



Peer Review – Louth Cluster

School: Lacey Gardens Junior School, Louth

Head Teacher: Linda Spence

Date of Review: 07.03.16

School No: 9255206

Name of Reviewer/s: Heidi Dows & Helen Carter (Tetney Primary) Jennie Morris
(Fenland Federation schools)

Focus: Pupil Premium Audit

THEME: LOOKING OUTWARD

Theme dimensions / Benchmark level	Excellent / Outstanding	Effective / Good	Please write the evidence you are using to support your peer reviews here.
Key Focus for Peer Review			
Engagement with families and community	We are viewed by the community and families as a local asset. We engage well with our families, particular in relation to pupils' progress and well-being. We take joint responsibility for this.		<p><i>Family Learning</i></p> <p><i>Pupil Premium Reviews with parents</i></p> <p><i>SEND Reviews with parents</i></p> <p><i>Parents evenings and reports</i></p> <p><i>HSA Events</i></p> <p><i>School Grounds development – engaging family support</i></p>
		We act quickly on feedback from parents/carers and are exploring the use of social media to improve engagement.	<p><i>Target: Key Area of Development – Communication with parents</i></p> <p><i>Twitter/Facebook</i></p> <p><i>Parents questionnaire</i></p> <p><i>Parent mail</i></p> <p><i>'Open Door' policy to listen to any concerns</i></p>
		Our extended curriculum makes good use of local context and assets. We also have international links and their overall value to pupils' learning is developing effectively.	<p><i>IPC (International Primary Curriculum)</i></p> <p><i>Building up experiences for the pupils.</i></p> <p><i>International links – sponsoring a child in Nepal</i></p> <p><i>Fund raising days/events</i></p> <p><i>Target: Key Area of Development –</i></p>

			<i>Development of school curriculum</i>
Contribution to and benefit from partnerships	Our partnerships have clear protocols, purpose and identified outcomes; partnership working has clearly helped us strengthen our outcomes.		<i>Pupil premium Audit – imposed but advice taken and acted upon with positive outcomes.</i> <i>Peer Review Partnership.</i> <i>HT Cluster Group</i> <i>Leadership support from Eastfield Infants</i>
	We are involved in some strategic partnerships, mainly educational. Our partnerships improve outcomes and support our ambition to strengthen our role in school- or sector-led improvement.		<i>Peer Review Partnership</i> <i>Moderation with other local schools</i> <i>Use of outside agencies to support SEND, attendance and behaviour.</i> <i>HT Support</i>
		Our partnerships are locally and regionally based.	<i>Partnerships build around local cluster and within the County</i>
Role in system leadership for school improvement		Staff are involved in supporting other schools/settings, and this is a developing feature of our work.	<i>Moderation of new assessment expectations – March 2016</i> <i>Peer Review</i>
	Our Governing Body recognises the value of partnership working.	The majority of our Governing Body members are supportive of system leadership and partnerships.	<i>Value of partnership recognised and encouraged by the Governing body</i>

THEME: LOOKING FORWARD

Theme dimensions / Benchmark level	Excellent / Outstanding	Effective / Good	Please write the evidence you are using to support your peer reviews here.
Leadership across and through the school or setting	Our leaders regularly use and instigate evidence-based research to inform their thinking and practice. Leaders lead/undertake relevant school-based research.		<i>Pupil premium Action plan – based on the latest educational research.</i> <i>IPPEEL Writing research project</i> <i>Maths Mastery shared research project.</i>
	Leaders clearly articulate the vision and priorities for improvement – and successfully achieve improvement priorities.		<i>Pupil premium Action plan – clear vision for rapid improvement.</i> <i>Governor involvement – challenging.</i> <i>Next steps articulated but evidence of impact will need time.</i>
	Our leaders are excellent role models and set very high standards across the school/setting.		<i>Ethos bought in all by all staff.</i> <i>Strong leadership – shared vision – moving in the same direction</i>
	We facilitate the development of talent right through the school/setting and create excellent leadership opportunities.		<i>TA Role – PP Champions recognised</i> <i>English/Maths Intervention - talents recognised.</i> <i>Strong staff structure that support each other CPD ‘Lesson study’</i>
Culture and ethos – aspiration, values and ambition	We know and feel our school/setting is an excellent place to work and learn. Pupils consistently engage in learning.		<i>Learning Walk</i> <i>Small group intervention – children can see the value and take increased confidence back in class</i> <i>Family Learning</i>

			<p>'Superstarts'- early morning breakfast club – ensuring a positive start to the day</p> <p>Celebration Assembly</p> <p>Shared learning goals displayed around the school</p>
	<p>We are strongly committed to our moral purpose and values – as very clearly demonstrated in our day-to-day behaviour.</p>		<p>Recognition what children need</p> <p>Pupil Premium Champions – role extremely valuable to PP children, giving them opportunities.</p> <p>Whole school behaviour stars</p> <p>Behaviour around school –engagement in learning</p>
	<p>We have high ambitions and expect all our pupils to achieve their potential.</p>		<p>Y6 High Achievers intervention groups - GAPS</p> <p>Closing the gap for PP pupils but more able and non PP pupils also improving as all benefitting from improved opportunities.</p> <p>Family Learning – parents can support learning at home</p>

THEME: OUR IMPACT

Theme dimensions / Benchmark level	Excellent / Outstanding	Effective / Good	Not yet effective	Please write the evidence you are using to support your peer reviews here.
Pupils' attainment, progress and learning		Many pupils clearly love learning, make good progress and hope to achieve their potential.		<i>Progress data improving picture but not all pupils achieve their expected potential yet. Challenge provided for HA</i>
		Attainment of many pupils is good but not consistent; there are still some gaps in attainment.		<i>Still keep plugging the gaps Clear tracking in place for all Pupil progress meetings Reporting to Governing body</i>
		Many pupils have an enjoyment of reading. Most read widely and often.	Pupils' literacy skills are insufficiently developed to allow access to a range of literature; and to the next stage of their learning.	<i>Reading Focus – school target – phonics intervention New reading scheme Target: Needs further development</i>
		Most assessment and feedback to pupils is effective and supports their learning.		<i>Target: Ensure assessment policy is right for your school</i>
Pupils' transition, commitment to and engagement with the school or setting	Majority of pupils are settled and committed to their school/setting community and are very proud of it.			<i>Small minority not engaged but majority totally engaged in their learning, committed to try their best and proud of their school and their own achievements</i>
	Many pupils enjoy taking part in			<i>School Council – school grounds</i>

	<p>activities, the majority of which are organised by their teachers/practitioners.</p>			<p><i>development and fundraising</i> <i>Involvement in sports partnership</i> <i>Termly extra-curricular clubs programme</i> <i>School Choir</i></p>
	<p>Many pupils are actively involved in leadership roles, leading their own learning through genuine dialogue and assessment feedback. They are regularly involved in decisions which relate to their learning and well-being.</p>			<p><i>Older pupils good role models</i> <i>Play Leaders</i> <i>School council – actively involved in improving the school grounds for play and outdoor learning.</i></p>

Areas of strength identified during the review:

- Ethos – Positive atmosphere felt around the school
- Pupils are engaged and confident in their learning
- Spaces for learning – fully utilised
- Leadership – positive desire to ensure that all pupils achieve their full potential

Areas for Development identified during the review:

- Longer term impact for PP pupils data – have to wait for all actions to have desired impact. Action plans needs to be continued with the same energy and drive
- Future Leadership plans
- Communication with parents
- Reading at home and school
- School assessment policy – fit for purpose and suits the needs of LGJS pupils and staff.
- Development of school Curriculum – LGJS Topic structure – local, National & International links fully incorporated.

Action required	Timings and deadlines <i>(be specific where possible)</i>	Who will deliver this action?	Comments
Communication with parents	Summer Term 2016	SLT	Parent Questionnaire Explore other social media for communication purposes and to share school news regularly
Reading – Whole school reading focus	September 2016 onwards	English team	Whole school focus on promoting reading in all year groups. Involvement of parents. Re-design library area. Develop an outside reading area.
School Assessment Policy Develop use of diagnostics assessments	Summer Term 2016	Assessment lead	Ensure that LGJS Assessment policy is fit for purpose and meets our needs. Develop use of diagnostic assessments to inform planning and teaching.
Future Leadership Plans and staffing structure	Summer Term 2016	Governing body	

