



# Quality Mark

## VISIT FEEDBACK REPORT

<b>School name</b>	Trinity St Peter's Church of England Primary School	<b>Visit date</b>	23 <sup>rd</sup> November 2021
<b>Head of School</b>	Deborah Pringle	<b>NOR</b>	237
<b>Telephone number</b>	01704 876391	<b>Assessor</b>	Elizabeth Pitcher
<b>Quality Mark Contact email</b>	<a href="mailto:admin@tsp.sefton.school">admin@tsp.sefton.school</a>	<b>Quality Mark Contact Name</b>	Deborah Pringle

### A brief context of the school

Trinity St Peter's is an average-sized primary school, with 13% of pupils identified with SEND and 8% of pupils eligible for the Pupil Premium Grant. Standards in reading, writing and mathematics across the school are of a high standard.

<b>Visit Type</b>	Initial Award Visit (IV)
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<b>Does the school meet the requirements of the Quality Mark?</b> YES	<b>'Learning Walk' completed?</b> NO This was a virtual visit
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<b>The previous development points have been implemented.</b> N/A	<b>List any noteworthy evidence.</b> <ul style="list-style-type: none"> <li>School leaders maintain a clear view of the school context and its learners, with a sustained and clear vision for prioritising English and mathematics;</li> <li>Planning in English and mathematics demonstrates inclusive provision in taking account of the learning needs of all pupils;</li> </ul>
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	<ul style="list-style-type: none"> <li>• Robust processes in assessment, review and evaluation lead to concise next steps;</li> <li>• Governors work well with the school by rigorously undertaking their roles and responsibilities which ensures strong lines of accountability.</li> </ul>
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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 elements the development is referring.**

1. To build on the existing good practice of the school:  
As a result of school closures due to the Covid-19 pandemic
  - To consolidate the focus on improving handwriting and spelling for the Year 2, Year 3 and Year 4 pupils in order to further improve outcomes in writing.  
(Links to QM Elements 1, 2, 3, 7, 8 & 10)
2. To build on the existing good practice of the school:  
As a result of school closures due to the Covid-19 pandemic:
  - To continue to identify and address the gaps in learning in mathematics and to assess progress in relation to pupils' starting points.  
(Links to QM Elements 1, 2, 3, 4, 5, 8 & 10)

**Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:**

Quality Mark Elements
<p><b>1. A whole school strategy and planning to improve performance in English and mathematics</b></p> <ul style="list-style-type: none"> <li>• The highly focused drive for continuous improvement in English and mathematics is well-established at Trinity St Peter's. This stems from well-structured, rigorous strategic development planning which is underpinned by a consistently challenging, stimulating and nurturing learning environment. The English and mathematics operational plans closely align and are underpinned by high expectations. Consequently, key actions are systematically implemented, monitored and evaluated. The commitment to working in partnership with the local and wider community facilitates pupils in developing essential skills and values '<i>they need to SHINE in the real world</i>'. This shared vision is enhanced by effective verbal and written communication with a range of stakeholders.</li> </ul>
<p><b>2. Analysis of the assessment of student performance in English and mathematics</b></p> <ul style="list-style-type: none"> <li>• Whole-school assessment processes and procedures are effective because information provides high level understanding of the needs of the individual learner, as well as clear view of groups of pupils e.g. vulnerable learners. Consequently, responsive planning leads to effective teaching and for next steps in the learning journey. Monitoring of teaching and learning e.g. through work scrutiny, observations and discussion is well-organised and systematically undertaken.</li> </ul>

**3. Target setting for improvement of performance in English and mathematics**

- Target setting in English and mathematics is rigorous. Consequently, the longer-term trajectory for improvement continues to demonstrate a positive picture. Leadership of English and mathematics demonstrates a strong professional focus on the school's key priorities, underpinned by target setting for improvement. For example, the focus on the further development of writing – including handwriting and spelling - and the identification of gaps in learning in mathematics.

**4. English and mathematics for all groups of pupils**

- The commitment to holistic and inclusive approaches ensures that support for underattaining and/or underachieving learners is aligned to specific needs. Provision mapping is clear and concise in identifying intervention - to enable smaller steps to success. The regular review of progress is well-supported by the proactive SENDCo. Transition arrangements are organised well in order to support all pupil groups in their progression of learning.

**5. Review of the progress made by all groups of pupils in English and mathematics**

- The headteacher leads a strong team in prioritising regular review of pupils' progress in English and mathematics e.g. through regular pupil progress conversations. Therefore, key information is well-used in informing future planning for the effective delivery of lessons within the context of Quality First Teaching.

**6. A commitment to improving the skills of all staff in the application of English and mathematics in the school**

- School leaders have created a culture of high-quality professional development. This translates into a balance of whole-school training and support for the individual, which is particularly helpful in supporting new members of staff.

**7. The use of a range of teaching approaches and learning styles to improve English and mathematics**

- Curriculum intent in both English and mathematics reflects high expectations and subject leads ensure a strong model of good practice. A wide range of teaching approaches are evident in the teaching of phonics, reading and writing. The focused attention on the *Thinking Curriculum* and to the 4C approach, signifies the dedicated drive towards deepening pupils' independence, as a life-skill. Consequently, whole-class teaching, small groups and tailored support reflects holistic provision.

**8. The use of appropriate teaching and learning resources to improve English and mathematics**

- English and mathematics is well-supported by high-quality resources. For example, the commitment to *White Rose Maths* and maths mastery reflects high aspirations, whilst taking account of the school context and therefore making the maths curriculum real and purposeful for Trinity St Peter's.

**9. The involvement of parents and / or carers in developing their child's English and mathematics**

- The school presents a strong presence in striving to maintain positive partnerships with parents and carers. Insightful understanding of the home context and the 'open door' policy enables the parent voice to be heard. This means that that any questions can be answered sensitively and promptly. The website provides a wealth of key information and reflects the positive aims and aspirations of the school for all learners.

**10. An effective procedure for monitoring, planning and assessing performance in English and mathematics**

- The school's procedure for effective, systematic monitoring, planning and assessment is well-established. This results from intuitive analysis, which leads to purposeful curriculum provision, which is accessible to all pupils - through differentiation, support and challenge. The positive partnership with a range of stakeholders creates a strong climate of collaborative accountability across the school. Governors are kept well-informed, which enables the purposeful fulfilment of their roles and responsibilities.

**Additional comments:**

- The headteacher and the members of the school team with whom the assessor met were well-prepared for the Initial Award assessment. The evidence provided before the assessment and the information presented during discussion, enabled the assessor to gain a clear view of the school's competencies which are closely aligned to the Quality Mark requirements.
- **The school is to be congratulated on the achievement of the Primary Quality Mark for English and Mathematics.**