



QUALITY ASSURANCE REVIEW

JULIAN'S PRIMARY SCHOOL

<b>Name of School:</b>	Julian's Primary School
<b>Head teacher/Principal:</b>	Alison Moller (Executive Headteacher)
<b>Hub:</b>	Inspire
<b>School type:</b>	Foundation
<b>MAT (if applicable):</b>	Not applicable

<b>Estimate at this QA Review:</b>	OUTSTANDING
<b>Date of this Review:</b>	01/03/2019
<b>Estimate at last QA Review</b>	This is the school's first Challenge Partners review
<b>Date of last QA Review</b>	This is the school's first Challenge Partners review
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	23/11/2017

## 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>	OUTSTANDING
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	Not submitted
<b>Previously accredited valid Areas of Excellence</b>	This is the school's first Challenge Partners review
<b>Overall Estimate</b>	OUTSTANDING

*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

- Julian's Primary School offers a calm, friendly and welcoming environment where pupils and staff reflect both pride and enjoyment at attending the school. Visitors are made immediately welcome and all stakeholders clearly respect and value each other.
- The school has the unusual characteristic of operating on two sites that are approximately half a mile apart. Both locations reflect a common ethos and sense of identity with an effective leadership that ensures consistency of practice across the school. The school is larger than average with an increasing role. At present, there are a limited number of places available before the maximum capacity is achieved.
- The number of pupils with English as an Additional Language (EAL) constitutes approximately one third of the intake; this is a consistently increasing proportion of the total cohort. The percentage of disadvantaged pupils and those with special educational needs and/or disabilities (SEND) is above national figures.
- The school has a well-established senior leadership team (SLT) that has developed in recent years to meet the requirements of a school that has effectively managed significant change.
- The school has established links that facilitate improvement, such as contact with the South Lambeth Schools Partnership. A range of external accreditations, such as 'Artsmark', reflects the breadth and depth of opportunities available to pupils.
- The school has clearly established values and aims that are embedded in daily routine practice and illustrated by the core role of creativity in leadership thinking and the pupil experience of education.

### 2.1 School Improvement Strategies - Progress from previous EBIs

- This is the school's first Challenge Partners review

### 2.2 School Improvement Strategies - What went well

- School leaders have a forensic knowledge of the school and a consistent track record of identifying development issues and taking appropriate action to ensure progress. The 2016 introduction of Growth Mindset has resulted in a positive, embedded 'can do' mindset within pupil and teacher learning behaviours from Reception through to Year 6.
- Leaders respond quickly to concerns with appropriate strategies. Disappointing 2018 Year 6 outcomes for disadvantaged pupils resulted in a range of changes such as bespoke intervention based on assessment data. Assessment evidence reflects subsequent progress across year groups.
- In 2018, the school conducted a review of the curriculum and, as of September

2018, leaders are implementing an 'Edison' based curriculum. The positive impact can be seen in the promotion of STEM subjects and the observation feedback indicating improved pupil engagement.

- The quality of teaching and learning is evaluated rigorously through a process of observation, learning walks, work scrutiny and assessment. As a matter of routine, lessons are consistently either good or better. Where teaching and learning are below expectations, a mentoring programme is implemented through bespoke action plans relevant to teacher career progression. Well-documented case studies illustrate that this promotes professional progress.
- Integrated school expectations and effective leadership ensure the quality of pupil experience is consistent across the two separate sites. The extensive wall displays within classrooms and corridors across each location are a visual example of this consistency.
- Recruitment strategies have been highly effective and the school is fully staffed with qualified teachers. Approximately two thirds of the teachers have been trained in collaboration with a local alliance and the ongoing development of newly qualified staff is a strength.
- The professional development programme across the school is highly effective. Senior leaders identify professional expectations linked to career stage and offer focused support. One positive consequence is the number of internal promotions within the school.
- The use of support staff to assist pupils is a consistent feature of learning. Leaders ensure that they receive high quality training and they promote strategies to maximise their impact. As a result, SEND pupils are integrated into learning.
- Middle leaders are well supported by the senior leadership team (SLT) and have the confidence to lead learning. They promote high quality staff performance and ensure a consistency of school policy across such matters as assessment and feedback.
- Julian's is an outward facing school, with many links that promote school development. Research projects and collaboration within the sharing Excellent Partnership have a clear impact on learning. Enhanced learning is facilitated by opportunities such as music performance linked to the South Bank and a Shakespeare project with pupils performing plays in original Shakespearean language.

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

- ...leaders collated a range of information into a document that provides an effective whole school overview of the impact of school improvement actions on pupil progress and is accessible for analysis by audiences external to school professionals.
- ...the development of the school curriculum ensured that explicit cross-curricular projects promoted the learning of mathematics and was reflected in visual presentations to enhance the profile of mathematics within the school.

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

- This is the school's first Challenge Partners review

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

- Behaviour for learning is embedded across all year groups and subject areas. This is based on positive staff-pupil relationships, generating a culture of learning and calm mutual respect. Both staff and pupils enjoy learning.
- Consistent practice is witnessed on each site and is typified by resilient pupils who are both confident and independent in their learning. All pupil groups reflect these qualities. An extra-curricular music lesson promoting the playing of steel drums typified this broader pattern with some pupils struggling with difficulties to achieve mastery.
- All lessons are based on thorough strong planning for pupil progression and well-managed resources, highlighted by differentiated information and outcome tasks. The Reception class teaching measurement was a good example of these characteristics in place. As a result, pupils consistently access effective teaching and learning relevant to their age and past progress. Best practice is illustrated by lesson planning consistently amended to accommodate short-term evaluation of understanding.
- Teachers' subject knowledge is strong, with detailed and accurate learning material a consistent pattern in the core subjects and wider curriculum.
- Lessons typically reflect clear explanations and effective questioning to promote pupils' thinking and mastery. Pupils are encouraged to develop ever more accurate answers through reflection and enhanced use of subject language.
- Subjects such as technology link language development to demanding subject tasks and, in English, teachers sustain challenge by the ongoing development of ever more complex language skills.
- Best practice teaching and learning is characterised by effective modelling and the anticipation of learning needs and potential behaviour concerns; for example, in Nursery work linked to 'Bear Hunt' and Year 5 circle time.
- 'Pupil talk' is promoted to facilitate understanding and confidence from the Early Years Foundation Stage (EYFS) onwards.
- Pupils' books are well presented, reflect learning over time and school assessment policy. This was true across genders and for key sub groups such as disadvantaged pupils.
- High quality written work is matched by the confidence of pupils to discuss their learning. They consistently contribute to whole class and group work whilst also being able to explain their learning to adults. This was consistent across the whole school and reflected the wider confidence displayed by pupils.
- Many lessons are enhanced by support staff who consistently enhance the

- effective learning of individuals or targeted groups.
- Assessment follows an established structure across the school year. The process is rigorous and accurate, with clear internal moderation alongside reference to external provision such as 'PUMA' and 'PIRA'.
  - Pupils understand teacher assessment and feedback, much of it supported by integrated self and peer assessment. Written work consistently demonstrates pupils' response to personal improvement targets.

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

- ... the sustained pattern of 'adoption, adaption and innovation' for the 'Edison' curriculum model continued in order to improve pupils' access to learning and subsequent positive pupil progress.
- ... the implementation of the 'No More Marking', 'PUMA' and 'PIRA' strategies, alongside internal assessment tools, promoted independent pupil learners and better equipped teachers to sustain accurate and informative learning information to ensure consistent best practice.

## **4. Outcomes for Pupils**

- The school has a three-year record of exceeding local and national Key Stage 2 outcomes for meeting expected standards in reading, writing and mathematics. The equivalent period for pupils achieving a higher standard across the three subjects not only exceeds both local and national data but also demonstrates an improved performance gap when compared with local and national figures.
- The 2018 Year 6 results showed reading as well above the national average, with writing and mathematics as average. However, the 2018 Year 6 data showed the underperformance of disadvantaged pupils, boys and mathematics. Historical data, alongside information for the present cohort, shows that the 2018 Year 6 boys' underperformance was specific to that group and there are no gender outcomes issues in any present year group.
- The information for present disadvantaged pupils across the school indicates a continued gap in their outcomes against the wider cohort. However, there is clear evidence that the gap is narrowing, as seen in reading, writing and mathematics. This has been achieved through the appointment of two teachers with a specific focus on the improved provision for disadvantaged pupils and the implementation of the 'Finding Futures Programme' in Years 4 and 5. The assessment information indicates a positive impact on progress.
- Information across the present Key Stage 2 indicates improved attainment across all assessment areas. This attainment data is matched by information on pupil progress for Key Stage 2. Year 6 boys' performance is expected to improve on 2018 outcomes, as are the outcomes for the disadvantaged and in mathematics. The mathematics outcomes are in part a consequence of participation in The Teacher Research Group focus on the subject.

- Year 6 outcomes for the present cohort also show achievement at the higher standards should match or exceed past outcomes for reading, writing and mathematics. This in turn is sustained across lower year groups. Accurate assessment in the past alongside the strong moderation model for existing practice suggests these figures are reliable.
- Key Stage 1 outcomes have been consistently high over the past three years. Information for the present cohort indicates that this pattern will continue across the year groups and pupil sub groups. These outcomes reflect the leadership focus on quality first teaching that in turn is supported by the rigorous assessment and tracking model.
- Pupils in Year 1 have consistently achieved highly in national phonic checks and the present cohort is on track to match that record.
- EYFS pupils are accurately benchmarked upon entry to the school and evaluation demonstrates learning and progress that prepares them well for the move to Key Stage 1.

## **5. Area of Excellence**

- Not submitted

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

- Links to schools with an excellent track record with primary school mathematics' outcomes and the wider integration of the subject in cross curricular planning.
- Contact with schools that have developed excellent patterns for documentation that clearly illustrates the impact of school initiatives on pupil progress.

**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.**