

'1-3-5 Cluster'
Collaborative Enquiry Day Feedback

<p>Date of Enquiry Day:</p> <p>20th July 2017</p>	<p>Enquiry Team:</p> <p>Jacqueline Phelan—Head teacher, Carlton Shayne Davids—Assistant Head teacher, Carlton Marion Hunter—LA CPP Robin Warren—Head teacher, Primrose Hill Liz Ghamar –Assistant Head teacher, Primrose Hill Mireille Alwan –Assistant Head teacher, Primrose Hill</p>
<p>Agreed Focus of Enquiry:</p> <p>Learning and Challenge:</p> <ul style="list-style-type: none"> • What does progress look like during lessons? • Is impact of feedback clear in children's learning? • Are learning opportunities appropriate to all abilities? • What effect does the marking and feedback policy have on children's learning? • Thoughts on the curriculum • SIP areas of development 	
<p>School Staff involved:</p> <p>All staff were involved</p>	
<p>Sources of evidence:</p> <p>The team worked in pairs—one from school together with external team members- with each pair working across two year groups</p> <ul style="list-style-type: none"> • Learning walks • Interview with children with their work • Lunch time activities • Interviews with phase leaders • Interview with literacy lead teachers 	
<p><u>Learning walks</u></p> <ul style="list-style-type: none"> • Most learning environments were of high quality, stimulating children and supporting learning. They own their environment and feel comfortable within it. • Teaching is well organised and planned with links made to previous learning- resources appropriate and readily available to support independence • Self generating activities really challenge and develop learning at all levels while being accessible to all • Children plan their work and work systematically and are always on task • Teachers are very enthusiastic and have high expectations that are understood by children and because of this, and because they enjoy their learning, behaviour is very good • Modelling of teaching is consistent -- embedded and reinforced to address learning • TAs are often very helpful in supporting children and helping them make progress • Children of all abilities make at least good progress 	

Lunch time activities

Reflection

This supports children who are experiencing behaviour challenges and is based on restorative justice. Children are encouraged to reflect on their behaviour and how it might impact on other people. They are able to discuss this and data indicates that the strategy is very helpful. This is run by the Leader of Learning for Social and Emotional Health and a member of the Senior Leadership Team each day. They know all the children and subsequently, children respond to them effectively.

A variety of lunchtime support was in place including library club and Lego therapy.

Interviews with children

The whole team interviewed two children in each year group—they brought their books with them. All were very articulate and enthusiastic about school, identifying why they were happy at Primrose Hill. In many cases it was because they like the teachers because they make learning interesting and fun. They were able to explain the feedback they get from teachers and it was clear that there is a consistent approach throughout the school. They are positive about improving their learning, demonstrating impact of a focus on growth mind-set.

Interviews with middle leaders

Phase Leaders

The role played by the phase leaders has been developed over the year and it is clear that they all understand their role and can talk about what they know about their own phases—they are getting increasingly proficient in analysing the impact their role has on standards and progress.

Literacy Leader

This teacher is a very experienced English lead teacher who is able to analyse provision accurately and to identify where developments should be made. She plans to increase her understanding of literacy in EYFS and KSI

Strengths of the school

- EYFS provides a rich and stimulating curriculum which gives children an outstanding start in education; beginning with the two-year old provision, there is consistency and quality throughout.
- KSI curriculum which develops EYFS child orientated approach is impacting on independence, learning and progress of all children. It is very child centred.
- The teaching across the school has many creative and unique approaches.
- PE and Music lessons were very high quality, inclusive and challenging and led by skilled practitioners.
- Modelling is effective across the school.
- Pastoral support for children is well thought out and very effective -- the school is very inclusive and supports a huge range of need. Rainbow is a particular strength of the school.
- Some very good intervention and support happening for a range of children. *'More able are swept away and less able very well supported'*.
- There
- Relationships are very good throughout the school, acting as a model for children who understand their responsibilities for each other
- Children are very articulate and independent – they clearly feel responsible for their own learning, are able to reflect on their own progress and identify next steps. They work collaboratively
- Primrose Hill is a very effective learning environment

Agreed areas to improve provision:

- Consider the strengths of the EYFS and KSI curriculum in implementing this approach in KS2
- Develop spoken and written feedback in order that it is consistent, simple, accessible and relevant

- Develop whole school child/teacher conferencing to support the feedback process
- Address any inconsistencies in learning environment
- Address any inconsistencies in TA support