



Inspiring Primaries Academy Trust
Inspiring pupils to achieve for their tomorrows

PEER CHALLENGE REVIEW PROGRAMME

VISION

The vision of our peer challenge 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 challenge review will culminate in the agreement of improvement priorities. Reviews will take place annually for each school within the Trust and will be carried out by the CEO, a Trust head teacher 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 observations, meetings with staff with different responsibilities, a meeting with the governors and meetings with children from all years, including some disadvantaged children and children with additional needs. Children's work especially in English and mathematics will be scrutinised.

Evidence from these observations and meetings, together with data and information provided will be used to present strengths and priorities for improvement. Each school's leadership team will be invited to be present at general feedback meetings. Teachers will be given the opportunity to receive individual feedback following lesson observations.

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.

Our pioneering schools involved in the reviews for the academic year 2017 / 18 are:

All Saints CE Primary School, Sapcote
Claybrooke Primary School
Dunton Bassett Primary School
Gilmorton Chandler CE Primary School
John Wycliffe Primary School, Lutterworth
Sharnford CE Primary School
St Margaret's CE Primary School, Stoke Golding
St Mary's CE Primary School, Bitteswell
Ullesthorpe CE Primary School

The peer challenge review of Ullesthorpe CE Primary School was conducted on 1st February 2018 by Jo Blackburn (Headteacher of Claybrooke and Dunton Bassett Primary Schools) and Jo Hodder (Deputy Headteacher of John Wycliffe Primary School).

The review consisted of lesson observations in all classes, meetings with staff with different responsibilities, a meeting with the chair of the local governing body and a meeting with pupils from Years 2-6. Pupils' books were scrutinised and learning environments observed.

Evidence from the observations and meetings, together with data and information provided, was shared at team meetings with the headteacher. At the final feedback meeting, strengths and areas for development were agreed in each of the five main areas covered by the latest Ofsted framework, and judgements were agreed based on the evaluation schedule. The final feedback was shared with the Executive Headteacher, Deputy Headteacher, SENDCo and Early Years lead.

Effectiveness of leadership and management – Good

- Leaders have an accurate understanding of the school, the children and the quality of teaching. They set high expectations and are ambitious for all pupils. Strategic planning identifies key priorities, is monitored systematically and reviewed by leaders; all of which is leading to improvements across the school.
- All leaders lead by example to create a culture of inclusion, respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Staff understand the school's aims, and have accessed opportunities for continuing professional development through Thomas Estley Learning Alliance, Affinity Teaching School Alliance, Inspiring Primaries Academy Trust and local Maths Hubs. These opportunities have brought about improvements in leadership and the quality of teaching, learning and assessment as staff support each other to improve their practice and embed expectations and consistency across the school.
- All leaders promote inclusion and equality of opportunity and this is evident in the personalised support offered to all pupils. Pupils with special educational needs, of traveller heritage, academically more able or entitled to pupil premium support are all challenged and supported to make at least expected progress during their time at the school. Pupil premium funding for disadvantaged pupils is personalised to need to assist in reducing barriers to learning.
- The curriculum is broad and balanced and provides a range of opportunities to learn both in class and through a wide range of extra-curricular activities and enrichment visits available through school. Pupils speak positively of the numerous opportunities they have. The curriculum contributes well to their progress and to pupils' welfare including their social, moral, spiritual and cultural development, safety and wellbeing.
- Children clearly articulate examples of how British values are promoted and how they have opportunities to develop socially, morally, spiritually and culturally; respect and tolerance is embedded across the school and children have a good understanding of what bullying is and what to do if they are aware of bullying.
- Performance management is used effectively to hold the head teacher and all staff to account for the outcomes of pupils.
- The use of the PE and Sports premium to enhance provision, increase participation and develop staff skills is effective. Pupils speak positively about PE and sporting opportunities at school.

Governance of the school

- The local governing body works effectively with leaders to communicate the vision and strategic direction of the school and provides challenge to leaders. It understands the strengths and areas needing improvement across the school. Performance management of the headteacher is rigorous and the local governing body also understands the decision making process for teachers' salary progression and performance monitoring. The chair, who is relatively new to role, provides both challenge and support to the leadership of the school.
- Assessment information provides governors with sufficient information to enable them to challenge the progress of outcomes for pupils.

Safeguarding

- Safeguarding meets the statutory requirements; the single central record is effective and up to date and all pre-recruitment checks are completed. Leaders and staff have undertaken training in safeguarding and child protection. They take appropriate action to identify pupils who may be at risk of harm and report concerns accordingly, taking professional advice where required.

To enable the effectiveness of leadership and management to become outstanding:

- Ensure there is a consistency of approach by all leaders when reviewing action plans and sharing impact with the local governing body to enable governors to fully understand outcomes for pupils and hold all leaders to account.
- The local governing body should continue to develop its understanding of the impact of additional funding streams and school priorities through regular monitoring and rigorous challenge of all leaders.

Quality of teaching, learning and assessment – Good

- In all classes, the learning environment is calm and well organised. High expectations promote good behaviour and attitudes for learning. Resilience and a 'can-do attitude' is a feature in all classes.
- Teachers model expectations and plan effectively, using secure subject knowledge to sustain pupils' interest and to enable pupils to learn well. They set clear but appropriately challenging tasks. Progress in books show expectations being sustained over time.
- Teachers skilfully question pupils' responses and reshape tasks and explanations to better help pupils understand concepts. As a result of marking and careful tracking, rapid intervention is used to ensure that children can improve on or consolidate their understanding.
- Teachers give feedback to pupils in line with the schools assessment policy and in all classes there is evidence of pupils acting on feedback to improve their learning. Some pupils are clearly able to explain what they know and what they need to do to improve.
- Presentation in books exemplifies teachers' and leaders' expectations. All teachers encourage pupils to work with positive attitudes, apply themselves and make strong progress.
- Class teams work well together to impact positively on learning. All teaching staff and support staff have a good understanding of individual pupil needs. Pupils with a range of additional identified needs are well supported.
- Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills and, in some lessons, give sufficient time for pupils to review their learning and set success criteria. In addition, pupils are given time to apply their thinking skills across a range of subjects.
- Phonics sessions, English lessons, recorded work and displays demonstrate how teaching staff develop pupils' reading, writing and communication skills well across the curriculum. For younger children in particular, the teaching of phonics is highly effective with the use of Read Write Inc.
- The use of manipulatives in maths is evident in many classes and, in some, pupils are making choices about accessing levels of challenge to support their learning.

So that the quality of teaching, learning and assessment become outstanding:

- Clearly and consistently identify in books the level of challenge accessed in terms of mastery or mastery in depth.
- Ensure teacher feedback consistently identifies next steps or misconceptions and where they have been addressed.

Personal development, behaviour and welfare - Good

- Pupils and staff are proud of their school. There is a welcoming, inclusive atmosphere and pupils are confident and happy in their school.
- Classroom environments are colourful and well-presented; displays celebrate children's work and both outline and support the Christian ethos of the school.
- The pupils conduct themselves well throughout the school day. Appropriate behaviours for learning ensure pupils are consistently on task; any low level disruption is dealt with promptly and efficiently minimising any disruption to the learning of others. The use of additional adults is effective in supporting children with additional needs to access learning and for their needs to have minimal negative impact on the learning of others.
- All staff have high expectations of behaviour and pupils respond well to these. Pupils conduct themselves well through the day including at lunchtime; transitions are calm and orderly and pupils respond well to instructions or requests.
- Pupils are safe and feel safe; they talk positively about staff in school and know whom they would go to if they were concerned or being bullied; they are confident that staff would deal with issues. Pupils have opportunities to learn about being safe in different ways and have a good awareness of e-safety.

- Pupil voice is strong and pupils are given opportunities to lead within school; school council, road safety officers, charity champions and on specific projects. The recent grounds development is a good example of the school working with pupils to improve the learning environment.
- Pupils speak confidently and knowledgeably about British Values and their resilience work in school – particularly commenting on the values of Respect-Community-Perseverance, values clearly demonstrated across the day of the review.
- Children describe the school as a place where everyone is treated fairly and look forward to celebration assemblies where behaviours for learning and character virtues are valued and celebrated by all.
- Attendance at 91% is lower than the national average but is impacted significantly by the low attendance of pupils of traveller heritage (currently 11% of the 89 pupils on roll). The school works hard to improve the attendance of these pupils including working with local agencies. School data shows attendance of other pupil groups is 97% emphasising that the majority of pupils and families value the education provided.

To enable personal development, behaviour and welfare to become outstanding:

- Ensure all pupils have a greater understanding of the additional needs of a small minority, including when this may impact behaviour, so that they speak with more clarity and understanding about behaviour in school.
- At times a minority of children can appear to be passive learners, waiting for direction or reluctant to respond to questions. Ensure that opportunities are available in each lesson for children to challenge themselves and to further develop their resilience to take a risk and give things a go.

Outcomes for pupils – Good

- As cohorts are small, any turbulence impacts significantly on outcomes. Records show the changing contextual data of each cohort. As well as measuring the progress of cohorts as a whole, leaders can show the progress of those on roll throughout and those from the end of the previous key stage. Case studies are available for all pupils eligible for pupil premium funding and those with other needs. Pupil progress meetings detail where accelerated progress is required.
- As an example of the turbulence of cohorts - of the 14 pupils in the current Year 6 class, five have joined this academic year. Two have attendance of less than 40% and one less than 85%. Four of the five who have joined also have additional needs.
- Attainment and progress by the end of key stage 2 in 2017 is in line with or above national in all key measures except expected attainment in maths. Attainment at greater depth in reading, writing, grammar punctuation and spelling and maths is well above national percentages.
- Progress in reading by the end of key stage 2 is above national and in line for writing and maths. Across key stage 2, boys and girls make similar progress in reading. However, girls make better progress in writing whereas boys make more progress in maths. Progress scores in reading and writing improved on 2016 figures and remained the same for maths.
- In 2017, by the end of key stage 2, disadvantaged pupils made less progress than their peers however one child was a persistent absentee with attendance of less than 50% each academic year whilst on roll in key stage 2. Additionally, two of the three disadvantaged pupils had additional needs. In small cohorts, such numbers have significant impact.
- Children with special educational needs and / or disabilities and others with barriers to learning, including low attendance and minimal prior education have access to well-targeted support. Data and documents show most pupils with additional needs make at least expected progress during their time at the school.
- Trend data shows an improving picture by the end of key stage 1 with attainment in maths being in line with national expectations. All except two pupils from the cohort of 11 made at least expected progress over key stage 1 in reading, writing and maths. Both pupils who did not make expected progress are low attenders of traveller heritage. The child eligible for pupil premium funding also has significant additional needs with guidance being provided by a range of agencies.
- The proportion of children at the end of Year 1 who achieve the expected level in the phonics screening check is improving over time. All regular attenders with no identified additional need meet the expected standard scoring on average 32.4.
- Children in the Early Years Foundation Stage usually make good progress from their starting points which are generally in line with or below/well below national expectations. The percentage of children attaining a good level of development by the end of Early Years Foundation Stage has been improving in recent years and is

now almost in line with national. Again, outcomes have a strong correlation with regular attendance. Outcomes were moderated by the Local Authority in 2017.

Effectiveness of the Early Years' provision - Good

- The provision for the Early Years' class is vibrant and stimulating, offering a broad range of experiences across the curriculum to develop the skills of the children towards their early learning goals. The outdoors is used effectively as part of the provision on offer and there are clear role play areas alongside curriculum stations both indoors and outdoors.
- Leaders have an accurate picture of the strengths and areas for development of the provision as a result of effective self-evaluation. Concerted and effective action has improved the Early Years' provision, impacting positively on achievement. An example of the impact of identification and personalisation according to needs is the adaptation of Read, Write Inc. to gain engagement across the ability range. The extension of the outdoor provision to include a canopied area has impacted significantly on outdoor learning.
- The quality of teaching in the Early Years is at least good and this is because of the effective use of all the adults within the setting who ask open questions and engage with the children to move their learning on. The EYFS teacher and LSAs have high expectations of children based on accurate assessment of children's skills, knowledge and understanding. The learning journey profiles demonstrate the use of regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all of the children.
- Learning journey profiles show that parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. The Tapestry app is used to record observations and assessments. These are shared with parents through the learning journey profiles.
- The children are motivated and interested in the broad range of activities on offer and are keen learners. They listen carefully and respectfully to adults and to each other. Their delight in finding 'tricky words' on a treasure hunt was something to behold.
- Children with additional needs are well supported by all staff and by each other. Respect for diversity and difference is evident and celebrated. Understanding of diversity beyond their immediate experience is evident through the range of activities that teach them effectively about people in the wider world.
- The children understand the routines and respond eagerly to the organisation of the day. In both indoors and outdoors, behaviour is good and the children feel safe. They gain an understanding of risk through activities such as the treasure hunt which encourage them to explore their environment.
- Data shows that the children make at least typical progress or better from their starting points and are well prepared to make a positive start in Year 1.
- Transition of children from the Early Years to Key Stage 1 is effective as children have opportunities to build relationships with staff and future peers. Additionally, early Key Stage 1 provision enables children to meet their Early Learning Goals.
- Safeguarding in Early Years is effective. All staff apply child protection policies and procedures consistently, reporting concerns accordingly.

To enable the effectiveness of the Early Years provision to become outstanding:

- Further encourage parental and carer engagement by communicating using online learning journey profiles and offering more opportunities to come in to work alongside their children.