

Mersea Island School - June 2024

This is to be completed at feedback by the **lead reviewer**,

The lead reviewer is responsible for sending to the reviewed school and to the management group via the Consortium Office, within 5 working days.

To what extent are the needs of pupils being met? (Ordinarily Available)

Evidence explored: Lesson dips, planning, teacher voice, pupil voice, pupil work books, climate walk.

Impact / results of previous Peer to Peer Action Plan

- We discussed the outcomes of the most recent Ofsted inspection, and how the judgements made fit with the school self evaluation.

Summary of current Peer to Peer review

Areas of strength identified during the review:

- The school has a very strong culture that unifies it. Children begin the day with a quiet calm and get on. In most cases they are very clear about what is expected of them and get on with minimal fuss.
- The school values of 'Community, Aspiration, Respect, Enjoyment' permeate the school, with positive and respectful relationships being the norm.
- Leadership is visionary and determined. Change and improvement are underpinned by aspiration, and intent to establish highly effective and consistent practice.
- The environment is resourced and uncluttered. Space is provided for important provision, such as the library, and the school has a sense of order and clarity.
- Working walls are clear and relevant. Vocabulary is clear and manipulatives at hand.
- Clear examples of fully engaging learning, such as a class blindfold walk, or shopping in the local supermarket. The curriculum is bespoke and the local cultural capital at the centre of learning.
- The community are engaged in the school and assist with the provision of significant resources, such as funding kayaking lessons for Key Stage 2 children to raise their water safety skills.
- The voice of the students is valued, and pupils given opportunities to speak frankly and be heard.
- Resources ensure all pupils have direct contact with what they need, for example, all have a quality text each, access to a computer in the suite, or a musical instrument, without the need to share or risk losing pace to their own thinking.
- From an early age, children make effective decisions to select materials in the classroom to help with their learning, and these learners often have different scaffolded resources available to them.

Areas for development identified during the review:

- To what extent is marking in the moment fully embedded to ensure all learners receive intervention in each lesson?
- To what extent is technical subject specific language consistently used in the classroom and not just taught?
- To what extent are we consistent in providing hands-on and exploratory learning?

Lead reviewer: Mr C Messer
Mrs D Gaffney
Mrs D Parker