



QUALITY ASSURANCE REVIEW

REVIEW REPORT FOR DARRICK WOOD NURSERY AND INFANT SCHOOL

Name of School:	Darrick Wood Nursery and Infant School
Principal:	Andrea Rampton
Hub:	Pickhurst
School phase:	Nursery and Infant
MAT (if applicable):	Chancery Education Trust

Overall Peer Evaluation Estimate at this QA Review:	Leading
Date of this Review:	09/02/2022
Overall Estimate at last QA Review	Leading
Date of last QA Review	14/07/2021
Grade at last Ofsted inspection:	Outstanding
Date of last Ofsted inspection:	12/11/2009



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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	Leading
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Quality of provision and outcomes	Leading
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AND

**Quality of provision and
outcomes for disadvantaged
pupils and pupils with additional
needs**

Area of Excellence	Not applicable
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Previously accredited valid Areas of Excellence	Not applicable
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Overall peer evaluation estimate	Leading
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*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

Darrick Wood Nursery and Infant School is a large, three-form entry mixed academy within Bromley. There are fewer boys than girls.

The school is part of the Chancery Education Trust of four primary education schools, all situated in Kent. The school is located on a site which includes a separate junior school, secondary school and local authority provision for pupils with hearing impairment.

The proportion of disadvantaged pupils within the past six years is low when compared to the national average. There are fewer pupils whose first language is not English and pupils with special educational needs and/or disabilities (SEND) than the national averages. However, the proportion of pupils with an education, health and care plan (EHCP) is just higher than the national average. This is due to having more pupils with a hearing impairment.

Leaders are very proud of how inclusive the school is towards all of their pupils. They 'respect, nurture and inspire their pupils to become the very best that they can be.' The school is oversubscribed in every year group.

2.1 Leadership at all levels - What went well

- Leaders have ensured that the school continues to be a happy place where pupils and staff flourish. Leaders have maintained their previous strengths whilst embedding recent developments, such as Darrick Wood's own character development curriculum of six key characteristics of learning and last year's further improvements to the broad knowledge rich curriculum.
- The headteacher's aim is that everyone is happy and motivated. There is a clear line between this and the strategic planning, implementation and evaluation of new initiatives. This is exemplified by the new reading programme which has achieved the planned impact within six months. Teachers are confident, parents engage weekly and pupils explain why they enjoy reading, 'I like to read because I get to learn words.' For example, leaders engaged parents by explaining early reading to them. They then set weekly parent expectations, such as accessing Bug Club online and using the reading comprehension questions.
- Senior leaders are skilled at planning to maximise efficiency and impact. For example, weekly newsletters to parents double as remote learning guidance.

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Leaders coach middle leaders to develop their subject and leadership expertise. For example, a recent evaluation of the new curriculum changes led to middle leaders being more mindful of the impact of change on staff and workload.

Leaders have provided a range of methods for subject leaders to develop knowledge and expertise, such as trust level training, subscribing to remote video training from The National College and subject specific books. Subject leaders have then created a knowledge rich curriculum to excite pupils' curiosity.

- Leaders at all levels disseminate their curriculum and pedagogy training to all staff. As a result, staff are knowledgeable and confident in teaching the broad range of subjects, such as art and computing.
- The curriculum leader clearly communicates the vision and value of every subject. This means that all staff and parents can see the importance of what is being taught. In turn, teachers share this so that pupils make sense of and value what they are learning about.
- Subject leaders use national resources as a starting point for their curriculum plans but then develop wider subject enrichment. For example, the art leader is passionate that all pupils should feel like an artist. She draws on a wide range of established links in the community. All pupils enter competitions, display their work in the local library or town hall and visit the national galleries.
- Leaders at all levels are successfully transitioning the curriculum to develop sufficient knowledge, skills and abilities for future learning. They are in the process of refining their 'steps for success', for example to focus more on key knowledge or as steps towards a final outcome over a series of lessons rather than just one lesson.
- Leaders at all levels set high expectations of standards. In addition to the primary Science Quality Mark in 2021, this is further exemplified by their recent achievement of a range of quality awards. This includes Smart Movers Gold Award, Investors in People Gold Award and the Travel Plan Gold Award.

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

...leaders at all levels improved their steps for success more rapidly.

3.1 Quality of provision and outcomes – What went well

- Teachers have a secure knowledge of the subjects they teach. They use subject specific vocabulary to promote discussion. Pupils in all classes develop their language and vocabulary.
- Teachers reinforce knowledge and skills by planning cross-curricular links. This provides learning in context. This also means that pupils transfer their knowledge and practise their skills. For example, in a Reception class, children used the QR codes from computing to research tigers before drawing them. In an English class, the teacher contrasted writing their autobiography with the biographies of famous people from their history lesson.
- Teachers provide opportunities to recall prior knowledge and re-use learned skills. For example, in a phonics lesson, pupils recapped difficult words and prior sounds. These then build into a writing activity. In a Reception class, children select different colouring and shading techniques when drawing a tiger. They can show where they had learned these techniques in a previous lesson and what they liked. 'We used the crayons sideways to colour in the shapes. Our hands got messy.'
- Teachers routinely plan activities that refer to the school's six characters traits for learning. Pupils explain how they have used the traits. For example, in mathematics, pupils expressed how they had used confidence and independence in choosing their own level of challenge for their independent activity.
- Teachers model activities skilfully, including potential misconceptions and how to overcome them, as well as providing clear instructions and examples. For example, the teacher's autobiography used 'i' instead of 'I'. The teacher modelled resilience when acknowledging her mistakes - which the pupils gleefully pointed out!
- Teaching Assistants (TAs) use teacher planning to monitor impact on small groups within a lesson. For example, in a phonics lesson using the digraph 'or', the TA worked with a small group to check that they could correctly circle the digraph within a selection of written words, such as pork, corn and torch.
- Pupils articulate clearly what they are learning across a range of subjects. They can also explain why they are learning something, linking back to their learning objectives and pointing to their steps to success. 'We made a code with an algorithm which is a set of instructions about what to do.'
- Most pupils are confident in explaining topic specific vocabulary correctly, for example digraph, algorithm and code.

- Most pupils produce interesting written work that correctly uses a range of vocabulary and adjectives. Often, they use words that have been newly introduced in their guided reading lessons. For example, Year 1 pupils produced a description of the weather using vocabulary of cluster, dull and stormy.
- Pupils behave exceptionally in all lessons with high levels of respect for others and for their learning. For example, in an art lesson, pupils provided peer feedback on their artwork via a gallery walk. This also develops resilience and confidence when improving their work.
- Pupils like that there are lots of clubs and activities that are really busy. 'Karate is fun and the teachers are helpful.'

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

...teachers always used assessment for learning strategies, before activities, to identify whether every pupil understands the key knowledge. For example, identify and adapt for when some pupils cannot read or explain an algorithm before allowing them to move onto an activity to build an algorithm.

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

- Leaders have a talent for managing difference so that it becomes special, or even the norm. For example, all pupils benefit from and enjoy learning sign language although this is aimed at the needs of the few pupils who are hearing impaired. The school's new 'library lodge' is targeted at disadvantaged pupils but it is promoted such that all pupils and parents are keen to attend.
- TAs assess all pupils' well-being every morning via an emotions check-in chart. Pupils say that this makes the school feel really warm and lovely. This routine early identification leads to expert support so that all pupils are ready to learn as soon as possible. TAs feel they get to know the pupils so well that they can meet their needs easily.
- Teachers are skilled practitioners in offering a wide range of scaffolding materials and high quality support resources in every lesson. This means that teachers cater for all but the highest needs as a matter of routine.

- Teachers and TAs carefully plan well-resourced in-school and after-school interventions which leaders monitor daily. This leads to rapid catch-up, particularly following the national school closures.
- The wider curriculum includes a special programme to 'open up' some pupils world, such as gardening for those who live in flats where they 'plant, grow and see'.
- In keeping with the school's vision for inclusion, leaders resource a wide and rich provision for specific additional needs. There is a range of specialist staff and programmes for speech and language, emotional literacy, autistic spectrum disorder, literacy catch-up, reading difficulties and hearing impairment. These programmes are delivered in a carefully designed room called the nurture room. However, all pupils are encouraged and keen to use this room as part of the school's well-being strategy. This is another example of how expertly leaders manage difference so that everyone is included together.

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

No EBIs were identified.

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

Leaders appreciated visiting colleagues sharing their own practice, particularly training slides for assessment for learning.

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.