



## 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>	16/11/2022
<b>Overall Estimate at last QA Review</b>	N/A
<b>Date of last QA Review</b>	21/03/2022
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	04/12/2018



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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 primary school in the London borough of Camden. The proportion of disadvantaged pupils in the school is lower than the national average but this has increased over the last two years. 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 because of the international nature of its community, mobility is high. The proportion of 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**

- The headteacher lives the courage of his convictions, basing every decision on what is best for the pupils, staff and community of Fitzjohn's. This is the reason that pupils thrive and achieve so well. He said, 'This school is built on relationships so that every child feels loved and has a true sense of belonging.'
- Team spirit and staff morale are high. Last year's EBIs have been addressed and there is a wealth of evidence that indicates how far the school has moved on.
- Leaders prioritise staff well-being. They achieve staff buy-in because teachers have autonomy to create their own curricular plans that they are excited to teach and are confident will spark pupils' curiosity and interest.
- The ethos and climate for learning enable and empower both pupils and staff. Staff say that they feel very well supported within a culture that is open, trusting and collegiate. Leaders at all levels hold each other to account in a developmental way that is motivating yet challenging.
- Continuing professional development (CPD) has focused on the curriculum, resulting in a more progressive, structured curriculum and better understanding of the sequencing of subjects. The history leader said, 'If we learn something, we've got to share it.'
- Subject leaders are excellent practitioners and are valuable role models to the rest of the staff. Subject leaders have made significant changes to the curriculum that have improved pedagogy through the clear structure and sequencing of learning. They contribute to whole school improvement through active monitoring, including spending time in classrooms, work scrutiny, discussions with pupils and pupil progress meetings.

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- Governors have been actively involved in the subject focus days such as history. Governors' feedback to the governing body increases their curricular knowledge.
- In-depth monitoring has enabled the pooling of ideas such as commonality of language, which is impacting positively on pedagogy and also helping to consolidate links with writing. Leaders have created a suite of activities for guided reading.
- The culture of reading is well embedded. Pupils spoke enthusiastically about the daily guided reading sessions and story times. They love this term's new innovation of Fitzjohn's Fabulous Favourites (FFF). They said, 'We have lots of books and resources.' 'Teachers choose the core reading books very carefully so FFF inspires us to read more books.' Pupils recommend books to others through book reviews.
- There is improved consistency in systems and structures, for example, the successful implementation of Little Wandle for phonics. White Rose workbooks are now used across the school to teach 'maths mastery.'
- Parents are true partners in their children's learning and play an important role in the life of the school. Events are well attended and supported.
- Teaching assistants (TAs) meet with the SENDCo regularly to discuss the best use of information from monitoring, pupils' progress as a result of interventions, and ways to share best practice.
- Camden Learning continues to provide valuable and varied CPD at all levels. Subject leaders make particular use of the networks, and two TAs are participating in a higher level TA course.
- EAL pupils make rapid progress due to having good role models in school, Wave 1 teaching and an extensive range of bespoke support from TAs. Ukrainian pupils are settling well due to the welcoming culture and personalised academic and emotional support they receive.
- At least two trips a term extend pupils' experiences and cultural capital, along with many frequent trips to London places of interest. Pupils said that they believe that these experiences enhance not only their learning, but their qualities of respect and responsibility. 'They are linked to the school's values.'

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

...the most effective use of additional adults was shared to ensure greater consistency.

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

- Outcomes are strong at all levels because of a successful fusion of high quality Wave 1 teaching and the culture of care and ambition.

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- The Early Years Foundation Stage (EYFS) ensures that children get off to a flying start. Well-established routines ensure that children feel settled, happy and eager to learn. The space is used exceptionally well. The learning environment includes a unique range of exciting and appealing activities to develop all areas of the curriculum. No stone is left unturned in the pursuit of excellent progress and staff are very inventive. For example, everyday tea strainers successfully strengthen children's fine motor control! Every opportunity to develop speaking, listening, reading, writing and number are seized. Staff use Makaton to support children who sign so that they are fully included. All adults know each child well, resulting in positive relationships.
- Staff model appropriate vocabulary so that pupils use subject specific vocabulary which is often ambitious. Pupils as young as Year 1 challenge themselves, using what they have just learned to write longer, impressive sentences. Year 6 pupils give sophisticated explanations, including in science and mathematics of the method and reasoning used to meet with success. Questions such as 'What can you notice this time that you didn't notice last time?' deepen pupils' thinking.
- Pupils' attitudes and the climate for learning are exemplary. Pupils demonstrate positive behaviours for learning such as perseverance when challenged. They are not afraid to tackle difficult work even though it may make them feel 'daunted' and 'frustrated'. Pupils articulated many strategies they use to overcome these barriers and ensure that they meet with success, including 're-read the question, take time, think carefully, adjust, try to solve it yourself first, simplify the question, write the question out, draw a diagram, try to break it down, use some equipment, use the prompt posters and working walls that show examples, steps, features, structures.' Hence, they meet with success. One Year 6 pupil said, 'If I'm really struggling and it's beginning to get me down, my teacher soon gets my hopes back up.'
- Pupils have high aspirations for their futures, citing chemistry, graphic novelist, footballer, carpenter, chef, actor and dancer as possible careers. Their books, including large class topic books, demonstrate good progress across the wide range of cross curricular links through an exciting array of activities and experiences.
- Phonics is very well taught, and the use of pure sounds is consistent, even in the Nursery. Thus, pupils are confident readers, able to use different strategies to develop fluency. One Year 1 pupil said, 'I love reading because I learn a lot of things from books.'
- TAs and additional adults support in a variety of ways to improve pupils' academic outcomes and ensure their well-being. Some are very astute at using their initiative when the need arises, moving independently to intervene in a timely, helpful way. When this happens, the flow of pupils' learning continues, and no learning time is wasted.

- Resources are plentiful and enhance pupils' learning. Pupils benefit from a full range of appropriate resources such as sentence stems, picture prompts, key vocabulary, learning partners and working walls as well as information technology equipment.

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

...staff considered creating a range of independent extension opportunities to maximise time and deepen learning further.

...fact files were celebrated and used effectively and consistently.

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

- Inclusivity is at the heart of the school's work. Provision for disadvantaged pupils and those with SEND is very well led by an experienced SENDCo.
- Interventions are organised according to need. This year's 'floating teacher' supports pupils both in and out of class. The very few pupils with SEND who did not meet the phonics test requirements receive targeted support now they are in Year 2.
- Both teachers and TAs work with lower ability pupils. The spiral curriculum within 'maths mastery', together with the use of pre-teach sessions and interventions, support those pupils who need extra help.
- TAs keep developing through targeted CPD. The SENDCo led whole school autism training which the TAs attended, and all TAs have been trained to teach Little Wandle.
- All pupils with SEND have a support plan which shows pre-input and post-input progress. This form of monitoring is simple and effective. Structured conversations with parents keep them well informed and able to support their children at home.
- Two specialist TAs work with two pupils with extremely complex needs. The 'floating teacher' works with lower attaining pupils, some EAL pupils and pupils who have joined the school from Ukraine. The support staff all spoke with passion and pride about the vast range of successful strategies that are having a positive impact on pupils' development and well-being. Adapted learning programmes help pupils access learning to ensure that gaps are closed and enable good progress. It is obvious how well the staff know these pupils. Staff feel very well supported by senior leaders and this has increased their competence and confidence.

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

...the most effective use of additional adults was shared to ensure greater consistency.

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

N/A

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

Leaders are happy with the support they receive from Camden Learning and the Challenge Partners network.

#### **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.



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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>)