



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR JOHN WOOD SCHOOL & NURSERY

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

Overall Peer Evaluation Estimate at this QA Review:	Effective
Date of this Review:	23/05/2022
Overall Estimate at last QA Review	Effective
Date of last QA Review	10/02/2020
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	30/01/2019



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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
students and students 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 a smaller-than-average primary school in the borough of Croydon. It is one of three schools in the Chancery Education Trust (CET). The school buildings are over seventy years old but are spacious and located within extensive grounds. The outdoor spaces include a pond, separate playgrounds, playing fields, a forest and a solar dome.

The school is located in an area of high social deprivation. Consequently, the proportion of disadvantaged pupils is well above the national average. The proportions of students with special educational needs and/or disabilities (SEND) and those with an education, health and care plan (EHCP) are also both above average.

The number of students who speak English as an additional language is well above average, with over fifty languages spoken. The school recognises and celebrates this diversity through its curriculum choices and whole school activities.

Pupil mobility remains well above the national average for a range of reasons, such as international refugees and domestic issues. There is a significant number of mid-year arrivals and mid-year withdrawals. Likewise, over half of the governors and teaching staff, including the headteacher, are new to post this academic year. Staff turnover was similarly high in the last academic year.

2.1 Leadership at all levels - What went well

- Trust leaders have led and supported the school through high staff turnover, maintaining its growth by opening new nursery provision last September. Similarly, from September next year, the school will have grown to two forms in Years 1 to 3.
- The headteacher has quickly taken steps to ensure that staffing will be stable next year. In fact, senior leaders say that she has increased staff, parent and pupil morale so much that relationships and collaboration are now a strength of the school. Pupils recognised other improvements such as more books and reading, additional clubs and responsibilities, and a healthier school.

- The headteacher worked with staff to agree five core values that have the most relevance for their pupils. The impact of embedding these values in school life – kindness, perseverance, independence, confidence and ambition - has been swift and contributes to the positive culture. Parents and pupils look forward to the weekly assemblies to find out which pupils have demonstrated the values. Pupils in all classes were confident when answering questions in front of unknown adults, kind towards peers and respectful to visitors. Many pupils showed independence when working on tasks in groups.
- Staff use the core values as part of their strategy for quickly integrating the many new pupils who join throughout the year. Visiting reviewers commented on the very welcoming and organised nature of the school. Pupil comments reflect how staff have fostered this culture, such as “there are a lot of new people here and it could be hard to make friends. So being kind is a main part of what we do.” Another said, “we help new people around the school and after a month or a week, they will know us all.”
- The wide range of clubs nurtures talents and provides opportunities otherwise not available. This includes choir, fußball, football, art club and extra mathematics. Leaders use their sport premium budget to provide weekly specialist sports coaches who rotate sports according to the season. School staff won a grant from the Institute of Physics and bought telescopes for science and the astronomy club. As a result, pupils have ambitions for a range of careers, such as an astronomer, police officer, ballet dancer, a gymnast and ‘something to do with drawing’.
- Leaders run a Year 6 summer transition programme that includes visits from staff from local feeder schools, researching school websites and looking at safe travel routes. They have supported the Year 6 teacher to prepare the pupils exceptionally well for their next steps to secondary school. Year 6 pupils have already visited schools and discussed the opportunities available at secondary school. Consequently, pupils are very confident. Year 6 pupils say that they are ‘really looking forward to secondary school because their teacher has prepared them.’

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

...leaders implemented appropriate subject leader structures suitable for a school with few teachers so as to focus on quickly building teachers’ implementation of the foundation subjects.

...school leaders planned implementation structures to further maximise the positive impact of some of their improvement strategies, such as Votes for Schools lessons and 5-a-day fitness.

3.1 Quality of provision and outcomes – What went well

- Staff at John Wood are a positive force and act as role models around the school. In the classroom, they unlock pupils' desire to learn by combining high expectations with a nurturing environment. For example, all pupils self-assess their emotions each morning on their classroom temperature gauge by moving it up or down. Consequently, relationships reflect a respectful and happy culture where pupils demonstrate excellent attitudes and behaviour soon after joining the school.
- Leaders have started the transition from a topic-based curriculum to a subject based curriculum. Collaboration within the trust has led to the joint purchase of commercial programmes for each subject. Staff appreciate the freedom to adapt these schemes according to their class needs. Staff also have access to The National College for subject professional development.
- Teachers plan and use the key subject vocabulary on their programmes, using the classroom environment to support recall. Consequently, pupils show their understanding using subject specific language. For example, a Year 1 pupil explained that "I know it's a suffix". A Year 4 pupil used the day's wall map to correctly describe four decimal numbers as 'ascending'. Another used the week's reminder cards to write a symbol to show how one decimal was greater than another. Other pupils no longer needed to use the vocabulary scaffolds to help them remember.
- Teachers prioritise reading because senior leaders have collaborated with the trust to develop a reading curriculum that is ambitious and reflects the community's diversity. Pupils read and discuss quality texts selected from a reading programme that builds literacy skills over time. This emphasis has quickly developed genuine reading for pleasure, as well as broadening perspectives. All pupils can speak about the books they are reading, such as Kay's Anatomy, "It's so funny, I have both the books" or I was a Rat, "I like how the boy Roger used to be a rat". Other choices included tragedy with 'The boy in the striped pyjamas', adventure with Percy Jackson and space exploration with 'Is anybody out there?'.

- All phonics teachers use routines and games, such as identifying special friends, so that pupils quickly practise blending and chanting new and previously learned phonemes. In Reception, children were keen to clap with syllables, to read independently or in pairs and participated well in whole class activities.
- Teachers listen for incorrect sounds and pronunciations, recasting corrections. Consequently, pupils are confident to share errors made by peers knowing that they will support their learning. For example, one pupil said, "I can hear someone saying 'f' instead of 'th'."
- In the core subjects of phonics and mathematics, all teachers use subject knowledge and pedagogical strategies. These include clear classroom routines, targeted questioning, identifying misconceptions and using well-planned resources. Consequently, all pupils actively participate in lessons. Many comfortably ask questions when they do not fully understand, either asking for further explanation such as 'what does dampen mean?' or simply saying 'I need help.'
- Pupils have the opportunity to develop their leadership and citizenship skills by joining a range of school committees or groups, such as the eco committee, the language ambassadors, the travel ambassadors or the school committee. Pupils talk about what these roles achieve, such as a healthy school, planting trees and responsibility for an art competition about travel. They are proud to have achieved the Healthy Schools Gold Award this year.

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

...all teachers routinely planned questions to challenge and extend appropriately for each pupil.

...pupils understood i) the learning purpose for each day and ii) where it fitted within a sequence of lessons.

4.1 Quality of provision and outcomes for disadvantaged students and students with additional needs – What went well

- The SENDco includes pride, understanding and tolerating difference in the curriculum. For example, during neuro-diversity week pupils learnt about what it is like to be autistic, as well as about celebrities with additional needs.
- Teaching assistants (TAs) use the SENDco's plans for each pupil well, adapting the teacher's lessons for the pupils they support. For example, one TA demonstrated equal and unequal by using manipulatives in a mathematics lesson. Pupils with physical disabilities use laptops and have larger print workbooks so that they can work together with their peers.
- Pupils with high additional needs are very well resourced. The SENDco sets up individual workstations in the classroom and/or around the school. These include personal timetables, fiddle toys, number squares and other lesson resources. One pupil has three workstations around the school, strategically placed for movement breaks. Pupils with social and emotional mental health needs particularly make use of the staffed sensory room. One TA is trained in emotional literacy techniques to plan and deliver individual and/or group support programmes. The quality of the provision means that pupils with additional needs at John Wood school attend in line with the national average.
- Leaders prioritise mental health support which also supports good attendance and behaviour. The senior leaders are both trained in mental health and, along with three other members of trained staff, they each mentor a few pupils a week. This allows them to develop bespoke support. For example, they encouraged one pupil who finds chess calming to teach his friend so that they now play together.
- Leaders ensure that disadvantaged pupils can attend any clubs and activities by giving priority places and discounts. These pupils also benefit from the national tutoring programme and homework club. Pupils' one to one support continues into any clubs that they attend. Leaders make links with local charities to capitalise on what they can offer. For example, one charity, Good Food Matters, attends school once a week to work with vulnerable pupils by growing food in the school's solar dome.
- The school's ethos of building and establishing positive partnerships is exemplified by the provision for pupils who speak English as an additional or completely new language (EAL). Staff, parents and pupil language leaders all

offer home language support when needed. Consequently, within weeks EAL pupils move from scoring very low to average in their phonics screening test.

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

...the SENDco trained teachers in how to work with TAs to take responsibility for implementing pupil plans.

5. Area of Excellence

Not submitted.

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

Leaders would like to extend what was already a very helpful experience by visiting local colleagues to see best practice in their schools. They particularly liked the idea suggested by a visiting reviewer to expand their hub to include other Croydon schools. Given it is their first year with Challenge Partners and their planned improvement journey, leaders felt it would be helpful to have some continuity in the review team next year.

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.

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.



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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.