

Bishop Loveday Primary School Peer Review – Friday 2nd February 2018

Key Questions

1.	Is there equality of opportunity for both boys and girls throughout the school both in terms of their learning, progress, social interactions and their aspirations?
2.	How effective is the development of Growth Mindset in the school and what impact has it had to date?
3.	Does the school have high expectations for disadvantaged pupils and are they being supported effectively to make good progress?

Peer Review Team

WMAT reviewers	School
Reviewer 1: Annabel Kay (WMAT CEO)	1.
Reviewer 2: Matt Green and Nicola Stephenson (WMAT HT)	2.
Reviewer 3: Steph Lovett (WMAT SIP)	3.

Summary of activities

- Learning Walks
- Meet key staff
- Book Scrutiny
- Pupil Voice
- Playground observations

Summary of findings:

Question 1.

What is Going Well / Strengths	Even Better If / Areas for Development
<ul style="list-style-type: none">• Data is used effectively by the school to identify any gaps between girls and boys in terms of attainment and progress. Where slight gaps are identified the HT/SLT and Governors investigate the issues thoroughly and implement the appropriate interventions or curriculum development.• The school have developed a curriculum map which includes both literacy units and topics that are 'boy friendly' and have identified varied learning opportunities that support the engagement of boys. Many practical opportunities are identified, good quality resources are used regularly and groups are fluid in many lessons.• The behaviour of boys and girls is of a very high standard throughout the school and the children are very respectful of each other both in the classroom and outside. They value all members of their school community irrespective of gender, race or background. A newcomer in year 6 commented, 'In this school everyone is valued and we are all open and kind to each other.' Children are dismissive of any gender issues and believe that the school treats everyone equally.	

Question 2.

What is Going Well / Strengths	Even Better If / Areas for Development
<ul style="list-style-type: none">• Since the initial Growth Mindset Inset the school have worked hard to ensure that all staff and pupils have developed an understanding of the thinking behind it and share a variety of messages and approaches consistently across the school. The introduction of 'Superheros' has supported the delivery of the message across the school and has ensured that even the youngest children can understand this way of thinking and working. The Co-ordinator has been able to drive the learning forward and is aware of many of the next steps that need to be taken.• The children are able to confidently articulate their understanding of the approach and demonstrate during the day, many of the messages that are being delivered. In most classes children are able to show their determination and resilience when carrying out challenging learning and, the older children particularly, can often reflect on the approach they have taken and the qualities they have developed.• Where the work on Growth Mindset, feedback and marking and the explicit sharing of learning objectives and success criteria are successfully drawn together, the children are well supported to develop their skills and understanding of what it is to be an 'Independent learner.' The children are patient and supportive when working together and will sometimes use the language of growth mindset when encouraging each other.	<ul style="list-style-type: none">• Ensure that the Growth Mindset approach is delivered consistently to children through a series of age appropriate learning opportunities and through whole school times such as assemblies. As the children are supported to develop their thinking and understanding, the GM approach will become more embedded in the children's view of their learning and less focused on behaviour.• Continue to provide support for teaching and non-teaching staff in the use of appropriate GM language. This should also be further developed through the marking and feedback policy in order that children are fully aware that GM is not simply focused on 'trying hard' and 'not giving up' but on displaying a range of skills that contribute to their overall learning. Introducing activities such as 'top tips' in staff meetings to regularly update staff with great ideas will further support this development• Consider further development of the marking and feedback policy by ensuring that opportunities for GM feedback are acted upon and used regularly in children's books. Could this also be trialled with groups of children in terms of self and peer assessment? Could this be added to their checklists in work?

Question 3.

What is Going Well / Strengths	Even Better If / Areas for Development
<ul style="list-style-type: none">• Clear and effective data systems are used rigorously to identify groups and individuals within the school who require additional support. These groups are regularly reviewed and monitored by SLT, the HT and Governors to ensure that appropriate progress is made.• For those children requiring additional support effective structures are in place to enable their progress and ensure appropriate provision. The school provides a variety of interventions which include a KS2 10 week booster programme, tailored interventions and consistently delivered quality first teaching along with effective feedback and marking. Teaching and non-teaching staff also work very closely to provide the necessary challenge and support for all groups.• Staff teams plan pupil progress meetings regularly which are overseen by members of SLT/HT and hold pupil/teacher meetings to ensure that pupil voice is considered. Pupil profiles are produced and accurately illustrate the issues children face along with data and interventions.• Children talk confidently and thoughtfully about how inclusive the school is. They recognise that all teaching and non-teaching staff value them equally, ensure that their learning is developed and challenge them to do even better. Children recognise the additional support they receive and know how it helps them to improve their learning.	<ul style="list-style-type: none">• Ensure that the progression of learning, planned for in literacy lessons, is evident in literacy books. The learning must have a literacy learning objective along with shared success criteria that support all groups in their learning.• Ensure that the good practice of using genre specific success criteria checklists are evident and used consistently in all literacy books. It is essential that the checklists include success criteria that challenge those children working at greater depth.• Ensure that opportunities to develop children’s skills in reasoning are planned for and delivered. Where appropriate children may only need to complete a few questions in the ‘fluency’ section before moving on to more challenging learning.

Action point Summary

1.

2.

Consider ways in which to further develop the Growth Mindset approach in school by incorporating it into the marking and feedback policy and practice and by supporting the development of GM language with all staff in order that they may consistently model it to children.

3.

Consider how to further the development of challenge within children's learning by ensuring that success criteria are appropriate for all groups and that lessons are pitched at the most able with the appropriate and necessary scaffolds and supports in place to enable all to achieve.

Ensure that learning objectives in literacy particularly, are clearly focused on the English skills being developed and that the good practice of success criteria checklists are used consistently across the school in order to support the development of independent learners.