

**REVIEW REPORT FOR  
ST JAMES HATCHAM CHURCH  
OF ENGLAND PRIMARY SCHOOL**

<b>Name of School:</b>	St James Hatcham Church of England Primary School
<b>Head teacher/Principal:</b>	Sonia McFarlane
<b>Hub:</b>	South East London Hub
<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>	21/02/2018
<b>Estimate at last QA Review</b>	This is the school's first review.
<b>Date of last QA Review</b>	Not applicable
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	04/07/2017

**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>	Good
<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>	Not applicable
<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**

- St James Hatcham Church of England Primary School is a smaller than average sized primary school. It is located in a densely populated inner-city area of high social deprivation.
- There are more girls than boys in the school.
- The proportion of disadvantaged pupils in the school is higher than the national average.
- The proportion of pupils for whom English is an additional language (EAL) is above the national average.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is above average, as is the proportion with a statement of special educational needs or an education, health and care plan.
- Mobility is relatively high, largely as a result of families being re-housed outside the area.

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

- This is the school's first review.

### **2.2 School Improvement Strategies - What went well**

- The school is led by a dynamic headteacher and her dedicated leadership team. Together, they are united in promoting the shared vision for the school and all staff are completely 'on-board'. The school's motto of 'raising learners in excellence and Godly character' permeates the caring, aspirational atmosphere generated throughout the school. Pupils are loved and cared for. This begins at the start of the day when they are greeted by the headteacher and her deputy to the time they leave at the end of the day.
- School priorities are based on the triangulation of evidence such as progress reports, pupils' work in books and school improvement conferences. The school development plan then directs those priorities, with clear actions to be undertaken and helpful milestones to monitor progress.
- PiXL has been introduced this academic year, specifically targeting Year 6, so that vulnerable pupils can be readily identified and appropriate strategies implemented. The assessments generated by this system are highly challenging but performance data this year is already showing dramatic improvement on last year's cohort, suggesting that reading, writing, mathematics and the combined figure will all exceed the national benchmarks. Weekly meetings enable leaders to switch focus to various groups when actions are already having an impact on others. PiXL has had such success that it will be rolled out lower down the school in the future.

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- Read Write Inc. is a relatively recent introduction and, because it runs efficiently, it has been instrumental in making a significant impact on improving phonics within the school. Reading and phonics workshops have also captured parental interest, enabling them to better support their children's learning. This is also adding to improved understanding and application of phonics.
- The Fresh Start programme has been initiated to accelerate progress in reading by identifying individuals and groups who need additional support. This is proving to be successful because outcomes are improving for those pupils.
- Pupil progress meetings forensically track performance across the school. They give accurate indications as to which groups, such as pupils with SEND, require further interventions, as well as when interventions can be withdrawn because pupils have caught up.
- Leaders have drawn up their own 'vulnerability scale' which provides accurate evidence as to which pupils require bespoke support, so that comprehensive action plans can be put into place.
- Leaders have gone to great lengths to break down gender stereotyping in order to boost girls' attainment. Many opportunities are offered to girls, including promoting pupil voice to give them greater involvement.
- The St James Hatcham curriculum breaks learning down into six areas which ensures that there is age-appropriate coverage across all year groups, undertaking topics that are both informative and exciting.

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

...there was greater consistency in the application of improvement strategies by all teachers.

...all staff focused on diminishing the variations in the attainment of boys and girls.

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

- This is the school's first review.

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

- The vibrant environment in classrooms enhances learning. Appealing displays offer information to support learning and celebrate pupils' work, which is typically of high quality. All rooms incorporate reading areas and religious displays, which are both in keeping with the school's emphasis on developing a love for reading and the school's religious ethos.
- Teachers have secure subject knowledge. This enables them to plan and deliver exciting lessons. At the start of a Year 1 lesson, the teacher introduced the learning objective by telling the group that she had received a letter from the

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Queen, giving them a specific mathematical task. This immediately grabbed their attention and the gasps of excitement and anticipation confirmed their motivation.

- Engagement in all lessons is high because pupils have high aspirations. They want to live up to their teachers' high expectations. Teachers ensure that the context and purpose of the learning is clear to pupils and establish concrete links with other areas of the curriculum to reinforce understanding.
- In most lessons, the challenge and differentiation set by teachers are appropriate, so pupils are able to select their own degree using the 'mild, spicy, hot' levels. In a Year 5 physical education lesson, the teacher skilfully recognised the higher ability of a small group of boys and adjusted the difficulty of the practice appropriately. In other lessons, to enable pupils to make the right choice for them, teachers scaffold the task effectively so that pupils have a clear understanding of what they have to do.
- Questioning is suitably probing so that pupils have to draw on prior learning, as well as their current understanding of the task, to make informed responses. Teachers target pupils well, directing questions at individuals to test all abilities.
- Teaching assistants, and other adults, play a vital support role in the classroom. They circulate to assist all learners but then focus their attention on their assigned pupils to support and assess their progress.
- Pupils love coming to school, describing it as 'exciting, fun and inspiring'. They benefit from very caring relationships with their teachers, with one pupil suggesting, 'teachers seem like they're part of your family'.
- A detailed scrutiny of pupils' books affirms the quality of teaching. Presentation is extremely neat and the standard and quantity of work demonstrate positive progress in all year groups. Teachers' comments are meaningful, pointing pupils in the right direction to make greater progress. In response, pupils comment accurately on their work and follow their teachers' guidance in order to improve. Pupils are motivated learners and, to further their learning away from the classroom, they willingly complete their homework, taking it very seriously. When asked if they ever failed to complete it, they were incredulous at the mere suggestion, again indicating the high aspirations they have of themselves as well as their willingness to keep learning.

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

...teachers provided greater clarity when modelling the task to reduce misconceptions.

...teachers moved pupils on in their learning more quickly, especially more confident learners, so that no time is wasted.

## 4. Outcomes for Pupils

- Children enter the school at levels of development that are well below the typical expectations for their age. Leaders baseline testing reveals less than half of the children to be at expected levels, with a low degree of language acquisition.

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- From their low starting points, children make considerable progress in the Early Years Foundation Stage (EYFS). In 2017, the percentage of children who achieved a good level of development was in line with the national average. This figure was bettered by the disadvantaged cohort who were comfortably above the national benchmark.
- In the Year 1 phonics screening test, the percentage of pupils passing the test was in line with the national average, as was the number passing the re-test in Year 2.
- Results in 2017 for Key Stage 1 revealed pupils making strong progress on transition from EYFS, although the percentage of pupils reaching the expected standard in reading, writing and mathematics was just below the national average. However, those achieving greater depth in all three areas was some way short of the national figures. Boys performed better than girls in reading and writing but figures were comparable in mathematics. Results at the greater depth standard were less consistent, where girls did better in writing while boys were stronger at mathematics; scores were level in reading.
- The performance of disadvantaged pupils in Key Stage 1 revealed success in some areas but not in others, although they were only a small percentage of the cohort. Their attainment was better than their peers in reading at both standards, but well below the expected level in writing and mathematics. Writing at the greater depth level was better than that achieved by non-disadvantaged pupils in the school.
- At Key Stage 2, attainment in writing was in line with national average at the expected and greater depth levels but was below at both levels in reading and mathematics. However, the percentage gaining the scaled score 100+ and the high scaled score exceeded the national measures in the grammar, punctuation and spelling test. In science, the percentage reaching the expected standard was approaching the national average.
- The small number of disadvantaged pupils performed well below the national averages in reading, writing and mathematics. Despite the best efforts of staff, their underperformance was no surprise. Last year's Year 6 cohort had very specific and profound needs, hence the decline in results for both non-disadvantaged and disadvantaged pupils. With a different profile, the current Year 6 group are confidently predicted to restore achievement to its previously high level and in-year PiXL assessments reflect this.

**5. Area of Excellence**

Not submitted for this review.

**6. What additional support would the school like from the Challenge**

**Partners network, either locally or nationally?**

No additional support 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.**