

Peer Review Report 2017



School name:	Nutfield Church		DfE No: 936/3376
Partner Schools:	St Peter and St Paul	St John's	
Date of Review:	16 th March 2017	Lead Reviewer:	S Bailey
Headteacher:	I Woods	Associate Reviewers:	R Veale
Chair of Governors:	S Nicholls/S Fowler	Associate Reviewers:	R Burgess

Leadership and Management

Leaders throughout the school understand and are able to articulate the Senior Leadership Team's vision to continue the school's journey from good to outstanding. This includes the new co-chairs of the Governing Body who clearly recognise the impact that the Senior Leadership Team are continuing to have. They described this as being 'exciting – having clear direction and seeing the head working with everyone to improve standards'. They also have insight into the needs of the whole Governing Body and what is necessary to move their strategic oversight from good to outstanding. Through coaching, the Middle Leaders schedule has been fully embedded and they are now beginning to work with increasing independence when analysing and interpreting data. They are aware of attainment, in terms of pupil starting points and tracking against targets to ensure at least good progress is made by all. A culture of 'It's not okay for a child to be below expectations' permeates the school to ensure no child is left behind. Middle leaders are constantly monitoring and evaluating outcomes for pupils. They regularly undertake a range of monitoring activities to check the standard of pupil outcomes across the school. The Inclusion leader is highly knowledgeable and rigorous in monitoring the attainment and progress of disadvantaged pupils and those on the SEN register. She supports colleagues in ensuring that quality first teaching is embedded across the school and secures better outcomes for children through targeted interventions e.g. pre-teaching.

Areas for Development:

For middle leaders to be able to analyse and interpret data completely independently and describe the achievement and progress made by targeted pupil groups.

Governors may like to consider having a discussion directly with middle leaders to develop capacity of leadership and fulfil the governors' roles of monitoring and evaluation. For all governors to be able to articulate the full process of developing the strategic vision for the school.

Teaching, Learning and Assessment

During the visit Maths and RE lessons were observed, English, Maths and RE books were audited and interviews were held with governor, middle and senior leaders and children.

Lessons were well planned and children were very engaged. Children were enthusiastic and could talk about their learning in detail including their targets and next steps. The school council talked about how teachers help them improve. A pupil explained "they do... stairs (next steps) and what you need to improve." In the R.E. lessons observed, children made links between Bible stories and films, they used art to express ideas and opinions and to reflect on deeper learning. The children who are on the Faith Team said that they enjoyed working in this cross curricular way. They said that R.E. helps them to understand the love of God and to think more deeply and to question things. Teachers work very hard to ensure the high standards in RE are at least equal and in a significant proportion above those of English and Maths.

Teaching assistants are deployed effectively to support children's learning the vast majority of the time. The school is working well at creating more opportunities for more able pupils and to challenge all pupils. The books seen mostly showed consistency in marking and it is evident that the children are encouraged to take pride in their learning including how it is presented.

Areas for Development:

Introduce pre and post assessment tasks.

To ensure that teachers consistently highlight the EPSG focus during writing activities.

The children also identified that they would like more time to work on the challenges that they were set in maths.

Personal Development Behaviour and welfare

It is clear that staff have extremely high expectations of children in terms of behaviour and that they all believe in and contribute to the school values. This leads to a highly effective and positive learning environment. One of the Higher Level Teaching Assistants – unprompted - had brought a flowering cherry tree in a pot from home and placed it in the school entrance area to form the basis of an Easter display. Throughout the review the children, without exception, were polite, helpful and a pleasure to be with.

The co-chairs of the Governing body identified and reviewers also noticed that behaviour for learning across the school was impeccable. Children are engaged and highly motivated and low level disruption was extremely rare. In lessons observed children listened attentively, showing respect for others' opinions, they were keen to answer questions and focused well during independent learning. A school council member said "I like learning so I get a good education and a good job."

Another pupil also identified that the staff believe in them and that this helps them to make progress. It is clear that they are proud of their school. The peer mediators said that instances of bullying were rare and were dealt with speedily and effectively when they did occur.

Areas for Development:

Continue to work within the present cycle of in house CPD for teachers through 'self' and 'directed tasks' – focus: consistent systems and their development.

Outcomes (PP)

Outcomes for pupils are strong and strengthening.

Early Years Foundation Stage Last year 80% of all Reception children achieved a Good Level of Development (GLD) which was considerably higher than the national average. 100% of Disadvantaged Pupils achieved GLD and 50% of SEN children achieved GLD.

KS1 phonics results (97% in 2016) are exceptional and substantially above national and county figures.

Reading 2016 Years 1 – 6, at least 90% of children in each class reached age-expected level, with the exception of Year 4, (79%) and Year 6, (76%). However, Y6 achieved above the 2016 national figure in the Reading SATS test.

Writing 2016 Overall, more than 70% of children in Years 1 – 6 reached the expected level in writing. This is especially strong in KS1 and particularly in Year 1 where 100% of the children have reached the expected level. Year 6 achieved above the 2016 National figure.

Maths 2016 Years 1 – 6, at least 86% of children in each class reached age-expected level, with the exception of Year 4, (79%). Year 6 achieved above the 2106 national figure in the Maths SATS test.

Pupil Premium and those with SEN In 2016 there were 26 pupil premium pupils and also 26 pupils on the SEN register. In 2016, the majority of Pupil Premium met or exceeded end of year expectations in reading in all subjects in all classes except Year 6.

Areas for Development:

To increase the percentage of PP and SEN children reaching expected level in KS2 classes in all areas.