



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FITZJOHN'S PRIMARY SCHOOL

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

Overall Peer Evaluation Estimate at this QA Review:	N/A
Date of this Review:	21/03/2022
Overall Estimate at last QA Review	N/A Virtual consultancy
Date of last QA Review	26/05/2021 Virtual consultancy
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	04/12/2018



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FITZJOHN'S PRIMARY SCHOOL

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 N/A

Quality of provision and outcomes N/A

AND

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

Area of excellence N/A

**Previously accredited valid areas
of excellence** N/A

Overall peer evaluation estimate N/A

***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 an average sized one-form entry school in the London borough of Camden. The proportion of disadvantaged pupils in the school is lower than the national average. Pupils are from a range of ethnic and social backgrounds, despite the school being situated in an affluent area of London.

The proportion of pupils for whom English is an additional language (EAL) is higher than the national average and as a result, mobility is high. The proportion of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) is broadly in line with the national average, and the percentage of pupils with an education, health and care plan (EHCP) is higher than average. This is partly due to the positive reputation the school has for effective provision.

The head teacher and deputy head teacher have been in post for several years and the deputy head teacher works on a part-time basis.

2.1 Leadership at all levels - What went well

- 'Every single thing we do in the school is about relationships. We want the whole of the community to succeed.' This quotation from the headteacher exemplifies how relentlessly he has worked over several years to develop a truly inclusive culture. Both he and the deputy headteacher are excellent role models to staff, pupils and parents, weaving in the language of the school's values to model behaviour choices and develop character. As a result, the culture and ethos facilitate a climate for learning that is a consummate fusion of nurture, fun and ambition.
- High quality continuing professional development (CPD) from Camden Learning makes a significant difference in developing and empowering leaders and staff as a whole.
- Pupils, including those who are disadvantaged, enjoy a wealth of leadership opportunities. School councillors lead fund raising events, for example, organising a Disguise Day this month to raise money for the Ukraine appeal. House captains generate popular, healthy competition! Year 6 pupils participate in entrepreneurial leadership activities and older and younger pupils are paired up as part of the school's buddy system.
- Leaders use 'No More Marking' to moderate their writing assessment judgements. Information from results is very positive with more pupils now achieving greater depth. Naturally, pupils who speak EAL, particularly new arrivals, have lower results, but soon make rapid progress.

- There is fidelity to the recently introduced Little Wandle phonics programme. The early reading leader led online training for all staff and also modelled sessions for teaching assistants (TAs). High quality texts support the teaching of phonics to ensure that coverage includes aspects such as diversity. Leaders have built in class reading time. The phonics programme is helping to improve spelling because it provides a clear structure. As a result, predictions for the phonics screening test are high for this year.
- Opportunities to extend pupils' cultural capital ensure that every class has at least two visits/visitors a term. Staff say, 'London is our classroom'. For example, local resources such as The Heath aids progress through the geography curriculum, from Forest School to orienteering. During the review, Year 3 and Year 5 pupils were performing at 'The Place' in Euston, taught by students from the London School of Dance. The impact of all these innovative experiences 'creates a sense of the wider world and makes learning real.' This wide variety of purposeful and inspiring educational activities enhances the enrichment of learning, allowing pupils to develop a strong sense of self and their place in the world.
- Pupils make strong progress. Information from prior learning is retrieved from their long-term memory because pupils frequently talk about when they learned about a topic in a different year group. They use this to deepen their learning, with the aid of the fact files that are shared with parents.
- Staff encourage parents to be partners in their children's learning by leading curricular workshops such as bar measuring in maths mastery. After class assemblies, parents enjoy tea with their children which, again, reinforces a sense of community spirit.
- At Fitzjohn's, succession planning allows expertise to be shared to develop new talent. To this end, assistant subject leads shadow and learn from the headteacher and deputy headteacher. Subject leaders have a good understanding of the curriculum in their own classes. Subject leaders are enthusiastic and eager to learn.

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

...senior leaders created a subject leadership framework.

...pupils had more opportunities to articulate their learning journey, using the strong evidence base that exists across the school.

3.1 Quality of provision and outcomes - What went well

- Pupils are articulate and talk confidently about their learning in an eloquent, sophisticated way, demonstrating their understanding of the school values such as respect. One pupil said, 'I don't have a favourite subject because teachers make my learning so much fun that I enjoy absolutely everything!'

- When asked what makes this school unique, pupils' responses included, 'the community and the people really change things in a school'; 'the freedom and diversity of the school'; 'everyone has something unique and special about them so every day you learn something new about someone'; 'it's not just what teachers teach, it's the way they teach. They make learning exciting and fun.' Year 6 pupils can hardly wait for the forthcoming residential visit to the Isle of Wight! They understand that they will be 'pushed out of their comfort zones' by developing skills and qualities such as 'independence and the ability to compromise.' Everyone agreed that 'if one person isn't happy, no-one is happy.'
- Pupils' curricular knowledge is secure and, at times, impressive. For example, pupils were able to explain the causes of World War Two. Their depth of understanding was demonstrated by their poems about the Blitz and their moving evacuee letters. One pupil summed up how the Blitz must have been 'terrifying, but with a sense of adventure.' Pupils said, 'We totally immerse ourselves in our learning.' They know how to improve their work by valuing and acting upon their teacher's feedback.
- Topic folders and pupils' books show how the theory detailed in the school's documentation is borne out in practice. There is a clear progression through the curriculum where innovative activities bring learning to life. Appropriate sequencing enables pupils to achieve well.
- Teaching enthuses pupils. Open ended questions and the use of technical vocabulary advances learning, guided reading and teachers make links with real life. For example, a history lesson started with the day's newspaper report on the war in Ukraine to demonstrate that history repeats itself. The teacher said, 'Can you see how the echoes and whispers of history are all around us?'
- Children in the Early Years Foundation Stage (EYFS) demonstrate secure understanding of early reading and phonics. They use technical vocabulary such as digraph and trigraph, can sound out and blend words, including tricky words such as 'she.' Teaching assistants support lower attaining pupils well, having high expectations of pupils' behaviour and progress, which enables them to succeed.
- In the rest of the school, teaching assistants know each pupil very well and they use this information to match activities to pupils' academic and emotional needs.
- Staff subject knowledge demonstrates a good understanding of curricular progression. Pupils make good progress because they are highly engaged in their learning. The passion and high expectations of staff create an upbeat climate for learning in which pupils demonstrate resilience and independence. All around the school, a dynamic buzz of happy yet purposeful chatter can be heard.

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

...basic skills of letter formation, handwriting and presentation were consistently modelled.

...language and vocabulary were consistently reinforced in the learning environment.

...the structure of lessons was always closely aligned with the learning objective.

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

- The expectation is always for quality first teaching (QFT) so that all pupils are fully included in all aspects of the curriculum. The experienced SENDco expressed QFT as 'meeting the needs of all pupils within an enabling learning environment.' She leads the provision with confidence and insight. Recruitment of TAs is rigorous because 'children deserve the best.' The SENDco said, 'I wait until I find the right person.'
- Accurate assessment and appropriate interventions have been successful in keeping pupils on track. The effective support for those who begin to fall behind narrows any knowledge gaps. Curricular adaptations include interventions, pre-teaching, and scaffolding, such as sentence prompts, modified task structure and resources.
- Pupils who fall into the bottom 20% group, most of whom are disadvantaged, SEND and EAL, read well. They have secure strategies to help them to decode and read with increasing fluency and enjoyment, and good understanding of the text. Their progress has accelerated since identification as a result of effective support.
- Progress is reviewed with the supporting adult. The SENDco ensures that she observes every pupil with an EHCP at least twice a week. As well as this frequent informal monitoring, termly pupil progress meetings track progress and well-being.
- Camden Learning provides valuable training, for example, the Nursery TA recently attended the training for setting up workstations for vulnerable pupils. The SENDco leads fortnightly training with TAs, for example phonics training on the new Little Wandle programme and autism training. The SENDco adapts her programme of training to address any issues arising from her monitoring.
- TAs have opportunities to move year groups. The SENDco facilitates a team approach by pairing TAs up so that each TA works with the same pupil/s at different times. They then share information to accelerate progress. The SENDco said, 'I want staff to grow and develop by maximising their skill sets.'
- Representation in leadership roles, such as house captains, includes disadvantaged pupils. Disadvantaged pupils attend a variety of clubs: capoeira and street dance are particularly popular!

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

...all TAs were actively involved in assessing pupils' progress.



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR FITZJOHN'S PRIMARY SCHOOL

5. Area of Excellence

N/A

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

The reviewers shared many ideas and documents throughout the review, which school leaders found very helpful.

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, the main findings will be shared within the school's hub in order that it can inform future activities and CP will collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

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 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.