



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR JOHN WOOD SCHOOL AND NURSERY

Name of School:	John Wood School and Nursery
Headteacher/Principal:	Julie Davis
Hub:	Pickhurst
School phase:	Primary
MAT (if applicable):	Chancery Education Trust

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	06/03/2023
Overall Estimate at last QA Review	Effective
Date of last QA Review	23/05/2022
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	31/01/2019



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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 Effective

Quality of provision and outcomes Effective

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 Effective

*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

John Wood School and Nursery is situated in Addiscombe in the London Borough of Croydon. There are 298 pupils on roll. The school opened a nursery in September 2021 for children aged over three years old; 32 children attend that setting. The school is part of the Chancery Education Trust which also comprises two other schools in Bromley: a junior school and an infant school.

The school serves a diverse community, with 10 out of 17 possible ethnic groups represented. Approximately one-fifth of pupils are from Asian ethnic backgrounds. Almost three-quarters of pupils within the school speak English as an additional language (EAL).

The school has well-below national average stability. Many families move in and out of the local area as they are temporarily homed in properties near the school before being re-housed. The proportion of pupils for which the school receives pupil premium is above the national average.

2.1 Leadership at all levels - What went well

- The senior leadership team are determined, united and ambitious for their school. They work closely together and share a vision to continually develop John Wood to meet the needs of the community that it serves. The headteacher, who has been in post since September 2021, has significantly strengthened relationships across the school. At the same time, expectations and standards have risen. Leaders demonstrate high levels of care and compassion for their staff, families and pupils. There is now a clear sense of purpose shared amongst all staff.
- The school has evolved its performance management and appraisal system. All staff have a target whereby they have ownership of their continuous professional development (CPD). The school provides a breath of training and growth opportunities to allow colleagues to develop their knowledge and skills. CPD sessions are informed by leaders' evaluation and monitoring, which identify developmental needs for their team. Staff are individually signposted towards relevant sessions. This approach ensures that the school is making targeted use of teachers' directed time for best purpose.
- The school uses CPD to support the implementation of positive change when introducing new school development strategies. Middle leaders are increasingly

taking the lead on this. For example, in mathematics, the subject leader has introduced 'flashback four' to support recall and retrieval practice. She led CPD sessions, which were followed up by monitoring activity, which resulted in the approach being successfully implemented and embedded.

- There is significant ongoing investment by the school in leadership development for both senior and middle leaders. Six leaders are currently, or about to begin, National Professional Qualifications. The trust also runs its own leadership programme. Furthermore, subject leaders have opportunities to work with external consultants, such as through 'Read Write Inc'. Subject leaders are now more confident. They are more able to give guidance, support and challenge to colleagues. This is helping to support the development of the quality of the school's wider curriculum.
- Staff well-being is considered carefully by senior leaders. Teachers are given additional release time, where possible, to support any extra workload. Leaders have an open-door policy. They are empathetic towards staff. Previously the school went through a period of staffing turbulence. Senior leaders have now stabilised this. Leaders listen to staff. They undertake regular surveys. Staff strongly appreciate the culture of trust and mutual respect that has been fostered.
- There is a range of pupil leadership opportunities at John Wood. Pupil voice is very important to leaders. The head boy and head girl meet the headteacher each week to talk about learning and the school's wider offer. They provide feedback on pupils' experiences and make constructive suggestions about how the school can improve. The school council has been very involved in helping leaders to develop lunchtimes. This resulted in John Wood receiving the bronze and silver London Healthy Schools awards. The eco committee, in conjunction with the science subject leader, has supported the school in being awarded an Eco-School green flag. The school's junior travel ambassadors led on projects linked to transport. The school received the Transport for London bronze travel award. Currently, the school council is leading a project to further promote the school values with their peers. They have created and delivered whole school assemblies themselves. Pupils feel valued and empowered to facilitate change. They are enthusiastic about their roles in making their school and local community even better.

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

... subject leaders further developed their knowledge on the progression of their subjects from EYFS through to Year 6.

... subject leaders more consistently developed their leadership skills to enable them to drive improvement effectively in their subject areas.

3.1 Quality of provision and outcomes - What went well

- Pupils' relationships with staff are strong. Pupils are happy. They feel safe and secure in their environment and enjoy coming to school. Pupils across the school are keen to learn. They engage readily and show positive attitudes towards their learning.
- The school has developed its approach to the teaching of reading. Leaders in September 2022 implemented a new approach based around 'VIPERS'. This has been consistently embedded. Pupils are highly engaged in reading lessons. Each pupil in Key Stage 2 is assessed half-termly using 'Big Cat'. Teachers ensure that pupils are reading appropriate texts from the related reading scheme. This has resulted in pupils reading more independently. It has supported the development of fluency. Pupils are now reading at a greater pace and with an increased enjoyment.
- In the last 15 months there has been a significant focus on the development of phonics. A new phonics leader was appointed and, supported by senior leaders, they have ensured that Read Write Inc is followed consistently and delivered effectively. Pupils know and understand the terminology and cues. This supports them to make progress and move through groups quickly following regular assessments. Phonics resources are well organised. Transitions are managed effectively. Learning opportunities are maximised in phonics.
- The school has developed its approach to writing. John Wood now uses the 'Literacy Tree' as a foundation for the writing curriculum. This has led to a focus on the development of vocabulary which has supported pupils' literacy acquisition. Leaders have carefully selected the quality, inspirational texts to which pupils are exposed to. These include characters that represent the school community and celebrate diversity. This has helped grow pupils' enjoyment of literature and develop the sense of relevance that the key texts have for them.
- The school has made significant developments to PSHE in the last two years. This has supported pupils' increased personal development and their understanding of current affairs. Pupils now have a better understanding of the world around them. Leaders invite significant visitors from the local community to

come and speak. For example, the Mayor of Croydon recently visited. These occasions serve to act as inspiration for pupils and to help them understand their local context.

- The Early Years Foundation Stage (EYFS) leader has delivered CPD, and created intent documentation, to show the curriculum progression from EYFS into all subjects across the school. This has supported subject leaders to understand the sequencing and progression of knowledge within their subjects better.
- The school knows its community very well. They engage with families and listen to their concerns. The consistent approach, including regular communication with parents and carers, has helped develop trusting relationships. Regular surveys show very positive parental feelings towards the school. Leaders respond to needs within the community. For example, to support the high number of EAL parents, leaders have appointed other parents to act as 'language leaders' to support translation. This has helped increase parental engagement. This is evidenced by the increase in attendance at parental workshops, which are now well attended.
- The introduction of a nursery to the school has benefited those pupils who transition from there to Reception. They settle quickly and continue their learning journey. Recorded outcomes from EYFS show that children's development in writing is strong.

3.2 Quality of provision and outcomes - Even better if

... in all subjects, teachers consistently planned and implemented further challenge throughout all parts of lessons for higher attaining pupils.

... teachers consistently planned effective questioning to ensure that all pupils are challenged, engaged and active in their learning.

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

- The school has responded to the high levels of speech, language and communication needs within their community. For example, the special education needs coordinator (SENCO) has secured significant funding through the local authority to be the pilot school for a speech and language therapist on site one day a week. Leaders ensure language development is a key focus in EYFS. They enhance both the language provision and interventions for children in the nursery and Reception. The range of additional support provided includes the use of 'bucket time' and 'colourful semantics'. Key vocabulary is embedded in the environment and there is a strong focus on language through the oral modelling. Children's accelerated progress in language acquisition in EYFS is shown by the above national average percentage of children who achieved good level development in 2022.
- The school provides intensive and effective EAL interventions for pupils that join John Wood with limited English. The school has a high number of such pupils. The knowledgeable and highly skilled SENCO works closely with the support staff who deliver programmes to assist EAL pupils. The SENCO ensures that the adults who are delivering these interventions are able to react to the needs of the pupils. The SENCO prioritises regular communication with support staff. They provide meetings and coaching clinics to assist colleagues in their delivery of programmes. The EAL interventions ensure that the supported pupils quickly access learning in the classroom and make progress across the curriculum.
- The assistant headteacher demonstrates a high level of passion in leading the meeting of pastoral needs for vulnerable pupils. She works closely with external agencies, and internal staff, to help support the creation and delivery of bespoke plans for pupils. Her determined approach and the support that has been implemented, have had a significant impact on meeting the needs of many pupils who have been disadvantaged by circumstances. Vulnerable pupils benefit from the wide range of provision that the school offers including counselling, a nurture room, a sensory room and a sensory garden. Despite significant challenges, many vulnerable pupils are successful in their learning and personal development due to the support provided.

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

... scaffolding was developed further to support vulnerable pupils more effectively in foundation subjects.

... there was further development of quantitative tracking systems to allow staff to better express progress for those with additional needs.

5. Area of Excellence

Not applicable

Following the QA Review

The review report is primarily for the school's internal use to support the school's continuing improvement. However, we encourage you to share the main findings with your hub/hub manager so that they can support your hub's activity planning. Challenge Partners will also collate and analyse report content to create an aggregate picture of what is going on across the sector each year.

For further support following your QA Review, 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 (SLP) 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. (<https://www.challengepartners.org/>)

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>)