

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 Sharnford CE Primary School was conducted on 28th January 2020 by Marie Sandford (Trust Leader), Hazel Maher (Headteacher St Mary's CE Primary School) and Jo Hodder (Deputy Headteacher of John Wycliffe Primary School).

During the review, the review team met with the Executive Principal, Head of School, English, maths and history / geography subject leaders, the SENDCo, the EYFS leader and representatives of the Local Governing Body. In addition, pupil interviews were conducted, lessons visited and recorded work scrutinised.

**QUALITY OF
EDUCATION**

Strengths:

- Leaders of English, maths and history clearly articulate how their subject areas are organised and planned e.g. in maths, cold tasks inform the planning journey in maths with hot tasks identifying the progress made throughout a unit of work. In English, the EYFS and key stage 1 curriculum is driven by progress through the systematic RWI scheme. Key stage 2 English is underpinned by focus on authors and genres.
- In the above subjects the end points are clear in order to ensure secondary readiness. Plans are in place to use the same approach across the remaining subject areas and has already commenced with geography. Concepts are re-visited and developed to ensure they are remembered long term and provide a diving board for future learning. Additionally the concepts are taught in a logical progression.
- Staff subject knowledge is strong, enabling misconceptions to be addressed quickly but supportively.
- The curriculum is broad, encompassing all the subjects of the National Curriculum.
- Teachers use assessments well to check knowledge and understanding and to inform their planned teaching; in the majority of cases the next steps are clearly the next lessons. Summative assessments are collated three times per academic year with on-going pre-unit, post unit tests and low stake quizzes used as required.
- Children spoke confidently to the review team about their learning - they take on board teacher feedback and edit their work accordingly.
- Quality texts are used in English e.g. The Golden compass and The Iron Giant and the impact of visual literacy is strong. English planning considers sentence types, genres, grammar and spelling across the year groups. The range of genres is evident in recorded work.
- Children read regularly at home and use phonics well as a decoding strategy.
- Good use of manipulatives in maths evident and most maths books show the range of fluency, problem solving and reasoning.

Priorities for improvement:

- Use the knowledge and experience of the history / geography leader to provide professional development to other subject leaders as they commence the redevelopment of their subject areas.
- Work towards ensuring disadvantaged children with complex additional needs are not offered a reduced curriculum, it is important to build their cultural capital.
- In some areas children were observed finishing tasks quickly and then either engaging in off-task conversations or interrupting staff to ask what to do next. There is a need to increase pace and challenge, thereby minimising any low level disruption.
- Model expectations e.g. handwriting and always ensure next steps, spellings, corrections etc. are followed up - remember the next lesson is usually the next step and time needs to be devoted to editing and improving.

BEHAVIOUR AND ATTITUDES

Strengths:

- Clear routines and behaviour expectations are in place both in the classrooms and outside. These enable children to focus on their learning and, where necessary, expectations are reinforced.
- Children like their school, describing it as a 'lovely school, with lovely people, like a big family' and 'everyone knows everyone'.
- Staff model and expect respectful, positive attitudes.
- The school holds the anti-bullying award which is due to be renewed. Children say there is little bullying.
- Children enjoy break times and lunchtime, appreciating the freedom and range of toys and play equipment available to them.
- The recently introduced behaviour policy has restorative justice at its heart. A very small number of children have alternative behaviour plans which build in 'brain break' opportunities on successful completion of activities or following positive attitudes with no disruption to the learning of others. External agencies have supported the school with behaviour management strategies for those with complex needs.
- The Trust Attendance Policy is used and applied consistently; leaders and teachers encourage regular attendance and punctuality and most children are punctual and enjoy coming to school.

Priorities for improvement:

- Ensure behaviour management strategies for those with complex needs include opportunities for praise as well as consequences and they are applied consistently by all staff.

PERSONAL DEVELOPMENT

Strengths:

- The vast majority of children are respectful, well mannered and understand that difference is a positive, being tolerant of each others' needs.
- The school uses a detailed scheme of work for PSHE which is supplemented by enrichment visits e.g. year 5 cultural visit to inner city Leicester, year 6 visit to the Warning Zone and pilgrimage.
- Christian, character and British values inform and guide conduct; children enjoy seeing their efforts and traits recognised through the class recognition boards e.g. 'talk for learning' in year 3/4 and class dojos.
- Numerous examples were seen of cooperative working and play.
- A significant amount of support is in place for those children with social, emotional and mental health needs - the ELSA role provides coping strategies for the range of needs and helps develop confidence, resilience and self-esteem.

- There are plenty of opportunities to be active during the school day - specialist expertise is being used to enable children to understand the benefits and importance of keeping physically healthy. Real PE is focussing on agility, balance, coordination and cooperation.
- Children appreciate the range of enrichment clubs offered and opportunities of responsibility e.g. charity ambassadors, school councillors.
- Older children understand the importance of staying safe online. Pupil and parental workshops are planned for Safer Internet day.

Priorities for improvement:

- Ensure all learning environments promote inclusion and equal opportunities for all - it is vital that all children experience quality teaching.

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.
- The Head of School is the senior designated safeguarding lead and is supported by deputy DSLs including the Executive principal, ensuring a DSL is on site at all times during the school day.
- Online safety is given priority - this year parents have been invited to attend an open day on Safer Internet Day to reinforce messages to parents as well as children.
- Year 6 pupils attend the Warning Zone to look at risk and safety in a range of situations in order to prepare them further for secondary readiness.
 - The school keeps a record of children who have left other than at usual transition and the reasons why.

Governance:

- Governors are proud of the strong Christian ethos of the school. They have seen the school grow in recent times but still retain its strong link with All Saints, Sapcote. Increasing numbers of out of catchment pupils have joined the school and they attribute this to the school being one where 'every child and every member of staff matter'.
- Governors understand the strategic nature of their role and hold the leadership of the school to account accordingly. They are supportive of the new leadership team and the Chair of the LGB appreciated the opportunity to be involved in school improvement planning.
- Governors appreciate the depth of information supplied in the HT reports to the LGB and use meetings to challenge outcomes and monitor key improvement priorities.
- More recently the LGB has altered its committee structure. It has retained its committee focussing on vulnerable children and allocated link governors to English and maths. Additionally, subject leaders have been invited to feedback to governors on how their subjects are taught across the school.
- The majority of training offered by the Trust has been accessed and valued - one of the governors keeps a detailed training log.

- Governors conduct a range of monitoring activities and capture pupil, parent and staff voice through surveys and visits to the school. At a recent parents' evening, governors took feedback on communication including the new style newsletter and the establishment of a school Facebook page - both of these have been well received by parents and carers. Examples of pupil visits include a behaviour meeting about 'happy lunchtimes', a safeguarding meeting about bullying and feeling safe in school and feedback on collective worship. Staff wellbeing forms part of the hub improvement plan.
- The LGB ensures the safeguarding policy is reviewed at least annually and complete the annual safeguarding audit for the trust.
- The Trust Board retains oversight of budget forecasting and spending but the local governing body is involved in setting the initial budget against staffing structure and is informed through the headteacher reports and governor visits about the impact of pupil premium and PE and sport funding. The LGB is keen for current PE funding to be used to upskill teaching staff in the provision of quality, active PE opportunities.

Strengths:

- Leaders have high expectations of all children in the school and these impact positively on interactions,
encouraging all to be the best that they can be.
- Leaders effectively monitor the quality of education, particularly across the core subjects, using a range of lesson visits, work scrutinies and internal assessment data to identify where accelerated progress is required or where support is required to develop the depth of teaching and learning. Pupil progress meetings and case studies inform teachers further of leaders' expectations. Leaders also draw on support from Trust SLEs or IPLEs to develop the quality of education.
- The context of the school has changed considerably in recent times; 32% of children have pupil premium eligibility and 24% of children have identified SEND including significant SEMH needs. All staff have adapted well to the change in the demographics and ensure they have a detailed understanding of each child's needs.
- The SENDCo has a good understanding of individual children's needs - professional development to support those with SEND includes Word Aware and attachment. The SENDCo liaises closely with other hub SENDCos and participates in IPAT SEND forum to ensure knowledge is current. Additionally, the SENDCo uses targeted pupil passports and assessments to track pupil progress. Due to the changes in procedures, pupil and parent voice is stronger than previously in pupil passports.
- Pupil premium is used to support quality teaching as well as Play Therapy, ELSA and Communication Champion support.
- Leaders have introduced a new behaviour policy with restorative justice at its heart. It is modelled by leaders in interactions with children.
- Curriculum development, progress in writing and maths, engagement with parents and wellbeing of staff are the key priorities on the hub improvement plan. The plan has been evaluated to date, demonstrating impact across the range of priorities.
- The leadership of EYFS, English, maths and history is strong and underpinned by an understanding of how children learn. The Executive Principal and EYFS leader have participated in the curriculum coherence seminars with colleagues from across the Trust. This has enabled them to cascade detailed information

about the science of learning to colleagues and be instrumental in planning curriculum knowledge progression.

- All teaching staff have accessed relevant professional learning opportunities through the range of Trust forums and moderation events. Teaching support staff have attended training provided by the maths leader enabling them to support children more effectively in lessons.
- Attendance is just in line with national expectations but there are 15% persistent absentees and the Executive Principal, alongside the Office Manager, works with the Trust EWO to improve the attendance of PAs.
- The Executive Principal holds teaching staff to account through rigorous performance management linked to both the Teacher Standards and suitably challenging performance management objectives. In turn, the Head of School performance manages the teaching support staff using the school's key priorities as a basis for objectives.
- The new leadership team ensures there is a visible leader presence to parents each day. It has also improved engagement and communication systems with the parent / carer body including open mornings to share learning with parents and carers. Additionally, to support staff workload and wellbeing, leaders collect assessment data at three points during the academic year and have meeting free weeks planned into the staff meeting schedule.

Priorities for improvement:

- The wider LGB is keen to be involved further in improvement and strategic development planning - at present this is a hub plan with all priorities pertinent to each school but governors are conscious this may change.
- Leaders are aware that current years 2, 4 and 5 are lower attaining and there are complex SEND needs particularly in key stage 2 - targeted, effective support for high needs children needs to reduce the impact on the learning of others and also enable the children with complex needs to be present in the classroom environment more.
- Ensure subject leaders continue their drive on curriculum coherence and sequencing, moving away from the thematic scheme which focuses more on creative links and does not aid long term memory (learning).

EARLY YEARS' FOUNDATION STAGE

Strengths:

- The EYFS learning environment, both indoors and outdoors is stimulating and varied. All areas of learning are covered through child initiated and adult led provision - the children sustain high levels of concentration being engaged in their learning.
- In depth baseline assessments and on-going assessments in all areas of learning enable effective continuous provision to be planned according to the needs of the children - the EYFS curriculum is well planned to ensure good progress in all areas and enable children to be ready to access the key stage 1 curriculum.

- Due to the nature and logistics of the setting, the transition to key stage 1 is smooth and effective.
- Teaching staff know the children very well; they understand any barriers to learning and put in place interventions and activities to reduce and remove barriers, enabling progress accordingly. Any off task behaviour is addressed immediately and appropriately to re-engage the child.
- Children feel safe and secure; there is much evidence of personal, social and emotional development through photographs, relationships and the use of the class recognition board focussing on 'we are being kind and caring to each other'.
- During the review, there was a clear emphasis on the use of correct vocabulary supported with explanations - this included ambitious vocabulary such as subitise and commutative which children could explain.
- RWI is the synthetic phonics programme used and reading books match the children's phonic knowledge.
- There is a clear emphasis on the characteristics of effective learning with opportunities for play, exploration, active learning and creative thinking.
- Workshops are run to support parent / carer engagement and understanding - maths and science have taken place with others planned. Communication with parents and carers is strong via a range of strategies.
- Leaders monitor and evaluate the setting; they agree that the EYFS curriculum is suitably challenging and gives firm foundations for future learning as the children progress through the school.

Priorities for improvement:

- In order to be exceptional, the increasing percentage of children from disadvantaged backgrounds and those with SEND need to achieve the best possible outcomes.