrutinised. The exceeding judgement has been difficult to moderate and the school is developing confidence with this. All judgements have been agreed at borough level. The strengths identified in EYFS have been shared across key stages with EYFS specialists now working in KS1 and 2. The approach to boys' writing including super hero topics, role play, dens, labels, captions, speech bubbles and mark making, provide a breadth of writing opportunities. In addition, Pie Corbet picture story writing, enables pupils to retell detailed stories independently. Pre-writing skills

enable children to develop fine motor skills through Lego, Duplo, painting, drawing, threading, play dough, sand tray writing, I pads, smart boards and finger painting. In addition, the Write Dance Ink programme is used in Nursery with children making large scale movements to music. The school celebrates writing and parents are invited to visit termly, for stay and play sessions and for phonics workshops. Parents are further engaged in learning through skill sharing and volunteering for in class support. Parents post home learning or experiences on a 'Wow' tree which lead to rich discussions. Termly trips, themed days, buddy learning and enrichment activities provide further opportunities for EYFS children to work across the school and with the wider community.

What makes this provision special and worth visiting is the extent to which the school uses and develops the multicultural, diverse setting to provide a rich inclusive learning experience that represents the ethos and culture of the school.

**What evidence is there of the impact on pupils' outcomes?**

Matched data for EYFS children show that they all achieve very well, significantly above other pupils nationally. Vulnerable children are well supported and make very good progress. Children are confident, well behaved, communicate well and work collaboratively, explaining what they are doing and why. Children have achieved significantly better in all areas of learning than those nationally over 3 consecutive years. Boys achieved less well than girls in 2015 and 2016, but better than boys nationally. Children with EAL achieve better than those nationally.

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

Following discussion with the headteacher, the school would like to reflect further about what support they might like.

**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.**