

Meadlands Review March 2018

The review consisted of: Amy Jackson (DHT, Grey Court School), Sheila Oviatt-Ham (SIP, Grey Court School), Jo Rhodes (Director of English and Literacy, Every Child, Every Day Trust), Emma Williams (HT, Balham Nursery School and Children's Centre).

Prior to the review the HT and review team agreed on 6 areas of focus. These were decided upon through the school data, the school's own self-evaluation and through discussion with the HT and DHT.

During the review, the team carried out the following activities:

- Meetings with staff, pupils, parents and governors
- Lesson observations and learning walks
- Observations at lunch time
- Listening to pupils read
- Work scrutiny

Areas of excellence:

During the visit it was clear to see that some aspects of Meadlands School are truly excellent, these areas are listed below:

- The quality of teaching and outcomes in maths are exceptionally good. There is a high level challenge that is seen in lessons as a matter of course, which includes reasoning and problem solving to a high level. The review team are secure this is sustainable over time.
- Pupils love learning. They are confident and enthusiastic young people who thrive on the challenges they are given. They are leaders themselves and are encouraged by the support and guidance that teachers and other staff give them.
- Extremely positive relationships exist between pupils and between staff and pupils.
- All stakeholders value their part in the school (pupils, staff, leaders, parents and governors) and feel the school is well led.
- SMSC (Social Moral Spiritual & Cultural) is a golden thread that weaves through the school. The diverse nature of the school and the city we live in is celebrated and all pupils feel part of the community
- The Early Years CONTINUOUS provision is outstanding
- Quality of Early Years provision indoors and outdoors was outstanding.
- Outstanding was seen within maths and science lessons. This involved a high level of challenge and a skilful use of questioning from staff
- Teaching staff were intelligently supported by additional adults in maths and science lessons.
- The leadership team have a clear understanding of the areas of strength and areas for development of the school. They are strategic in their planning to address these and initiatives

used to date have had notable impact and are improvements are embedded so will be sustained over time.

Overall feedback:

The findings linked to each area of focus are detailed below:

What is the leadership team doing to raise standards in writing?

Key findings:

Strengths:

- Extended writing was evident in English books.
- GPS (Grammar, Punctuation and Spelling) were explicitly taught
- Displays in rooms supported teaching and phonics teaching
- Marking and feedback is used to support writing in the English books
- Students were given experiences in the classroom so they were then able to refer to them in their writing
- Support Staff explained that writing is supported through the teaching of reading and phonics.
- Teachers explain that they are now doing more writing linking to the topics. This is in its infancy.
- There is structured talk (for writing), this was both seen and cited by staff in meetings
- Students did reflect on 'punchy' openings in writing lessons
- Students knew terminology linked to writing
- School is trying to foster quality of writing, not just exam preparation
- Phonics teaching builds from nursery to reception and then year 1
- Phonics teaching is well differentiated
- Early Years had identified headlines in the data and then has targeted engaging boys in reading and writing.
- Evidence of wider writing in science
- Leaders at every level are aware of the need to focus on writing. Middle leaders have put things in place to address the development of writing. They have simplified the criteria for teachers by working on a project with other schools and experts in the area. They have made it clear what is expected of teachers.
- Middle leaders are aware of the what the data shows in terms of groups to focus on and they have trained LSAs to support SEN pupils with their writing in lessons through 'pupil conferencing' and re-modelled the curriculum in years 3 and 4 to inspire boys to enjoy writing
- There is evidence of an upward trend in standards in the EY. The proportion reaching the expected standard in writing has gone from 71% in 2015, 77% in 2016 and 80% in 2017. The percentage exceeding has also gone from 16% in 2015 to 19% in 2016 and 20% in 2017. Expected is above national average.
- The 2015 has translated to 2017 KS1 writing assessment, same cohort as year 1: 80% at expected, 27% exceeding. Therefore there is evidence of further progress.
- Current year 2 and 4 are shown as well above national average for writing.

Areas For Improvements:

- Evidence of further differentiation and challenge, not just by outcome.
- More imaginative use of LSA support.
- Broader use of extended writing, which is marked in terms of writing
- Further challenge should be given to more able pupils in reception with particular emphasis on creative thinking.

What have the leadership team done to achieve such high standards and is this sustainable across the curriculum?

Key findings:

Strengths:

- There are high expectations of staff and students
- Staff are invested in terms of CPD (Continual Professional Development) and enjoy their roles
- All stakeholders speak highly of the HeadTeacher
- Maths is exceptionally good. There is a high level challenge that is seen in lessons as a matter of course, which includes reasoning and problem solving to a high level. The review team are secure this is sustainable over time.
- The pupils love learning
- SMSC is golden thread that runs through the school
- Every member of staff are secure that they are contributing to Personal Development Behaviour and Welfare
- The impact on outcomes is clear to see so children are in lessons and achieving
- Pupils take pride in their work and this is evident in their lessons
- Pupils are confident and are enthusiastic about their school and everything within it
- Pupils are leaders (class ambassadors, Junior Leadership Team)
- Leaders are well challenged Governors who have an understanding of school priorities
- The knowledge and mutual respect of staff and pupils is evident
- Relationships are extremely positive across the school.
- High quality teaching seen in science and computing

Areas For Improvements:

- High level of challenge to be consistently seen in science
- To improve children's independence and problem-solving skills by providing more opportunities for self-access of resources and materials
- To consider increased periods of sustained engagement particularly for reception children

How effective is leadership at every level:

Key findings:

Strengths:

- Staff are invested in terms of CPD and enjoy their roles
- Staff are deliberately taken out of their comfort zone for improvement, this gives greater opportunities for development
- Outside support is given from a variety of sources
- Some middle leaders have a clear grasp of data and what it shows them, but this is not consistent
- Governors and the Senior Leadership Team hold colleagues to account well.
- Governors have a decent grasp of school improvement priorities
- Parents are unanimously positive about the school and leadership team. Feedback is acted upon positively. Parents are extremely pleased about this. The first port of call often solves the problems so they do not need to escalate it to the SLT.

Areas For Improvements:

- All leaders need to have a clear idea of the 'big picture' of the data. This is in terms of trends overtime and across the school. They need to translate this into key areas for improvement and work this through to action plans to be implemented. Where initiatives have begun, leaders would benefit from showing the impact of these at stages through the year.
- Sharpened focus by governors

Is safeguarding effective and how have the leadership team improved the attendance for those with SEN?

Key findings:

Strengths:

- SCR is compliant
- Deputy Safeguarding Lead has clear records of referrals, which are all timely and followed-up
- Evidence of challenge to Local Authority does exist
- School has identified their safeguarding priorities and has actioned effective responses
- Staff group new safeguarding priorities, had all read Keeping Children Safe In Education. Refresher training exists. Staff knew how to respond to Female Genital Mutilation, staff knew who to go to if there was an allegation against the HeadTeacher
- Pupils feel safe at school, they knew how to stay safe online and that bullying incidents are rare but dealt with.
- Safeguarding is effective
- Relationships are positive and pupils know what to do if they have any concerns
- Equalities are celebrated

Areas For Improvements:

- Not all staff and governors knew safeguarding priorities
- School to review attendance data, what this shows, what interventions are in place and the impact of these interventions

What do lessons show us about the Quality of Teaching and Learning and Assessment, including pupils' attitude to learning?

Key findings:

Strengths:

- All teaching seen was at least good, with some examples of some excellent and outstanding
- Pupils engaged, invested in their learning and enthusiastic in their learning
- Intelligent and informed support from Support Staff
- All levels of ability were supported well
- Maths lessons showed excellent differentiation.
- Fantastic challenge in maths and science
- Great questioning in science lessons
- Exercise books were marked according to school policy. There was variance in Next Steps and pupil response.
- Quality of EY provision indoors and outdoors was outstanding.

Areas For Improvements:

- Middle and senior leaders to identify what is so successful about maths lessons and replicate in other subjects
- Space lesson in science was very good, middle and senior leaders to identify what is so good and translate this into other science lesson which was less strong. Student voice here would also be helpful
- To have the prime areas of learning represented in the data as well as a higher representation of the characteristics of effective learning and parent/ child voice
- For Early Years learning journeys: practitioners and ML will need to readdress the organisation of observations