

# External School Review - Modbury West School

Across our education system, we seek growth for every student, in every class, and in every school. The external school review value-adds and supports schools to raise student achievement and sustain high performance by providing an expert external perspective on school performance by verifying or challenging:

- a school's improvement planning and processes and its impact on student learning
- the impact of previous external school directions
- the rigour of a school's improvement practices
- the school's capacity to achieve or sustain learning improvement over time.

The external school review lines of inquiry focus on:

- quality school improvement planning
- expert teaching
- quality leadership
- conditions for optimal learning.

The overarching question in every external school review is: How well does the school improve achievement, growth, challenge, engagement, and equity?

## Reported impact of directions from the previous External School Review in October 2019.

Modbury West School has engaged in addressing the directions from the previous external review however, ongoing and frequent changes to leadership and staffing have had hindered progress in embedding some school improvement practices. From the previous direction in developing clear structures and processes, the school has strengthened professional learning communities by providing significant resourcing into releasing teachers and to work collaboratively. As part of this structure, teachers are learning to use a learning sprint model, where good teaching practice is trialed in the classroom, reviewed and then shared with other colleagues. The Literacy Guarantee Unit have supported the school in addressing the direction around building teachers' capability in literacy and providing greater differentiation of learning, by establishing and implementing the Read, Write, Inc. synthetic phonics programme in reception to year two. This has helped to ensure consistency of practice across the junior primary. The staff has been working closely with the Local Education Team which has provided strategic support to year three to year six teachers, in building their knowledge, pedagogy and skills in the teaching of reading. The Local Education Team will undertake further professional learning with staff to build their capability in learning how to use data to inform next steps in teaching. Under the guidance of the new Principal and leadership team, the school is addressing the direction of improving the culture of improvement and greater student influence, by exploring greater opportunities for students to influence their own learning through creating authentic experiences in the classroom. The staff and leadership team are also collaboratively exploring high impact teaching strategies and how these support improved learning outcomes in the classroom.

## Outcomes from the External School Review held in March 2023.

The principal will work with the education director to implement the following directions:

- Direction 1**      **Build and strengthen staff capability in the use of evidence based pedagogical practices in Maths and English, through planned and targeted professional development supporting high quality, differentiated teaching.**
- Direction 2**      **Strengthen and embed documented structures and processes, that facilitate and foster regular professional dialogue and deprivatisation of practice, to build shared understandings and commitment to school improvement actions.**
- Direction 3**      **Build and foster a dynamic school culture of high achievement and challenge with staff including creating genuine and authentic opportunities for students to be lead partners in their own learning.**

These directions are published on the school improvement plan and will support the school's ongoing improvement work. **Based on the school's current performance, Modbury West School will be externally reviewed again in 2024.**



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