

Assessment report: stage 2

School name and postcode

Trinity St Peter's C of E Primary School, Formby, Liverpool L37 7EJ

Headteacher

Deborah Pringle

School more able coordinator

Jonathan McCabe

NACE lead assessor

Jules Offord

NACE support assessor

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School context

Trinity St Peter's Primary is a one form entry Primary School situated in a coastal town 13 miles north of Liverpool. The school is in a quiet location with playing fields, a nursery and wrap around provision. The school has a below average proportion of children in receipt of the Pupil Premium. The school was judged as 'good' by Ofsted at a short inspection in 2017.

The Headteacher and SLT have been in place for several years. Under this leadership the school has developed a cognitive approach to learning. Over time the school has embraced a range of complementary strategies that support this cognitive approach to learning. They have adapted and embedded these into a teaching model that encourages children to become independent thinkers able to articulate their own learning. The school has a clear vision about learning that is supported by staff, children and families.

Summary of strengths
Provision and outcomes

- The school celebrates the successes and achievements of all of its children in a wide range of ways. Messages around school encourage all children to aim high.
- The school has strong leadership and a vision which is supported by both teachers and parents. The school has high expectations for all children, and they are enthusiastic about the opportunities provided for them. As one child said, 'If we feel passionate about something, we get the chance to share it with others.....I taught a lesson to my class about equalities.'
- The school has a clear understanding of its strengths, its aims and aspirations for all its children and how the strategies they use will enable them to 'shine' as they grow. The long term commitment to an thinking based curriculum involves growth mindset and personal reflection alongside strategies which instil and encourage both independent and collaborative learning. The children appear genuinely excited about the opportunities they have, as one child put it, 'I love the choices and I like to be challenged.....it makes you learn more.'

- This is very much a whole school approach with children, teachers and the Governing Body fully engaged in the on-going commitment to improving opportunities and provision. Children take on a range of responsibilities through leadership roles and 'think tanks' and parents commented on how involved they feel in the school.
- The school considers its MAT register to be fluid within the broader whole school ethos of high achievement for all. The school is beginning to consider attributes and dispositions beyond curriculum learning for their register and intend to begin including categories such as leadership and empathy once previously regular school activities are able to recommence.
- Attainment data for 2018-19 indicates that progress is broadly above average for all pupils including the more able. Over time, pupils reaching expected and higher standards at the end of KS2 shows sustained improvement. When viewed together with teacher assessments from 2019-20, outcomes for all pupils, including the more able continue to be good or better. Data indicates consistent progress, and the school are confident this has been sustained despite the challenges of 2020-21.
- The school has developed sound data and tracking systems enabling staff to track and monitor the progress of all children and to clearly identify individuals at risk of underachievement. Staff meet regularly to discuss pupil progress and identify next steps and agree aspirational targets.
- Teachers feel fully involved in the development of MAT provision and are supported through regular training and professional development opportunities. They describe school improvement as a 'team effort'. They observe each other regularly and feel comfortable in learning from each other.
- Children and teachers work together to develop and refine practice and provision. The curriculum has been designed to skilfully balance learning strategies with knowledge. The children I met were articulate, well-motivated and confident in sharing their thoughts, ideas and opinions.
- The school consults regularly with children and parents about a range of aspects of school life and the views of MAT learners help to inform and shape curriculum and lesson planning.
- The school offers a rich, balanced curriculum and children have many exciting learning experiences. The school actively seeks out external experts to enrich the children's experiences. In Year 1 as part of their science topic on materials an explorer recently talked to children about her experiences of visiting a cold climate.
- Children have opportunities to take part in a wide range of activities and, in previous times, visits to broaden their knowledge and understanding of subjects and develop their interests. The teachers try to tailor learning to the children's interests and provide opportunities for children to input into where learning goes next.
- During the past year the school has worked to support children through blended learning experiences and children are encouraged to use digital technology as a research tool to

extend and deepen their learning.

- Parents were extremely positive about their children's school experiences. They commented that the children felt very motivated to learn and that the school supported them to achieve highly. One parent commented, 'It's a very positive place where the teachers are passionate about giving the children a rich learning experience.'

Where teaching and learning for challenge is good or better

- Children are enthusiastic, even excited in their learning. They understand and value the ways they are taught, embrace the opportunities to tackle challenging activities and use the learning strategies to regulate their own learning.
- The teachers are adept at modelling effective learning behaviours and illustrate how and why specific strategies can benefit children in their learning. The use of 'thinking hats' to highlight different learning behaviours was evidence in all lessons and older children showed that they could apply these when working independently. Teachers regularly remind children about different ways of thinking and encourage the use of support materials such as thinking mats and tree maps which children were familiar with and competent in using.
- Children were offered a high degree of choice and independence in tackling learning opportunities. There were mature discussions and children were confident in articulating both subject knowledge and clear understandings of how they were learning. In one example, the teacher encouraged the children to consider how they might choose an effective way of tackling maths problems using their prior knowledge to inform their decisions.
- The leadership team and teachers value the importance of challenging learning and understand the importance of embedding this into all of the children's school experiences. Children across the age range commented on how they enjoyed the challenges provided and recognised how this benefitted them. As one child commented, 'I want to get challenged.....that way you learn more.'
- The pace of lessons was good, risk taking was encouraged and children were heavily engaged in their learning. Children embraced these challenges and one commented, 'You learn more when you work actively.'

Summary of areas for development

Provision and outcomes

Self-evaluation, evidence scrutiny, interviews

- Re-establish the high levels of performance for MAT learners when children can again benefit from a full school year.
- Further refine the identification of the MAT to include a wider range of attributes identified through the range of leadership / think tank opportunities that the children benefit from.
- Build on the relationships developed with parents of MAT learners during the period of online learning to refine parent's understanding of the ways of supporting their child's learning experiences.

<p>Use this opportunity to enhance the guidance given around MAT provision.</p> <ul style="list-style-type: none"> • Explore ways to develop collaborative enrichment opportunities with neighbouring schools to further broaden the learning experience. Monitor the impact of this on MAT children's learning. • Look at ways of further refining the transition to secondary school process for MAT pupils. Consider how shared understandings of the children's Primary learning experience might be used to support their post 11 schooling. • Review and update the MAT policy in the light of the past 18 months to include aspects of learning, including online learning, that have benefitted the MAT cohort. • Continue to build on the 'experts' bank to support and validate a wide range of MAT children's passions and interests.
<p>Teaching and learning for challenge <i>Lesson observations, work scrutiny, case study</i></p> <ul style="list-style-type: none"> • Consider exploring the use of a higher order questioning model such as SOLO or Bloom's Taxonomy to support the deepening of the children's learning experiences. • Evaluate the impact the 'big question' approach has for MAT and consider if there are ways in which it could be further refined. • Evaluate and understand how the refined assessment processes outlined in the case study have enabled teachers to plan more effectively for individual MAT children.

Key issues

<p>Key action points: <i>to be included on the school's Key issues matrix</i></p> <ul style="list-style-type: none"> • Explore ways of capturing the key strategies that most effectively support MAT learners to achieve at high levels of performance. • Broaden the MAT register to include dispositions such as leadership and organisation. • Continue to further develop strategies for working with parents to support the learning of MAT children beyond the classroom. • Evaluate the impact of strategies developed for working with parents on MAT learners. • Monitor the impact of enrichment opportunities for MAT children and consider ways of expanding these. • Review the impact of higher order questioning as an addition to the school's thinking model.

<p>Date Challenge Award achieved 8th July 2021</p>	<p>NACE lead assessor signature <i>Jules Offord</i></p>
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<p>Date Challenge check-in due <i>(+ 18 months)</i> January 2023</p>	<p>Reaccreditation application deadline <i>(+ 3 years)</i> July 2024</p>
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