

School:	Holt
Date of review:	May 17th 2019
Team members:	Melanie Sturt; Ruth Price Roberts; Jan Roberts; Joanne Davies; Siwan Meirion

Findings:

- All staff have embraced the support offered to them by GwE and the LA since the last review in November 2018. They have worked effectively under the leadership of the headteacher and this has had an overall positive impact on provision.
- In the Foundation Phase classes, appropriate opportunities were evident in most areas of continuous provision for developing learning and key skills. Outdoor learning was noted as a particular strength.
- Strong progress could be seen in extended writing in upper Foundation Phase. A wide range of small steps led to rich, final pieces of work, which were subsequently displayed on the classroom walls.
- There was strong progress evident of pupils having increasing opportunities to take an active part in their own learning. Pupils across the school now make choices about what and how they learn and this has led to even more engaged and enthused learners.
- Marking and feedback is regular, focussed and moves the learning on. It is detailed where appropriate and pupils have regular opportunities to respond to teachers' comments.
- The school's SEN documentation is up-to-date and is largely in place, and each pupil who has ALN has a quality one page profile.
- The school has begun to consider provision that addresses ALN pupils' wider needs including their social and emotional needs.

Recommendations:

- Focus tasks for writing need to reflect what pupils are able to do independently in the areas of continuous provision. Observations of what the pupils can achieve in the areas should be used to inform planning for the focus tasks to ensure both sufficient support and sufficient challenge.
- Ensure that the good practice in marking and feedback is shared with all staff in order to achieve consistency across all classes.
- Continue to develop holistic and quality documentation to support meeting the needs of pupils with ALN and in preparation for the new legislation.
- Provide opportunities for learners to practice articulating their learning and to present or discuss this with their peers and adult visitors to school e.g. governors
- The school to share their good practice on developing learner voice with other schools who are at an earlier stage of implementation.

Next steps:	Person responsible:
<ul style="list-style-type: none"> - To share this report with the governing body and incorporate the key messages into the updated SER and SIP. - Continue to ensure that the recommendations above are addressed and monitored internally, and by the governing body, as part of the school's ongoing monitoring cycle. - Arrange a peer review with a colleague headteacher within the next academic year. 	<p>HT</p> <p>HT with support from GwE and the LA</p> <p>HT with support from a colleagues headteacher and GwE SIA if appropriate</p>