### Visit Feedback Report

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| **School name** | St Peter’s CE Primary | **Visit date** | 27.2.20 |
| **Headteacher** | Paul Robinson | **NOR** | 247 |
| **Telephone number** | 01744 678 630 | **Assessor** | Janice Raczkowska |
| **Quality Mark Contact email at school/setting** | [stpeter@sthelens.org.uk](mailto:stpeter@sthelens.org.uk) | **Quality Mark Contact Name at school/setting** | Paul Robinson  Michelle Colley DHT/QM lead |

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| **A brief context of the School:**  St Peter’s CE primary was judged as outstanding overall at the last inspection in 2013. Since the last renewal a new headteacher has joined the school in September 2018 and an assistant headteacher in September 2019. |

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| **Visit Type** | **Renewal Visit (RV)** |

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| The Assessor spoke to the following people: | | | |
| Headteacher and/or Senior Leaders  YES | English Subject Leader  YES | Mathematics Subject Leader  YES | Assessment/Outcomes Manager  YES |
| SENCo  YES | Pupil representatives  YES | Governors/Trustees  YES | Parent representative(s)  YES |

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| **Does the school meet the requirements of the Quality Mark?**  **YES** | **‘Learning Walk’ completed?**  **YES** |

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| **The previous development points have been implemented.**  **YES** | **List any noteworthy evidence.**   * Working walls for English and mathematics securely evidence learning and provide good support to pupils in each lesson; they highlight the expectations in terms of standards, vocabulary, key learning points and challenges to explore associated with each subject. * The review of staff meetings to become planned professional discussions, sharing expertise and action planning about teaching and learning is raising standards in English and mathematics. |

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| **List of development points from the previous visit report and the resulting actions taken, if appropriate:**   * Continue to gather a range of succinct evidence of the school’s ongoing developments, actions and impact on pupils’ learning in English and maths.   + Since the appointment of the new headteacher the range of evidence about school improvement, the quality of teaching and learning and pupil outcomes has increased significantly as a result of more rigorous and strategic monitoring by leaders, governors and all staff. |

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| **Suggested areas for development, in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.**  **1.** Continue to ensure the marking and feedback policy is consistently applied to prevent number reversals and to ensure pupils follow up corrections and suggested improvements. (Element 1)  **2.** Update class curriculum overviews on the school website to enhance the wealth of information already shared with parents and families. (Element 9)  **3.** Continue to develop the school library as a resource centre and place to explore texts and reading. (Element 8) |

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| **Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark:** |
| **Quality Mark Elements** |
| 1. **A whole school strategy and planning to improve performance in English and mathematics**   The appointment of a new headteacher has been the catalyst for great change, building on previous good practice. School improvement planning for English and mathematics has become more focused and strategic as a result of more robust data gathering and scrutiny by subject and senior leaders. Discussion with staff confirms they are very aware of the needs and expectations for every group of pupil whatever the pupil’s gender, ability, specific need or barrier to learning; there is a good sense of more shared accountability for standards and pupils’ progress. The School Improvement plan has been renamed the School Impact plan with clear priorities; all aspects of the intent, implementation and impact of teaching and learning across the curriculum are now highlighted in school documentation. This year the priority is to develop subject leadership in light of the new Ofsted expectation for schools to secure active and knowledgeable curriculum leaders. Sharing information about standards has been enhanced; the English and mathematics lead report to the senior leadership team and to governors each term. Improved performance management has clearer and more focused targets to raise standards and increase pupil progress based on improved data collection. The governing body are well informed and regularly updated about policy and practice in English and mathematics and link with subject leaders and classes to hold leaders to account. |
| 1. **Analysis of the assessment of pupil performance in English and mathematics**   There is an increasingly positive trend in outcomes since 2017. In 2019, 89% of KS2 pupils gained the expected standard in reading, 86% in writing and 80% in mathematics and 71% for combined reading, writing and mathematics. For the grammar, punctuation and spelling test 91% of pupils achieved the expected standard. At KS1, 80% of pupils gained the expected level in reading and in writing and 83% in mathematics; In Y1 74% of pupils reached the expected level in the phonics screening test. Progress in reading, writing and mathematics was average compared nationally and the average scores of 107 for reading and 105 for mathematics increased from last year. A new Outcomes lead has been appointed to organise, collect and review assessment information together with senior leaders more frequently three times a year. Rising stars assessment materials have been purchased since the last renewal and support teacher assessments. |
| 1. **Target setting for improvement of performance in English and mathematics**   Revised data gathering is positively impacting on raising standards over time as staff are held more accountable of the impact of their teaching on different pupil groups. Target setting is more robust through a revised assessment cycle where pupils are assessed four times a year; any barriers to learning are promptly identified and support put in place. There has also been an increased emphasis on pupils recognising their own learning and next steps through a revised marking and feedback policy. DIRT or Dedicated Improvement and Reflection Time gives pupils the opportunity to reflect on their learning and progress and to make improvements through reviewing and editing. Pupil progress reviews now include senior leaders, the teacher, English, Mathematics and Outcomes lead to ensure that target setting is robust and effectively shared and monitored. Pupils on the SEN register and with specific barriers to learning are discussed at a separate progress review meetings in order to track their progress more fully. |
| 1. **English and mathematics planning and intervention for all groups of pupils**   Enhanced scrutiny of pupils’ learning and pace of progress has increased the review of intervention and support; all staff are accountable for standards and pupils’ progress and are expected to promote consistent policy and practice in reading, writing and mathematics. There has always been a range of intervention to support pupils in the past and this is now more robustly audited by subject leaders and the SENDCo and pupils’ progress is frequently tracked to ensure that support programmes have the best impact and meet pupils’ needs. Provision mapping outlines each pupil’s needs and precision teaching details pupils’ intervention support. The separate discussion about the progress of pupils with specific additional needs has resulted to more robust discussions about other vulnerable pupils and under-performing pupils at the termly pupil progress meetings. Beat Dyslexia materials target gaps in phonics, On Track Maths and No Nonsense resources targets pupil’s mathematics knowledge gaps and aid spelling. Talk boost supports barriers in speech and language. |
| 1. **Review of the progress made by all groups of pupils in English and mathematics**   The review of pupils’ progress in reading, writing and mathematics is regular each term and thorough with subject leads taking an increasing role since the last renewal. The active and experienced SENDCo English and mathematics leads ensure that any pupil not making the expected progress is well supported. Meetings to discuss pupil progress are now more strategic and effective as leaders have increased their knowledge and understanding of teaching and learning outcomes in their subject. |
| 1. **A commitment to improving the skills of all staff in the application of English and mathematics in the school**   The school has significantly invested in staff development following the appointment of the headteacher and several changes in staff; staff value the support they are given to be able to carry out their different roles. The revised staff meeting timetable is well planned with presentations and in-house training by subject leads and includes feedback from any courses. The mathematics lead attends the North West Three Maths hub. The English lead is a moderator for the Local Authority and brings her experience to support staff. The SENDCo offered support with SEN policy and practice to another school last year. Teaching assistants were trained by the English lead to use Talk Boost resources in a series of drop in sessions. The mathematics lead delivered training about activities for greater depth learning. The school has a working partnership with Hope Academy to develop curriculum leadership. |
| 1. **The use of a range of teaching approaches and learning styles to improve English and mathematics**   There has been a lot of reflection about English and mathematics policy and practice since the last renewal and leaders are working hard to ensure there is consistency in delivery across the school. There are several book and interactive displays and motivational messages around the school promoting that reading, writing and mathematics are very important skills to acquire and are achievable with hard work, resilience and effort; growth mindset is strongly promoted.  In mathematics, all topics are delivered through three approaches; concrete, pictorial and abstract using White Rose planning units. Pre-assessment and post assessment tasks help staff to regularly track pupils’ understanding. This structured mastery approach reinforces mathematical language, reasoning skills, recall and fluency and is helping more pupils to become confident mathematicians. At the start of each day, a short session called 4–a–day has been introduced to give pupils more practice in arithmetic. In English, working walls are prompting pupils with checklists to ensure they produce quality writing. Group reading has recently been introduced as a development from guided reading sessions; pupils listen to others read and explore a text together ensuring that able readers are still heard reading regularly and do not lapse in their skills.  Pupils are offered several challenges to “Dive Deeper” as they learn and a sample of workbooks seen for the assessment renewal show some lengthy pieces of interesting work completed and good progress made over time. The presentation of work is generally of very good quality; work completed in mathematics is organised to aid calculations, writing pieces generally show a neat handwriting style and evidence of editing and improving ideas as a writer. Selected pieces of writing are selected during each year to compile a historical record of a pupil’s progress as they move through the school. Topic or I Books show many good examples of independent writing in all curriculum subjects. |
| 1. **The use of appropriate teaching and learning resources to improve English and mathematics**   Since the last renewal there has been detailed review of the learning environment to ensure that it is effective in supporting and celebrating learning. Classrooms have non negotionable working walls to reinforce English and mathematics learning and well organised areas for challenges and resources which pupils can easily access. Motivational posters, teaching aids and a basic skills checklist for reading, writing and mathematics for each year group are prominently on display. Vibrant displays and several photographs confirm how pupils use their English and mathematics skills across the wider curriculum. The well stocked library area is being re-organised to create an interactive resource base similar to a public library. Recent online resource purchases which are supporting English and mathematics are Times Tables Rockstars and Reading Plus. Additional Oxford Reading Tree books have been purchased to provide a better link to pupils’ phonic development. Every space is used for teaching and learning and is reviewed to encourage effective learning. |
| 1. **The involvement of parents and/ or carers in developing their child’s English and mathematics**   Parents are very supportive of the school and appreciate the additional information they now receive about their child’s learning and progress. Families receive a report about their child four times a year. A sample of reports seen shows they are very comprehensive and always include targets for parents to support at home. A half termly newsletter and the website inform parents about year group expectations in reading, writing and mathematics. Communication is excellent between home and school and a parent of children with additional needs confirms the immense support given to her children by the staff. A range of meetings and workshops are arranged throughout the year to update parents about new approaches, phonics and SATs. A “Marvellous Me” app has been introduced to send positive updates to families by phone when a good piece of work has been done by their child or when they have contributed well in the lesson; parents appreciate theses messages and are informed about their child’s learning and effort at school. |
| 1. **An effective procedure for monitoring, planning and assessing performance in English and mathematics**   Monitoring and evaluating teaching and learning has been enhanced since the last renewal through the increased accountability of subject leaders, more frequent and systematic data scrutiny and the determination by senior leaders to ensure consistency in English and mathematics in order to further raise standards. A new Outcomes lead provides evaluations of standards and progress three times a year for staff and the governors to scrutinise. A monitoring calendar ensures that all monitoring is strategic and completed to inform action plans for school improvement. The result is a rising trend of positive outcomes for all pupil groups. The governing body are well informed and fully involved in school improvement and regular and accurate information is helping them to effectively carry out their monitoring role in holding leaders to account. |

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| ***Secondary Quality Mark - Element 11***   1. **Provision to enable students to gain appropriate national accreditation in English and Mathematics**   **N/A** |

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| **A brief summary of the strengths/ developments since the last visit:-**  **Strengths**   * Working walls for English and mathematics securely evidence learning and provide good support to pupils in each lesson; they highlight the expectations in terms of standards, vocabulary, key learning points and challenges to explore associated with each subject. * The review of staff meetings to become planned professional discussions, sharing expertise and action planning about teaching and learning is raising standards in English and mathematics.   **Developments**   * Continue to ensure the marking and feedback policy is consistently applied to prevent number reversals and to ensure pupils follow up corrections and suggested improvements. * Update class curriculum overviews on the school website to enhance the wealth of information already shared with parents and families. * Continue to develop the school library as a resource centre and place to explore texts and reading. |

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| **Additional Comments or action (if applicable**  The school continues to follow the principles of the award and strongly promotes basic skills in English and mathematics as important to all learning across the wider curriculum. |