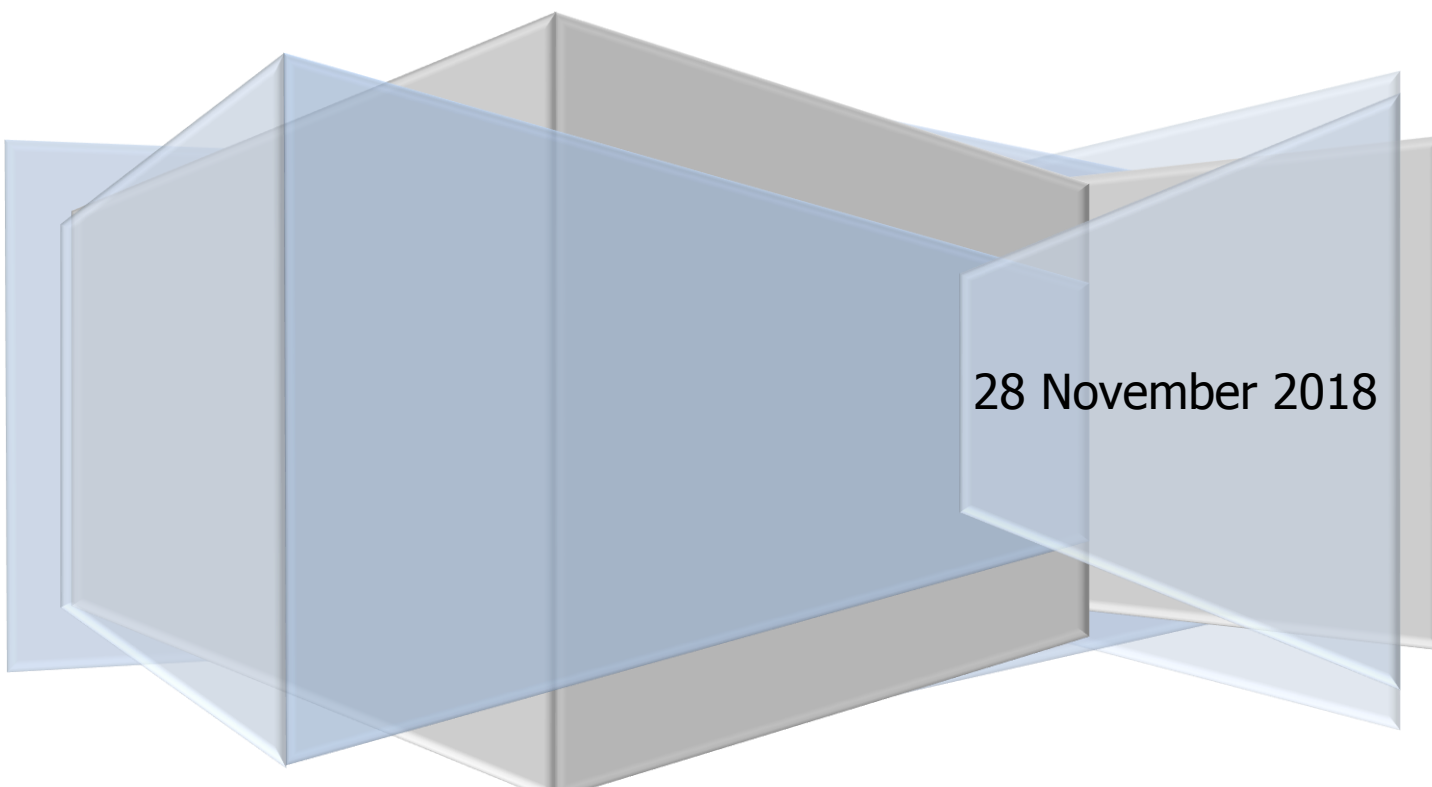


Newchurch Community Primary School

Peer Review



28 November 2018

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|---|------------------------------------|---|----------------|
| School Name | Newchurch Community Primary | Visit Focus <ul style="list-style-type: none"> • Peer Review with primary headteachers • Learning Walks • Curriculum leader sessions • Work scrutiny • Meeting a cross section of children • Meeting governors | |
| External School Improvement Consultant/Adviser | Barbara Dutton | | |
| Date of Visit | 28/11/18 | | |
| Visit No. this academic year | 1 | | |
| Headteacher | Sara Lawrenson | Time on Site | 8 hours |
| | | Prep/Reporting Time | 6 hours |

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| Preparatory performance data and documents used for this visit | <ul style="list-style-type: none"> • Timetable for the day • SIP overview • SEF • Case studies -reading and writing | <ul style="list-style-type: none"> • One-page data summary • Summer 2018 Overview of standards |
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1: Process

The review involved pre-review preparation and analysis of school documentation (see above), a day spent undertaking the review in school plus a report to support further action planning.

Reviewer evidence:

- Meeting with the headteacher and deputy headteacher and a tour of the school
- Learning walks with the headteacher and deputy headteacher - all classes
- Meetings with senior/middle leaders with responsibility for English, maths, SEND, Early Years, science and foundation subjects
- Learner voice: conversations with groups of children including the School Council
- Work scrutiny in lessons and as a separate activity with senior leaders
- Conversations with teachers and TAs during lessons
- An examination of the learning environment including display work
- Observations of morning arrival, break and lunch routines

Reviewers:

- Dan Harding – Headteacher Stockton Heath Primary School
- Rachel Morris-Brown – Headteacher Broomfields Junior School
- Barbara Dutton, Independent Education Consultant (Report author).

Full discussion took place with the Headteacher and deputy headteacher of the emerging findings throughout the day. Outcomes of the review were fed back to the senior leadership team at the end of the day.

With thanks to the Headteacher, staff and children during this review who, without exception, were open, professional and very helpful.

The Review Team November 2018

2: Purpose/rationale

Focus of the review:

- To enable a peer review of teaching and learning in the school.
- To identify strengths and areas for development in aspects of teaching, learning and assessment, achievement and leadership and management. (Aspects related to personal development, behaviour and welfare including safeguarding were noted when they were evidenced).
- To provide the school with external challenge around current school improvement priorities and give objective feedback on key strengths and areas for development.

3: Context, areas of focus and lines of enquiry

Context statement

The context for determining the lines of enquiry (Appendix 1) was completed in discussion with the headteacher in preparation for discussions with the review team. Information provided by the school in advance of the review (e.g. SDP, SEF) supported an understanding of the school's current context.

Current school context (from SEF)

- This is smaller than average primary school of 193 pupils with below average levels of deprivation.
- Deprivation indicators suggest that the current school data indicates attainment on entry to the school is above typical. Literacy aspects lower children's starting points
- A small minority of children have SEN (moderate learning difficulties).
- The school has seen a rise in Social, Emotional and Mental Health needs. Staff have had an intensive amount of training in this area.
- All DSLs and Deputy DSLs have received accredited training and are on the SLT.

Previous Ofsted Inspection Report (PIR): January 2016

Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to enable staff to share and build on the best practice in the school so that teaching is outstanding
- plans for the use of the pupil premium money include precise criteria against which the impact of the expenditure can be measured.

See Appendix 1 for lines of enquiry

- The school's most recent outcomes, school development plan priorities, SEF and most recent Ofsted report informed part of the context for determining the lines of enquiry.
- This was completed by the Lead Reviewer in preparation for discussion with the school and during the review.

4 The Review Report

Strengths

Learning environment and pupils' attitudes to learning

- **'The Newchurch Way' is characterised by positive relationships and trust** between staff, governors, pupils and their families.
- The school's mission statement: *"Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society"* is carefully threaded through every aspect of the school.
- **The school's motto, 'Preparing to fly' applies to all** and fosters a **positive team ethos**; for example, through promoting children's well-being and self-esteem; ensuring staff have diverse opportunities to enhance their own skills; engagement and involvement of parents, community and governors in the life and development of the school.
- **Communication with home is very effective**: parents/grandparents on the day of the visit were unanimous in complimenting the way the school takes careful account of their views, such as the consultation on improving school reports and homework. The 'Parent Board' involves them in planning, monitoring and evaluating and this has led to improvements to homework, transition, website, reading and reporting. Many parents also volunteer to help with a range of activities. **Parent workshops** are valued and help them to support their children, for example, the recent workshops on speaking and listening, reading, inference and spelling, punctuation and grammar. The school's website gives very clear information about end of year expectations for all year groups with teacher's planning signposting how parents and carers can help with home learning.
- The **school environment is vibrant, stimulating and supportive**: displays showcase the rich, wider curriculum and values such as equality, diversity and equality. There are role models from different faiths and cultures, from arts and sciences and celebrations of children's work at every opportunity.
- **Children are polite, co-operative, confident, extremely articulate and enthusiastic**; keen to share and explain their learning. They understand and embrace the **school's core values**: "Respect, Resilience, Reciprocity, Resourcefulness, Reflectiveness". They are **caring** and **resilient**, show perseverance and enjoy tackling challenging work. Children display **mutual respect** and a very good awareness of **honesty, diversity and the importance of respecting all differences**, as woven throughout the PSHE curriculum. They speak openly about disadvantage and value the efforts the school has made to support some children by buying 'a book bag' – a bespoke range of fiction and non-fiction personalised for each child, to read at home and school.
- Meetings with different pupil groups showed they are justifiably very **proud of Newchurch** and the **opportunities for them to contribute to the life of the school** and to represent their classmates: for example, on the school council, the eco council and as sports ambassadors. They value rewards for exhibiting positive, caring behaviour and consistent demonstration of values, recognised through 'praise points', 'weekly certificates', 'reading awards' and 'core value' award. Most describe the **school as friendly with good behaviour**. This was also evident during flexible break/playtime. They feel **well supported by all adults** and made reference to lunchtime assistants and teachers/TAs who had 'gone the extra mile' to help them and/or their families. Pupils identified various subjects as favourites; English (independent writing particularly), mathematics and PE were top of the list for many.
- The school's work to promote **pupils' personal development and welfare has many outstanding aspects**. Individual tracking of each pupil means that staff have a clear understanding of the needs of vulnerable individuals and can check on the progress of these pupils as a group.

- There is a culture of keeping pupils **safe** in school. All staff are extremely committed to the **well-being** of each child. There is a comprehensive awareness and understanding of safeguarding issues among the governors and staff at all levels.

| Strengths | Areas for development or questions to consider |
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| <p>Teaching and learning: overview</p> <ul style="list-style-type: none"> • The school judges teaching, learning and assessment as consistently good or better and the review team agrees based on the evidence on the day. • Procedures for NQT induction are effective. • High expectations, secure subject knowledge and effective questioning sustains pupils' interests, challenges their thinking and secures rapid progress in their learning. • Assessment information is used skillfully to plan activities that meet pupils' needs. The school's marking policy with regular feedback is applied consistently to enable pupils to have a clear idea of what is expected of them, how well they are doing and how they can improve their work further. The 'Red Robin Response' provides further challenge to support and extend learning. • Work in books across the curriculum is exceptionally well presented. Pupils take pride in their work. Books are marked to celebrate success with a learning challenge (LC), effort (E) and presentation (P) and pupils like and understand this model. • A focus on pre-learning in reading, writing and maths is targeting specific children, some of whom have very effective Teaching Assistants' support. • In many lessons, learning is active and collaborative; pupils are curious. Reflection, debate and discussion are encouraged. Independent learning and thinking are facilitated together with opportunities to transfer skills, knowledge and understanding to other contexts. <p>Teaching in EYFS, KS1 and KS2 is consistently good.</p> <ul style="list-style-type: none"> • Reception environment is well organized with well-resourced outdoor and indoor areas, all clearly labelled to support fine and gross motor skills' development. • A notable proportion of children begin the early years with knowledge and skills below what is typical for their age, particularly in communication, language and literacy. Opportunity is taken to develop children's speech and language. Consequently, the percentage of pupils achieving a Good Level of Development is typically above the national average. Phonics also improved in 2018. • The deputy head's phonics' expertise has ensured a systematic approach to the teaching of phonics across the early years and key stage 1 and this has led to significant improvements. • The practice that we observed in the early years shows children who are fully engaged in a wide range of interesting activities and sustaining good concentration. Adults' interactions with children support and extend their learning well. • KS1 and KS2 teaching is lively and engaging. A phased approach to levels of formality in Y1 means a smooth transition from | <ul style="list-style-type: none"> • Ensure there are no missed opportunities to fully explore language and develop children's vocabulary and comprehension in speaking and listening activities. (e.g. 'swooping', 'uncomfortable' owl) • Increase the % of pupils achieving the expected standard in writing by continuing to develop even more opportunities in continuous provision. |

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| <p>continuous provision in EYFS. There is a balance between independent learning and scaffolded support in Y1 and Y2.</p> | |
| <p>Communication and Language: Reading and writing in English</p> <p>Reading</p> <ul style="list-style-type: none"> • School has correctly identified that progress in reading could be enhanced. There are systematic, consistent strategies to improve attainment and progress in reading at the expected standard and greater depth. • Detailed plans evidence changes to the delivery of reading across the school, CPD priorities and Leading Practitioner support to secure these improvements. • Identification of quality texts is enriching the curriculum across a range of genres to ensure children are reading age-appropriate literature. Carefully selected novels, classic literature, non-fiction texts and poetry provide breadth and depth of reading experiences. • The headteacher and deputy headteacher lead by example through their excellent subject and phonic knowledge; teaching targeted groups each week to promote higher standards or secure age-related expectations in reading or to support colleagues through training and coaching. This ensures they have a good understanding of the progress of each child and precisely what skills need repetition and reinforcement. • Skills of decoding, using inference to improve comprehension are explicitly taught and effectively modelled by adults with children expected to find evidence, explain and justify their opinions. The focus is on developing reading speed, stamina, comprehension and reading for pleasure. • Children enjoy reading and talk enthusiastically about the books they are reading independently at home and in school. They like finding 'wow' words in their reading books to extend their vocabulary. Reading records also show the emphasis on this and expectations about regular reading at home. | <ul style="list-style-type: none"> • Reading at the expected standard (EXS) is just above the national average with a dip over three years. However, reading at greater depth (30%) is above the NA (28%). • Progress in reading is average; it is weaker than writing and maths. The SDP has this as a priority, together with vocabulary development – reading and writing. • The SDP to address the issues above is detailed; evaluation of impact at regular intervals should enable early identification of precise strategies that work most effectively. |
| <p>Writing:</p> <ul style="list-style-type: none"> • Talk for Writing is offering a clear strategy to deepen children's understanding and knowledge of how to edit, re-draft and improve their writing. The planning process is evident in some classrooms with children using working walls, frames/scaffolds to structure a story map with essential vocabulary for the genre. • Progress in writing is clear over time in children's books. Children in EYFS, Y1 and Y2 are keen to share their writing. They show good letter and word formation, and most are able to construct simple, meaningful sentences or build a story. • In KS2 there are varied opportunities to experiment with vocabulary and story structures. Many children write very effectively following precise conventions of the genre. • Children's books are well-presented with incisive marking for improvement or prompts to extend and respond to teacher | <ul style="list-style-type: none"> • Increase the % of pupils achieving Greater Depth in writing in KS1. • Is teacher-directed writing limiting some children's creativity and opportunities to develop a conscious control of language to write for different purposes and audiences? • Can some teaching of writing be overly-prescriptive, potentially formulaic? |

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| <p>comments. In the best examples, children give detailed explanations and precise 'Red Robin Responses' reflecting the quality of dialogue in the lesson.</p> <ul style="list-style-type: none"> • The teaching of spelling, punctuation and grammar is effectively integrated within writing tasks. <p>Reading and writing in the wider curriculum:</p> <p>Maths:</p> <ul style="list-style-type: none"> • The focus on maths mastery is ensuring children are developing their reasoning skills. • Children are routinely challenged to explain their thinking and reasoning and they relish this opportunity. They can articulate how to address misconceptions or apply different methods to tackle problems, for example to compare and order fractions in Y6. At all times there is an expectation that they use subject-specific vocabulary accurately in their explanations. Teachers also model this in their written and oral feedback. • Children are engaged, enthusiastic about maths and work well independently and collaboratively. Many use models, working walls (with maths vocabulary made explicit), images or manipulate practical resources to scaffold and support their independence and resilience to problem solve and move from concrete to abstract without adult intervention. • Assessment for learning is effective with most teachers acting swiftly to reinforce, develop or extend children's confidence and fluency. • In the best examples, children give detailed explanations in their math's books reflecting the quality of dialogue in lessons and application of reasoning skills. • Staff meetings by outstanding practitioners have ensured a focus on mastery, challenge and pace of moving children on in a lesson. The impact of CPD is evident in consistent strategies being applied. <p>The wider curriculum</p> <ul style="list-style-type: none"> • Throughout the school and across the curriculum pupils are given a range of opportunities for speaking and listening, reading and extended writing in a range of topics and genres. • Humanities, arts, science, PSHE and computing all have a high profile across the school. These subjects incorporate meaningful opportunities to reinforce learning in literacy and numeracy. • Curriculum coverage in science evidences opportunities for children to predict and then write up the outcomes of practical experiments. Foundation subjects are readily identifiable in 'topic' books. In the best lessons, adults seize opportunities to explore language and meaning, for example a TA-delivering a geography enquiry lesson requiring children to investigate on biomes. | <ul style="list-style-type: none"> • Where children who have mastered a genre, could they be moved on more quickly? Could more middle attainers achieve Greater Depth Writing, particularly at KS1? |
| <p>Leadership</p> <ul style="list-style-type: none"> • Leadership at all levels is of high quality: governors, senior leaders and subject leaders have a very accurate understanding of achievement and areas for development. | <ul style="list-style-type: none"> • Ensure that middle leaders are effective in driving school |

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| <ul style="list-style-type: none"> • The judicious recruitment and deployment decisions made by the headteacher and governors have ensured that leadership and accountability are distributed evenly across the team, even though there has been some recent staffing turbulence. • All leaders implement extremely robust systems for monitoring, evaluation and review. The approach is thorough, diagnostic and systematic yet developmental and mutually supportive. This has a substantial impact on the progress pupils make in their learning. • The school's evaluation of itself is very accurate; improvement planning is highly focused and precise. • The headteacher, deputy headteacher and other senior leaders have created an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge. Team dynamics and team spirit are very strong. • All key stage and subject leaders are passionate, committed and enthusiastic, able to articulate their roles, high expectations and ambitions for all children. This is enabling a rich, broad and balanced curriculum that meets the needs of children at Newchurch and ensures progression in knowledge and skills (also recognised through awards such as: Silver Games Award, Science Silver Arts, Gold Arts Mark, Inclusion Mark and Music Ambassador Award). The 'Big Books' capture the learning journey in foundation subjects particularly effectively. • Leading Practitioners are skilfully deployed to raise achievement in key areas; supporting teaching and learning in Maths and English. • Governors are astute, committed, knowledgeable and well informed. Their individual roles and responsibilities are clearly defined. Each governor is assigned to a specific class and/or subject and is able to check on progress with key aspects of the school's improvement plan through regular visits to school or to conduct learning walks and observations. • Governors can articulate the impact of school improvement actions, for example to promote reading through parent workshops on inference, reading cafes/picnics. They ensure value for money by insisting that 'pitches' by subject leaders for funding have a clear rationale and are impact-focused. They continually self-reflect on whether they are making a difference in their role – they clearly are! | <ul style="list-style-type: none"> • improvement and better than expected progress, particularly for higher ability children. • With the strengths in leadership, school has the potential and capacity to be in the top percentile of schools for the progress that pupils make from key stage 1 to the end of key stage 2. |
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With many thanks to all staff and children for a thoroughly enjoyable and stimulating time at Newchurch Community Primary School.

Barbara Dutton
November 2018

Circulation: Headteacher, SLT and governors

| Recommendations from this review | |
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| Who | Action |
| School | Continue to pursue the lines of enquiry and areas for development identified in this report and evidence impact of actions. School is very capable of accessing support according to need. |
| School Agreement to Accuracy | Signed: <i>BV Dutton</i> 29/11/18 Signed Headteacher: |

Appendix 1: Context, areas of focus and lines of enquiry

| Key lines of enquiry | Justification/Rationale |
|--|---|
| <p>Teaching and learning: School's KLE's focus areas:</p> <ol style="list-style-type: none"> Reading How effective are strategies to improve attainment and progress in reading at the expected standard and greater depth? Writing: How effective is the teaching of writing throughout the school? Are there opportunities for cross curricular writing? Are there opportunities for children to develop Speech, Communication and Language to improve attainment and progress in Writing at EXS and GDS? Leadership: Do governors and subject leaders have an accurate understanding of achievement and areas for development in their key areas of responsibility? Are roles and responsibilities clear and impacting on outcomes? | <ul style="list-style-type: none"> Outcomes 2018: KS2 Reading at the expected standard (77%), just above national (75%). Progress in reading -0.6 compared with writing (0.4), maths (0.2). SEF: An in-depth analysis of current practices in reading has resulted in changes to the delivery of reading, CPD priorities and Leading Practitioner support. The school predicts 87% at the EXS in Reading by July 2019 <p>Links to School Development Priority 1: Reading</p> <ul style="list-style-type: none"> To raise attainment and progress in reading <p>Links to School Development Priority 1: Writing</p> <ul style="list-style-type: none"> To raise attainment and progress in Writing, by raising % of children achieving EXS and GDS by continuing to improve application of spelling and the use of vocabulary in all cohorts. To improve language and communication so that children's communication is at age related expectations and this is transferred into their writing. <ul style="list-style-type: none"> SEF two experienced members of KS2 staff on maternity leave. (likely to be for the academic year) New leadership roles across the school. |

- SEF:** school self-evaluation document
- SDP:** school improvement plan

Ofsted PIR: January 2016
Next steps for the school

Leaders and those responsible for governance should ensure that:

- they continue to enable staff to share and build on the best practice in the school so that teaching is outstanding
- plans for the use of the pupil premium money include precise criteria against which the impact of the expenditure can be measured.