

PEER REVIEW-FINAL REPORT			
SCHOOL	SMAB	DATE	28.04.22
LEAD REVIEWER		Sarah Shaughnessy	
REVIEW TEAM		Megan Binco, Zaahirah Ali	
<b>What we looked at – list key enquiry questions:</b> <ul style="list-style-type: none"><li>To What extent does Reading develop a culture of <b>Reading for pleasure</b>?</li><li>How <b>effective</b> is the teaching of Reading and Phonics?</li><li>How are the <b>bottom 20%</b> of children supported to achieve the very best in Reading?</li></ul>			
<b>Evidence base: what evidence did we collect? Tour of school/Learning Walks</b> <ul style="list-style-type: none"><li>Evidence from (Midas) Guided reading lessons</li><li>Spoke with teachers from Y3, Y4, Y5 and Y6 re the planning and delivery of guided reading</li><li>Lead met with Reading lead and AHT with a responsibility for teaching and learning.</li><li>Learning walk of English lessons across the school</li><li>BIG READ-Learning walk- start of History and Geography lessons (HEP Y4 and Y6 own lessons)</li><li>Bottom 20% readers read</li></ul>			
<b>What were our key findings?</b>			
<b><u>Whole class Reading</u></b> <ul style="list-style-type: none"><li>MIDAS used from Y3-Y6</li><li>Some consistency within year groups</li><li>Some consistency with vocabulary development in lessons</li><li>Teachers are confident in how they talk about MIDAS and whole training (CPD-impact)</li><li>Staff had some awareness of prior and future learning</li></ul>			
<b><u>Phonics</u></b> <ul style="list-style-type: none"><li>No explicit teaching of Phonics was observed</li><li>Specific intervention for Phonics is commencing soon (RWI). RWI training took place on 19.04.22 and this provision is beginning to be implemented throughout the school.</li></ul>			
<b><u>Readers</u></b> <ul style="list-style-type: none"><li>Books were pitched at the right level for the lowest 20% of readers</li><li>Pupils could talk about provision in place to further develop reading (lowest20%)</li><li>Reading records are used effectively</li><li>Fluency would be the next step for the lowest 20%</li><li><u>History and geography</u> provision in Y4 could be used as an exemplar model.</li></ul>			

**Summary of Strengths:**

- There is a CPD programme in place for the teaching of reading.
- Senior leaders are committed to ensuring that the development of the reading provision is the best that it can be.
- Books for the lowest 20% offered the right amount of challenge and consolidation opportunities.
- The school has adopted many initiatives to develop reading for pleasure.
- Pupils talk confidently about reading and what is in place to support and develop them.
- RWI training has taken place and provision is planned to be rolled out this term.

**Summary of Recommendations:**

- Provision within whole class reading sessions needs to consider access for all pupils e.g. Lowest 20%, EAL, SEND and resources provided or text differentiated to support access to larger bits of text.
- Progression map for each year group re. Guided reading knowledge and skills to be written and used throughout the school. This will support the development of fluency in reading.

**Support Required**

- Support with Reading and Phonics policy – Meridian Angel to support
- RWI link with DeBohun
- Resources link with Garfield.

**Provisional date for 90 day check in.**

Beginning of July for return visit