



Chilton Primary School
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To all the staff, children and governors of Rose Hill Primary School,

Thank you very much for inviting us to be involved in the Peer Review of your lovely school.

We were able to look around the whole school and, between us, we visited most classes. The senior team took time to give us some context about your school and talk about the particular challenges that the school has been facing, and this helped us appreciate the huge journey that you have all been on.

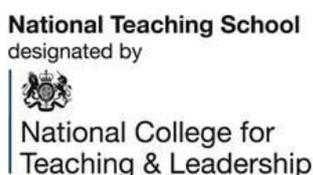
You had asked us to focus on differentiation, and we were able to consider this in many different ways. All three reviewers talked to children about their learning while they were working in their classrooms. We each carried out one-to-one interviews with some Pupil Premium and/or More Able children that the school had selected for us. We also carried out a work scrutiny by looking at a large selection of Literacy and Maths books representing a range of children from each year group. At the end of our visit we were entertained by a group of Year 1 children who had been to the cinema to see 'Sing!' and were delighted to be able to tell us about their adventure.

Although your school *building* has some obvious problems, we all commented on the vibrant learning environment, the friendly and warm atmosphere and the openness of both the staff and the children to engage with us. We noticed *many* different things that really impressed us about your school.

These are things that impressed about when we focussed on differentiation:

- Similar tasks, but different texts in guided reading
- Scaffolding by task simplification through use writing frame, vocabulary etc
- Scaffolding with concrete 'manipulative' resources in maths
- Concrete differentiation e.g. teacher choice of number of digits for calculation
- Pre-learning
- Adult one-to-one or small group support
- Use of modelled examples on mini-easels with worked examples
- Differentiated questioning - one HLTA was working with a group and using 'exquisite' questioning
- Scribing
- Skilful adult-led discussion
- Expectations and outcomes

The most significant aspect of differentiation was evident in many examples of the individual and personal relationships between the children and adults across the school, leading to differentiation by tone of voice, language, gesture etc.





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There were many other things that impressed us about your school, and here is a brief summary:

- A positive ethos and school culture, leading to independent and purposeful learning opportunities
- Established routines
- High expectations of all, with age-appropriate curriculum coverage in all classes
- Use of core texts to support the thematic and broad curriculum
- Many opportunities for purposeful and engaging writing
- A clear commitment to having children's work on display, in particular writing, art and maths,
- Positive, warm relationships
- Adult support for the wide range of complex social, emotional and mental health issues
- A consistent, positive and optimistic approach to supporting children with behavioural difficulties
- Zones of engagement - an approach which is understood and appreciated by the children

During our visit we identified the following questions which might be helpful to consider:

- How could you further develop opportunities for children to choose their own level of work?
- Could the 'mini plenaries' be differentiated?
- Could there be an acknowledgement of *effort* in marking and feedback?
- How could the outside area for Reception be zoned?
- Can teachers build in opportunities for peer assessment, particularly in writing?

We all very much appreciated the professional and pedagogical exchange of ideas, and felt that our peer review of Rose Hill will have influenced our own practice in a very positive way. If you ever want to visit Chilton or Booker Hill you would always be welcome!

We wish you lots of success into the future.

Best wishes

Sandra North
Lead Reviewer

