



Inspiring Primaries Academy Trust
Inspiring pupils to achieve for their tomorrows

PEER REVIEW PROGRAMME

VISION

The vision of our peer review programme is to build a sustainable, self-improving, school-led system where our schools are jointly responsible for the improvement of themselves and others. Our model develops the capacity and culture needed for impactful Trust working through a continuous cycle of school self-review, peer review and school-to-school support and improvement. Each peer review will culminate in the agreement of improvement priorities. Reviews will take place every other academic year each school within the Trust or annually if circumstances change significantly e.g. change of leadership, a significant drop in standards, trend of standards well below national. Peer reviews will be carried out by the Trust Leader and other senior leaders from within the Trust. The review will take place over one or two days depending on the size of the school.

Our Trust will identify inspirational practitioners who can take a lead on aspects of both school and Trust improvement.

METHODOLOGY

Each review will consist of lesson visits, work scrutinies, meetings with leaders and staff with different responsibilities, and discussions with children from all years, including some disadvantaged children and children with additional needs. Evidence from these activities, together with data and information provided will be used to present strengths and priorities for improvements which align with the current Ofsted framework. Each school's leadership team will be invited to be present at general feedback meetings. At the end of the review, verbal feedback will be given to the leadership team / governors and the written report will be presented within two weeks of the review.

The peer challenge review of John Wycliffe Primary School was conducted on 20th and 21st November 2019 by Marie Sandford (Trust Leader), Adam Watson (Executive Principal, Gilmorton Chandler and St Margaret's CE Primary Schools), Vicki Otway (SLE, Gilmorton Chandler CE Primary School) and Hazel Maher (Headteacher, St Mary's CE Primary School).

During the review, the review team met with the Headteacher, Deputy Headteacher, English, maths and science subject leaders, the SENDCo and representatives of the Local Governing Body. In addition, pupil interviews were conducted across the age range, lessons visited and recorded work scrutinised.

QUALITY OF EDUCATION

Strengths:

- The curriculum on offer is broad and balanced, covering all primary subjects and there is no narrowing of the curriculum. The school is ensuring all children, including disadvantaged pupils, those with significant additional needs and / or English as an additional language have access to the full curriculum on offer.
- The Cornerstones Curriculum forms the basis of thematic teaching and subject leaders are ensuring the outcomes are aligning with the expectations of the National Curriculum. It is increasingly evident in English and Science that knowledge acquisition is underpinning curriculum development.
- Forest School provision enables regular opportunities to achieve and develop confidence and self esteem through practical, hands-on learning experiences in the natural, outdoor environment.
- Relevant professional development and learning has supported subject leaders and teachers understanding of the subjects they teach and pedagogy. As a result, there is much evidence to show

that changes in practice are becoming embedded, for example the use of quality texts, the pre-teaching of vocabulary, the use of double page spreads.

- Across the school, ongoing assessments are captured and summative assessments such as pre-unit tests are used to inform gaps in knowledge and understanding.
- The school collates internal data towards the end of each term and use the summative assessments to inform pupil progress discussions and determine interventions required to accelerate progress. Reducing the number of data drops and using techniques such as whole class feedback sheets ensures staff do not have to complete unnecessary work which does not impact on children's learning.
- Year group teams plan content delivery together enabling a consistent approach which is evident in the range of recorded work scrutinised.
- The linked and continuous provision, incorporating first hand experiences through to KS1 ensures the quality first teaching adapts to the needs of the children, with learning progressed through meeting tightly focused objectives.
- Reading is prioritised across the school with initiatives such as headteacher reading parties, quality texts, reading books which match the phonics scheme, a patron of reading, books banded across all phases so that children are clear which books to select etc.
- The systematic teaching of phonics is securing strong foundations for future learning in addition to developing enjoyment in reading from an early age. During phonic sessions children review phonemes previously taught, are introduced to a new phoneme, blend and segment words including nonsense words, use dots and dashes to identify sounds and have opportunities to practise reading and writing the sounds, linked words and tricky words.
- From entry into school staff reinforce the use of correct vocabulary and articulation.
- Children with SEND are well supported to achieve their best and pupil passports identify small steps targets for them to progress towards.
- At the end of KS2 in 2018/19, children entitled to pupil premium funding achieved better than their non-disadvantaged peers.

Priorities for improvement:

- The school is in the early stages of designing a coherently planned and sequenced curriculum and the next step is to specify the skills and knowledge required to be secondary ready in each subject area.
- Need to increase opportunities for retrieval practice to 'interrupt the forgetting' and enable children to store knowledge in their long term memory. This focus on knowledge retention and recall will also ensure the 'message not the medium' is what is remembered.
- Ensure children who are secure in their knowledge and understanding following pre-unit tests are sufficiently challenged throughout the unit of work and expectations raise the quality of responses (vocabulary and knowledge).
- When using the whole class feedback sheets focus the feedback on developing specific skills within the three aims of fluency, reasoning and problem solving.

BEHAVIOUR AND ATTITUDES

Strengths:

- The school has high expectations for pupils' behaviour and conduct and this is reflected in the positive behaviours observed.
- The overriding principle of the school's good citizen code is 'that everyone acts with respect towards each other at all times; that the school community works towards understanding, accepting and valuing individual and community differences'. This respectful, inclusive culture was evident throughout the school and, as a result, children feel they belong and are safe.
- A parent survey was conducted in October 2019 with 153 replies received - 91% agreed the children are well behaved and 97% agree that their child is happy.
- Bullying is not tolerated and it is discussed appropriately so that children have a developed understanding of what bullying is and what it isn't.
- No low level disruption was observed and children with particular needs which impact on their

behaviours were seen to be very well supported and staff were observed expecting children to follow routines and reminding them when necessary.

- Children speak highly of their teachers, 'without them, we wouldn't learn', and the headteacher who 'we love to listen to and she takes time to listen to us'.
- Children across the school are proud of their achievements and of their school.

Priorities for improvement:

- Embed the emphasis on character education so all children become highly engaged and motivated - reduce the 'hands-up' approach all need to be ready to answer.
- Improving the attendance of specific pupils so that they can make the most of the range of learning opportunities offered.

PERSONAL DEVELOPMENT

Strengths:

- Children are developing their understanding of fundamental British values not only being able to speak of them but sing them too!
- The school offers numerous opportunities for children to contribute actively - children speak of responsibilities such as reading ambassadors, Japanese ambassadors, PE star of the week etc. They also appreciate the range of extra curricular clubs on offer.
- Pastoral support enables children with additional needs and/or vulnerabilities to access the curriculum on offer in a purposeful way.
- The school promotes equality and diversity well and there is an ethos of respect for all evident across the school.
- Opportunities in RE and PSHCE contribute to children's personal development - much use is made of R Time and circle time and there are themed weeks, for example diversity week and anti-bullying week.
- The parental survey undertaken in October 2019 showed that 90% of respondents agree the school promotes their child's wider personal development well.

Priorities for improvement:

- Embed the emphasis on character education so that the children can recognise which character muscles are required in a range of situations.
- Ensure the schools is prepared for the compulsory introduction of relationships education for primary schools in September 2020.

LEADERSHIP AND MANAGEMENT

Safeguarding:

- Effective safeguarding arrangements are in place for example, through safer recruitment practices, access to training, the identification of, referral and support for vulnerable children and their families.

Governance:

- Governors are ambitious for children to move on from John Wycliffe with a good foundation of knowledge and to be good citizens with a clear picture of what they want to do in life.
- Governors have accessed a range of training since joining the Trust; this has been appropriate to the school's needs and supportive of governors in holding leaders to account.
- Through the headteacher's reports to governors, governor visits to the school and LGB meetings, governors are fully aware of the strengths of the school and areas requiring development. They speak of raising challenge and expectations in KS2 so that children make at least expected progress.
- Additionally governors are aware of the opportunities for staff professional development and learning which are now impacting throughout the school e.g. the SSIF project.
- They have an understanding of how the spending of the pupil premium funding is providing opportunities for disadvantaged pupils and impacting on their outcomes.
- In order to develop further, the LGB would like to recruit governors with skill sets not currently

present e.g. human resources, law and finance.

Strengths:

- The headteacher has a strong presence throughout the school and is spoken of highly by children, staff and governors. This has enabled a strong team ethic to be developed across the school.
- The SLT has a detailed understanding of strengths and areas for development required across the school. Monitoring and evaluation by senior leaders evidences effective impact e.g. in linked provision for Y1, best practice from the SSIF project, the use of SEND pupil passports, the embedding of numicon and continuous use of manipulatives to support concrete, pictorial and abstract understanding in EYFS and KS1 and increased evidence of fluency, reasoning and problem solving in maths books.
- The practice and subject knowledge of staff, including newly qualified teachers and recently qualified teachers is building and improving over time.
- The culture of the school is one of inclusivity with a strong sense of belonging - there is no off-rolling and children joining the school at times other than first time admissions feel very well supported.
- There is strong engagement with the parent / carer body and the local community.
- Leaders have considered staff workload and reviewed the marking and feedback policy accordingly, making more use of whole class feedback. Additionally, leaders have reduced the number of data capture points and enabled opportunities for collaborative working within the school and across the Trust.
- Relevant and purposeful professional development and learning has been accessed by teachers and teaching support staff, for example, direct precision teaching, tier 1 for supporting ASD, curriculum coherence seminars, teacher research through the Maths Hub, teachers new to EYFS and EYFS/Y1 combined.

Priorities for improvement:

- Leaders need to ensure there are coherent and consistent expectations across the whole school to reduce the disparity in achievement between the end of KS1 and the start of KS2. This in turn will enable at least expected progress throughout children's KS2 journey. For example, give individual teacher feedback from work scrutinies and lesson visits and monitor whether feedback is actioned.
- Ensure all maths actions identified by the NLE in the summer term of 2019 are actioned, with a particular emphasis on challenge in KS2. (IPAT SLE will support this area of need alongside KS2 maths leader).

EARLY YEARS' FOUNDATION STAGE

Strengths:

- EYFS/Y1 teachers plan overarching themes (currently the enchanted woodland) alongside Y1/2 colleagues to ensure meaningful learning opportunities are offered across the EYFS/Y1 curriculum.
- The EYFS curriculum is designed to develop the key characteristics of effective learning - playing and exploring, active learning and thinking creatively.
- All children are equally valued and respected - there is a strong sense of nurture and belonging in the setting to enable all children to develop self confidence and self belief.
- Children share and cooperate well and persist when they face challenges.
- The enabling environments offer a range of stimulating resources which capture learning opportunities through imaginative play and playful teaching and the linked provision on offer ensures children build on what they can already do and know.
- Using objective led planning, practitioners observe each child's development and interact, often playing alongside children to assess progress and plan for their next steps. This approach further enables gaps in learning to be identified and supported accordingly.
- The teachers track progress from the children's starting points and all staff ensure they capture assessments across the areas of learning with information gathered in their learning journeys or using the online Tapestry tool (this is now shared with parents).
- The GLD of the 18/19 cohort at 61% was lower than national and the lowest at the school for 4 years.

However, on entry data for the 18/19 cohort was lower than the norm particularly in CLL with 11/23 flagged as amber or red on the SALT baseline screenings.

- The secure teaching of systematic phonics for both reading and writing commences early in the autumn term and gives firm foundations for future learning.

Priorities for improvement:

- Continue to embed the objective led planning so that both the indoor and outdoor learning environments enable no limits or barriers to the children's achievements, regardless of their needs and the impact on what they know, can do and remember is strong.