

Winhill Village Primary Peer Review 15th & 17th October 2018

Purpose of visit: To jointly review the progress made since the Ofsted inspection (November 2017). Prior to the review, the Headteacher (HT) outlined a number of areas that she wanted to focus on (see Appendix 1) and the reviewers looked collaboratively at a range of evidence in each of the key areas. The activities on the first day included visits to lessons, review of work in books, discussion with pupils, reading with pupils and a meeting with governors. The second day focused on conversations with senior and middle leaders. Key points from some additional conversations are summarised in Appendix 2.

Behaviour

- Throughout the review, during lessons and at break times, children showed very positive attitudes and behaviour for learning. They wear their uniform with pride and look smart. During wet break time they were polite and patient as they queued to go outside and at all times they were courteous to visitors – for example holding open the door and saying please and thank you. Adults model this in their interactions with other adults and with children.
- The HT has introduced a simplified approach to behaviour management that includes a ‘traffic light’ style system and house points for rewards. This visible display was seen in every classroom and when speaking to the children they all understood the system, felt it was fair and helped children to know how to behave well.
- Governors report that behaviour has significantly improved since the new HT has been in post. They have noticed better behaviour when visiting the school and on the regular visits to the church the congregation have also complimented the children on their good behaviour.

Reading Skills

- The school have introduced a range of approaches to improve the way that children approach reading. The English leader reported that significant training has gone in to developing subject knowledge of teachers, specifically relating to the teaching of reading skills. In addition, classes are now working together on a quality texts and pupils spoken to as part of the review were particularly enthusiastic about how this links to some of their topic work too.
- As part of the review, five children were heard reading. These children were able to talk confidently about why they read in school, what their chosen book was about and how often they read at home. The books were appropriate to their abilities and interests. All children used phonic knowledge to decode unknown words. All children had a reading diary, most were completed by parents on a weekly basis. Some had fewer entries and some children reported that they don’t read with parents at home.
- The Early Years Foundation Stage (EYFS) leader reported that in reception, children in receipt of Pupil Premium funding have an extra adult read per week, regardless of current attainment.
- The school have put on a number of reading workshops for parents. Although these have not been particularly well attended in Key Stage two (KS2) they do provide opportunity for parents to understand more about how to help their children to read.
- The result of the improved approaches to teaching reading skills can be seen in end of Key Stage outcomes for 2018. The school have improved the results for those children reaching age related standards or above in reading by 12 percentage points for Key Stage one (KS1), to 72% and by 24 percentage points for KS2, to 74%. The children reaching a greater depth / high standard also improved at KS1 (by 8 percentage points) and KS2 by 7 percentage points.



Phonics

- During conversations with children in class, they were all able to use their phonics skills to tackle unfamiliar words in a range of situations, including in mathematics, showing their confidence in applying what they have learned.
- During visits to phonics lessons in reception and KS1, teachers' knowledge of phonics progression was secure and strategies and techniques to teach phonics were embedded, for example using sound bars and sound buttons as a teaching strategy. This allowed children to rapidly apply their new knowledge in a range of sentences.
- Phonics results in 2018 were 87% which represent a significant improvement on the previous year. This is as a result of the teaching improvements described above.

Mastery approach to maths

- The maths leader has introduced White Rose materials and delivered staff training on a mastery approach to maths. During visits to lessons as part of the review, teachers were routinely using a range of questions and techniques to allow children to explore a range of methods to solve problems or reason.
- Looking at a small sample of maths books with the maths leader, it was agreed that the feedback children are receiving on their reasoning answers is not always helping them to improve their ability to reason. This is a focus in the School Improvement Plan for 2018/19
- Children reaching the greater depth standard at KS1 has increased by 8 percentage points to 18 percent and KS2 ('high') by 7 percentage points to 30 percent, suggesting that teaching methods have allowed more children to be successful at a higher level in maths.

Structure of maths and English

- Subject leaders report that since September 2017 there have been significant changes in the way that maths and English are taught across the school. This includes introduction of the non-negotiables for teachers to refer to in each year group in both maths and English.
- The subject leaders have worked with the HT to review outcomes of various assessments and reviews (internal and external) to plan and deliver bespoke training to address areas of weakness. Leaders are confident that this work has had a positive impact on the quality of teaching as well as progress that children are making.
- Both subject leaders are heavily involved in monitoring of their area of responsibility. As a result, they have been able to evaluate the impact of whole school training and have recorded improvements in the quality of teaching.
- There has been a significant change in the way subject leaders work with governors. The leaders are expected to meet regularly with governors to present an update on progress against their action plan as well as impact on tracking data. Leaders report that this, along with governor involvement in training, has meant governors are better informed and governing body meetings are more challenging.
- Teachers and teaching assistants (TAs) spoken to during the review have a clear understanding of what is expected of them in their planning and delivery of maths and English lessons and are confident that this has contributed to the improvements in outcomes in both maths and English (see sections above).



Presentation

- There is great modelling of cursive script on all the working walls seen in classrooms, and the majority of adults writing in children's books models the presentation standards well. This means that children understand what is expected of them and try hard to meet these high standards. This was seen in books looked at during the review.
- When children were asked to identify a piece of work they were proud of, a number of them selected pieces where they were proud of the handwriting and in some cases; they had also received a 'headteachers award' for their excellent presentation. This demonstrates how highly the school values the effort children are making.

Interventions

- The Special Educational Needs Co-ordinator (SENCo) reports that the way in which interventions are carried out has changed significantly and that quality first teaching is the priority for meeting the needs of all pupils including those with an identified special educational need.
- The introduction of an interventions folder in each classroom has allowed the SENCo to monitor the way in which teachers are planning work for delivery by TAs. This has been introduced to make sure that teachers take responsibility for, and maintain an overview of, what is delivered during interventions sessions.
- The delivery of interventions is monitored by the SENCo and during conversation she reported that this includes observations and review of the impact on outcomes for pupils, and that interventions with no impact are changed.
- The SENCo and senior leaders are aware of the need to remain vigilant in monitoring the interventions delivered by a TA that one child may receive over a week or in any particular day (in other words look at how often they are in and out of classroom and how much provision for a child furthest behind is delivered by TAs) and how this is helping children to rapidly catch up.
- The SENCo has sourced and delivered a wide range of training opportunities to support staff development.

Governance

- The vast majority of governors spoken to as part of the review have been appointed since the arrival of the new HT. The majority of them participated in the external review of governance and since then have undertaken a range of actions to tackle the areas for development to enable them to challenge and support the school more effectively. These include:
 - A full skills audit.
 - Participation in a bespoke range of in-house workshops specifically targeted at areas where governors required better understanding.
 - Undertaking external training on the 'Inspection Dashboard Summary Report' and 'Analyse School Performance'.
- The governors understand and value their new role as a 'local governing body' now they have joined a Multi-Academy Trust (MAT). They report that joining the MAT has provided them with more time to focus on the quality of education being provided by the school. In addition they feel the structure of two different meetings (rather than a number of 'committees') that everyone attends provides a better format for support and challenge.
- The governors take their responsibility for the wellbeing of the HT and staff very seriously and minutes of meetings show that they regularly check that work plans are time-efficient and necessary; and that the HT is receiving appropriate support.



- There is absolute agreement amongst governors that outcomes for children improved in 2018 because of the way the HT has led the school. The governors are clear about the school priorities for this academic year and understand the role they will play in checking the impact of plans to deliver further improvements.
- The November 2017 Ofsted report asked the school to carry out a review of Pupil Premium spending but governors were unsure about whether this had been done, the recommendations from this review, or the impact of spending during 2017-18. The governor with responsibility for Pupil Premium was not able to attend the meeting. However, the governors present knew how much funding the school has received this academic year and the importance of checking the impact of this spending.

Community links

- Discussions with the headteacher demonstrate that good community links are being made with the local church. Children from all year groups visit regularly, including whole school end of term services involving all the children.
- It was explained that classes use the local environment to enhance their topic work for example nursery going on walks around the area, children visiting local shops to practice spending money and older pupils visiting the town centre.
- The school report that they are proactive in inviting parents and visitors into their classrooms in order to enhance their topic work, including regular reading sessions.

Practical next steps for the school to consider:

- To continue to find innovative ways to persuade the harder to reach families to engage in reading activities, either at home or in school.
- During routine monitoring, look at the quality and effectiveness of feedback that children are receiving, particularly in mathematics with regard to reasoning problems.
- To monitor the impact that interventions are having on helping children to make accelerated progress, catch up and therefore access age appropriate lessons.
- Make sure that governors are fully aware of the outcomes of the Pupil Premium review, that actions from this review (as well as the in-school review of impact of 2017-18 spending) are incorporated into whole school plans for this academic year and accurately reflected in the Pupil Premium Strategy Statement.

Appendix 1

The HT requested that the review focused on the following areas:

- Behaviour
- Reading skills
- Phonics
- Mastery approach to Maths (inc CPA)
- Structure of Maths and English.
- Presentation
- Interventions
- Governance
- Community Links

Appendix 2

- Discussions with the office manager and headteacher demonstrate a sound understanding of the single central record and reporting procedures regarding safeguarding concerns. They report that all staff training is up to date and that there are four members of senior leadership are level 2 trained, safeguarding is a regular item on staff meeting agendas. The school understand the importance of working closely with external professionals.
- Attendance in school is currently at 96% which is broadly in line with national average attendance figures for primary schools. The school have a target of 97%. Half termly reports are produced and any issues followed up. No significant differences can be seen between groups. Much good practice was reported during the visit, such as 100% attendance rewards, 1st day contact and meetings with parents where needed. Children reported they are happy to come to school. Their positive behaviours observed throughout the visit indicate they felt happy and safe to be in school.
- 78.9% of children achieved a 'Good Level of Development' in 2018 which is higher than the national figure of 71.5%. The Early Years leader has thoroughly analysed recent baseline data on entry to reception and could demonstrate how this is being used to address areas of concern. Throughout the review reception and nursery children were observed enjoying a range of stimulating and purposeful learning activities. It was reported that moderation of judgements takes place regularly between early years staff and that relevant training is delivered as a result of monitoring.