**School 2 School Peer Review Project**

**Review Day Feedback Record**

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| **School** | **Meadows First School & Nursery** |
| **Date** | 09/11/2017 |
| **Review**  **Team** | **Paul Essenhigh, Executive Headteacher Catshill First School & Nursery**  **Georgia Plant, Head of School, Catshill First School & Nursery**  **Scott Smith, Headteacher, Fairfield First School**  **Catherine Clubley, Headteacher, St Peter’s Catholic First School** |
| **Foci of the Review** | Ofsted readiness Teaching & Learning  Compliance checks Outcomes  Policy into practice Leadership & Management |
| **Strengths Identified** | Compliance checks (website, SCR, safeguarding records, recruitment and appointments, appraisal systems) show rigour and are robust.  Attendance is closely monitored, further strengthened by the recent appointment of an attendance officer, who is tenacious in her approach to attendance and punctuality.  Strong leadership at all levels. The head has ensured that distributed leadership is effective across the school through CPD, coaching and appraisal procedures. Succession planning and CPD to develop staff pedagogy and practice is evident.  Middle leadership is strong, effective and impacts positively on the direction of school improvement. Middle leaders are involved in the monitoring of their subject and next steps.  Subject leadership- strength seen through a triangulation of evidence (assessment, books and subject action plans) and some interviews.  The school is outward looking as is evidenced by CPD offered, moderation, peer to peer school support and review work. The school is a significant contributor to the Bromsgrove Learning Network of teachers.  Personal development, welfare and behaviour- outstanding.  Systems to support individual’s needs are effective (Thrive, behaviour, deployment of staff, MAB).  Children show exceptional manners without being prompted.  School motto and ethos is strongly evident in all areas of the school. Children are able to articulate the ‘Meadows Mouse’ learning values.  Safety embedded across school (e safety posters, in books). There is a high standard of safety evident in Forest School.  School and classroom environments are vibrant, attractive, tidy (clutter free/ well organised): non –negotiables for classroom environments are evident across the school. Displays are very rich, showing breadth of curriculum and skills.  Behaviour for learning is outstanding. All pupils were engaged. Calm and purposeful atmosphere seen throughout the school.  Relationships across the school between pupils, and between staff and pupils are positive and exemplary.  Targeted SEN provision is effective to enhance learning and to support the needs of identified pupils. Differentiation evident by resources and support. Provision for pupils in MAB is exceptional.  Effective questioning throughout the school, by all adults, supports the development of independent learning.  Modelling of language is exceptional. Children use technical vocabulary confidently.  Books- high standard of work and presentation. Children take pride in their work.  Concrete Pictorial and Abstract approach in maths is evident in books, on displays and in lessons. This supports pupils’ understanding.  Wealth of resources – used well by the children in their learning, children confident to choose their own resources.  Transitions smooth- no time wasted.  TAs support- effective across the school to support and extend learning (questioning, promoting independence). Very skilful support seen.  Children are very proud of their school and about their learning.  Where seen, highlighting evidence of LO being achieved by pupils/teachers is effective in supporting learning.  Excellent use of technology to support learning.  New library areas further encourage a love of reading.  Breadth of curriculum was evident on learning walls, on website and in books.  High level of communication between pupils (talk partners), and teachers encouraging children to model language (talking through maths). Explanations and modelling clearly enhanced learning. Pupils use subject specific vocabulary appropriately.  SMSC embedded across school; books on display show snapshot of learning in each year group.  Stamina for writing evident across the curriculum.  Early Years- literacy rich environment. Mark making opportunities everywhere. Environment (indoor and outdoors) very bright and rich with opportunities in all areas of learning. Children well supported. Pupils fully engaged. Calm and purposeful atmosphere.  Excellent modelling of vocabulary in Nursery. |
| **Areas**  **for Development** | More displays to celebrate pupils’ work, especially writing in KS1.  Increase teacher modelled writing on displays, including learning walls.  Make the phonics focus of the week in reception more explicit in the classroom.  Review the marking policy in line with current school philosophy, including developmental feedback.  ***Long discussion ensued regarding SEF judgements. All members of the external review team identified that the school demonstrates significant elements of the outstanding grade descriptors in all categories.*** |

**Signed: S Hewitt C Clubley**

**P Essenhigh G Plant**

**S Smith**

**Date: 09/11/17**