

<b>Name of School:</b>	John Ball Primary
<b>Head teacher</b>	Michael Roach
<b>Hub:</b>	South East London
<b>School type:</b>	Primary
<b>MAT (if applicable):</b>	Not applicable

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	20th . 22nd June 2018
<b>Estimate at last QA Review</b>	Outstanding
<b>Date of last QA Review</b>	15th . 17th March 2017
<b>Grade at last Ofsted inspection:</b>	Outstanding
<b>Date of last Ofsted inspection:</b>	21 <sup>st</sup> November 2013

**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 for this review
<b>Previously accredited valid Areas of Excellence</b>	Development of a culture that promotes the growth mindset . 7 <sup>th</sup> -9 <sup>th</sup> March 2016
<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. Information about the school

John Ball Primary School is situated in the London Borough of Lewisham. The school is a larger than average sized primary with a nursery class. The school was designated three forms of entry in 2015, with two classes in some year groups and three in others. There is a bulge class in Year 2.

The proportion of pupils with a statement of special educational needs (SEN) or an education, health and care plan is just above the national average. The proportion of pupils who receive SEN support is below the national average.

The proportion of pupils who are eligible for free school meals is below the national average. The deprivation indicator is equal to that nationally.

The proportion of pupils who speak English as an additional language is higher than the national average.

The head teacher was recently appointed as interim director of Lewisham Learning for four days per week with an acting headteacher in post.

The school is a National Support School.

### 2.1 School Improvement Strategies - Follow up from previous review

The school reviewed the structure of the school improvement plan (SIP) with an educational consultant following the review. The SIP is now shorter and more concise and includes key milestones to focus on priorities with clear success criteria.

The school is now using experienced, strong curriculum leads to model and support consistency in teaching and learning. New staff and staff who are new to an age group have opportunities to observe the core curriculum leaders. The school has successfully trialled teachers participating in teacher observations, led by the phase leader, to embed consistency further and share good practice.

A review of pupil premium provision was a SIP target and an external review took place. The new school strategy is fully compliant with the new strategy document; new actions and approaches have been set following the review.

Senior leaders revised and refreshed the curriculum. British values have been promoted through learning across the curriculum. The school continues to apply values through assemblies, rights-respecting initiatives and behaviour for learning.

### 2.2 School Improvement Strategies - What went well

Leaders have created a highly positive ethos which permeates the school. The high expectations and collaborative and supportive ethos are shared by everyone. The whole-team approach has enabled leaders to bring staff with them and maintain excellent relationships, which are a key strength of the school. This facilitates a high quality of professional dialogue between staff to enable effective school improvement strategies.

Pupils speak passionately and extensively about the benefits of attending the school. This includes the positive experiences that the school provides for them. They are incredibly proud to belong to the school, can articulate this clearly and share the impact this has on their personal development and future.

Leaders have successfully maintained excellent outcomes for all pupils, including vulnerable groups and disadvantaged pupils. Data assessment and tracking tools are used highly effectively to ensure excellent progress and address any underperformance.

Leaders ensure that vulnerable pupils and those not making sufficient progress are highlighted and additional support and enhanced tracking provided. Reflective and personalised provision for disadvantaged pupils allows support to be tailored to fit the wide range of needs and complexities.

Leaders manage, lead and organise the school very well and this smooth and careful running emphasises developing and maintaining high quality teaching and learning. They have ensured that available resources have consistently been used well.

Leaders take robust action to ensure that there is secure strategic leadership at every level and plan for succession carefully and effectively. Leaders work exceptionally well together and share the same focus and determination. They work collaboratively and seek innovative solutions.

Leaders have developed an outward-facing, open and inclusive approach which has supported wider professional development and work with peers effectively. They have successfully engaged with and secured the support of the school community.

Leaders make very good provision for the whole child with a team-around-the-child approach and by being a rights-respecting school.

Leaders use research to provide a basis for development and innovation. In a changing pupil profile, leaders are effectively adapting and developing provision to maintain excellent outcomes.

Leaders ensure that staff skills are used well to support teaching and learning and outcomes in a variety of ways, for example as leaders of forest school or using the skills gained as local authority moderators. Subject leaders know their subject well and the strengths and areas of development.

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

- o leaders made plans to embed oracy further as the foundation to learning, and ensured that spoken language skills are used to enhance learning alongside providing meaningful and purposeful opportunities to communicate
- o leaders provided clarity on the school profile so that the changing and complex information about the school and cohorts can be expressed in a succinct way
- o leaders ensured that all pupils, particularly those who have SEND and disadvantaged pupils, make accelerated progress compared to their own previous achievements by planning and delivering interventions that are even more personalised and precise.

### **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

As part of a review of medium-term planning, there is a clear remit for questioning linking reading skills with English. Within the reading task there is a core and challenge task to ensure that there is challenge for all. Continuing professional development training on both questioning and the development of vocabulary has taken place for both teachers and teaching assistants.

Marking and feedback was reviewed and there are exemplars in core books to guide teachers and teaching assistants. There is now greater clarity around the modified process and expectations and greater consistency. Regular book scrutinies provide timely feedback for staff.

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

There is a very high level of achievement across the school, which is underpinned by excellent teaching and learning relationships between pupils and staff and calm, purposeful, well-organised, immersive learning environments.

There is an excellent pace to teaching and learning, with high expectations and levels of challenge for all pupils. Due to these qualities, pupils are highly engaged. The learning behaviours of pupils are excellent. They are consistently co-operative, resilient and are prepared to take risks in their learning. Across all key stages, pupils are mature and diligent learners.

Lessons are well planned, purposeful and appropriately resourced with relevant cross-curricular links planned to build on previous learning and extend achievement across subjects.

The strong subject knowledge of teachers, teaching assistants and pupils is built from the collaborative staff experience and supported by both senior and middle leaders.

There is effective deployment of teaching assistants to support learning and they work efficiently in lessons. Teaching assistants are involved in sophisticated pre-learning, over-learning and the development of precision teaching to maximise learning time.

Questioning is well used, not only both to explore what pupils understand and in prior learning, but also to keep the pace of learning strong and to make connections between learning.

Teachers make very good use of the data available to them from ongoing assessments and the tracking of pupil progress in order to plan learning both for individuals, groups and classes and cohorts.

The high level of professional dialogue between staff supports teaching and learning for both new and experienced teachers and gives them the confidence to try something new and be part of the ethos of continuous improvement.

Strong values are embedded throughout the curriculum, including the development of learning behaviours as part of growth mindsets and the qualities incorporated into being a rights-respecting school.

Across the school, inspiration is drawn from the Early Years Foundation Stage (EYFS) for the development of teaching and learning.

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

- o the physical and digital environment of the school was used to showcase cross-curricular learning and exemplify excellence
- o sophisticated ways to improve the opportunities for higher-level thinking and questioning skills to assess learning, including tackling misconceptions, were further enhanced
- o strategies and resources, which provide modelling and scaffolding, available at the point of need were further developed to ensure that all pupils move rapidly on with their learning in all parts of the lesson.

## 4. Outcomes for Pupils

The school has continued to sustain strong outcomes across all key stages and for all pupil groups. Although final school data for 2017/18 is complete, there are no national comparators available yet.

In the EYFS in 2016/17, the good level of development was 83%, an increase of 6% from the previous year and well above the national average. Disadvantaged children achieved significantly higher than all children nationally. Final data for 2017/18 shows that this has been sustained for all groups. The introduction of the early-excellence tracker supported the very good outcomes by enabling even better tracking and detailed conversations about progress.

The proportion of pupils that met the expected standard in phonics was broadly in line with the national figure in 2016/17 and the results for 2017/18 show a similar picture. The proportion of disadvantaged pupils in 2016/17 that did not meet the expected standard was below all pupils nationally.

In Key Stage 1 in 2016/17 in reading, writing and mathematics, pupils attained well above the national average at both the expected standard and at greater depth. Disadvantaged pupils attained below the national average in reading and mathematics and above in writing. Current school data shows a similar picture for 2017/18 with progress excellent for all groups.

In Key Stage 2 in 2016/17, the percentage of pupils meeting the expected standard, and those working at the higher standard, was well above the national average. For disadvantaged pupils, the combined percentage was broadly in line with other disadvantaged pupils nationally. Progress in writing was well above average, in reading above average and in mathematics average. The progress for disadvantaged pupils was above that of other disadvantaged pupils nationally in reading and writing and below in mathematics. Final teacher assessments show that the school has sustained the very good outcomes for all pupils and improved progress in mathematics.

In other year groups progress is very good, with attainment lowest in Year 4. Leaders took steps to address this in 2017/18 and the gap in attainment has narrowed with other year groups.

Pupils attendance is broadly in line with the national average. The school has worked hard to reduce the percentage of pupils who are persistently absent with a range of strategies, including enhanced communication with parents.

## **5. Area of Excellence**

Not submitted on this occasion.

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

The school would like to consider this at this time.

**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.**