



## School Review Feedback Report



School:	Holt
Date of review:	November 14th 2019
Team members:	Melanie Sturt; Sally Hughes, Helen Pugh, Ashley Ryan

### Findings:

- The pupils interviewed were confident and articulate learners. They demonstrated care for each other and were very proud to discuss their work with members of the team. This also included interviews with a number of pupils with additional learning needs.
- Our visitors commented on how well the school makes good use of every available space and the environment has a positive learning ethos.
- Bilingualism is good throughout the school. Welsh was seen and heard regularly during the visit, being used by staff and by pupils.
- The standard of presentation in pupils' books was good throughout the school, and this reflected the pride pupils took in their work.
- Teacher marking is regular and consistent across all classes, although not all teacher comments were related to the learning intentions set for the task, particularly in Upper Key Stage Two. Many pupils understood what the 'stars' and 'wishes' conveyed and there was good evidence of use of the 'purple polishing pens' which is embedded throughout Key Stage Two. Use of 'tickled pink' and 'green for growth' highlighters is used consistently throughout the Foundation Phase and the learners could talk confidently about improvements made to their work. Marking is detailed where appropriate and pupils have regular opportunities to respond to teachers' comments.
- Differentiation was evident in the majority of books across the school.
- In the Foundation Phase classes, appropriate opportunities were evident in the majority areas of continuous provision for developing learning and key skills.
- Extended writing in upper Foundation Phase is currently in progress given the timings of this review in early November 2019.
- There was strong progress evident of all pupils across the school having increasing opportunities to take an active part in their own learning. Pupils across the school consistently make choices about what and how they learn, and this has led to increased engagement and enthusiasm from the learners.
- There are displays in all classes and in other areas of the school to promote the use of the 5 B's and these are used efficiently by pupils to help further their own learning and the learning of others.
- Shirley Clarke Strategies are currently being trialled in upper Foundation Phase and Lower Key Stage 2, with a view to rolling these out across the school in the Spring Term. The use of 'Learning Partners' is a newly revised strategy, however nearly all pupils have welcomed the introduction of using a random system for the selection of partners and most pupils can discuss the purpose and benefit of having a learning partner.
- The school's SEN documentation is up-to-date and includes detailed Universal Provision mapping documents for each class. Each pupil who has ALN has a quality one page profile.
- The school has made provision to address the wider needs of the ALN pupils' wider needs including their social and emotional needs into more holistic IDP's where appropriate.

Recommendations:

- Focus tasks for writing need to continue 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.
- Continue to provide opportunities for learners to articulate their learning and to present or discuss this with their peers and adult visitors to school.
- Staff to start to consider work in developing Growth Mindset across the school, in line with the Shirley Clarke methodology.
- Learning Partners will be developed in Years 1 - 4 with proposals to develop this across the whole school. Staff to start to introduce weekly Learning Partners compliment slips to promote further opportunities to develop wellbeing.
- The school to continue to share their good practice on developing learner voice with other schools who are at an earlier stage of implementation. (Dee Valley Federation)

Next steps:	Person responsible:
<ul style="list-style-type: none"><li>- To share this report with the Governing Body and incorporate the key messages into the updated SER and SIP.</li><li>- 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.</li><li>- Arrange a further peer review with the Headteacher from the Dee Valley Federation in May 2020.</li></ul>	HT  HT with support from GwE and the LA  HT with support from a colleagues and GwE SIA if appropriate

