



Annual Evaluation for the IQM Flagship Project



School: St Peter's C.E. Primary School
Alexandra Street
Farnsworth
Bolton
BL4 9JT

Head/Principal: Mrs Lynn Williams

IQM Lead: Mrs Jenny Scott

Date of Review: 15th June 2021

Assessor: Steve Gill

IQM Cluster Programme

Cluster Group: CIN NW

Ambassador: Steve Gill

Date of Next Online Meeting: 1st July 2021

Next Cluster Group Meeting Focus: Transition programmes, literacy support plugging the gaps with regards to low reading ages and "catch up" programmes.

Sources of Evidence during IQM Review Day:

This review was conducted remotely using Teams. Prior to the day, documentary evidence related to inclusion and the school's Centre of Excellence status was reviewed. I was able to scrutinize a wealth of documentary information and evidence prior to the review. The school submitted extremely comprehensive documentation of their evaluation of progress and during the review the schools new Flagship Project for 2021 - 2022 was discussed in detail and agreed.

Discussions during the review with members of the school community included the following:

- Deputy Headteacher, IQM Lead, INCO, ECM HUB and ITT Leader
- Deputy Headteacher Curriculum Lead
- Assistant Headteacher & KS2 Lead
- Assistant Headteacher & Year 2 teacher
- Year 4 Teacher & ICT Lead
- Year 5 Teacher
- Year 2 Teacher – Mindfulness & Metacognition Lead
- Level 2 teaching Assistant & Parent
- Parent

Evaluation of Annual Progress towards the Flagship Project

The school's targets from the previous year were based on the following school development foci: 1) To make use of the vicarage outdoor space so that it enhances teaching and learning; 2) To embed the use of CPOMS across the school, so that all staff are confident users and all children's files are kept up to date and shared by relevant professionals; 3) To implement retrieval practice strategies across core and foundation subjects and 4) to ensure that the statutory requirements for Health and RSE are delivered.

1. To make use of the vicarage outdoor space so that it enhances teaching and learning.

The outdoor Lead has regularly engaged with the staff at the vicarage to develop an effective working relationship. Now the owner of the vicarage is reviewing its purpose and a change in circumstances may mean that the school will lose the use of the grounds. Once this becomes clearer the school can re-evaluate its use. However, the outdoor learning lead has continued to carry out wider research into outdoor learning.

Next Steps

- To continue to develop outdoor learning provision across the school in 2021/22.

2. To embed the use of CPOMS across school, so that all staff are confident users and all children's files are kept up to date and shared by relevant professionals.

The school has been using CPOMS since Spring 2019 to bring all their other systems for recording incidents, together. Teachers have been trained in how to use and information is being shared daily about pupils, with the relevant staff, conversations are recorded and actions are being issued, bringing all the school systems together with information in one place. All information added is shared with the HT, DHT and safeguarding lead. SLT read the comments and decide on whether an action is needed. Other services have access to CPOMS so they can also add information. Pupil's folders can be electronically passed on and information can be requested from other schools, ensuring a more efficient transfer of information.

Next Steps

- Continue to train staff once restrictions are lifted and continue to build on the use of CPOMS as a secure way of recording pupil's information and communicating with SLT.
- ### **3. To implement retrieval practice strategies across core and foundation subjects.** Work on Rosenshine's principles of instruction that fitted well with the schools' views on teaching and learning had been carried out with reference to retrieval practice. Some strategies had been implemented, as well as using the knowledge organisers to develop recall of key knowledge and information. During



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the spring and summer of 2020, a range of retrieval practice strategies were researched using blogs, articles for ideas and courses on foundation subject assessment that covered elements of this was attended. A range of strategies had been collated that would have been beneficial to pupils and were new to the staff.

Unfortunately, summer 2020 saw the initial lockdown and it became apparent that was not the right time to introduce new strategies. During autumn term 2020 further strategies were added ready for staff but again due to pressures of supporting pupils returning to school and some bubble closures it was again postponed. During spring term 2021 CPD and staff meeting time was devoted to ensuring that they further developed their remote learning provision and were able to provide as high a quality education as possible.

Next Steps

- Introduce this and move forward. Staff meetings are booked, so that staff can share the methods they already use and the new strategies can be shared with staff. Staff will then meet in year group teams and choose three strategies that they are going to implement over the next half term. This will be revisited at the end of the summer term, evaluated and continued into autumn term 2021. At this time, hopefully, staff may be able to work in pairs or trios and observe each other using these strategies to further develop and strengthen practise across school.
4. **To ensure that the statutory requirements for Health and RSE are delivered.** The policy is in place and available to access via the school's website (video with commentary), this also includes the curriculum map and where the objectives will be covered. This has been added to the weekly school newsletter to direct parents with a commentary outlining the provision and the rationale. Also on the website, are videos for parents detailing the SRE to be covered in the summer term for Y4,5,6.

Next Steps

- monitor coverage to ensure compliance, audit resources to ensure they continue to meet the needs of all pupils and use pupil voice questionnaires.

Agreed Actions for the Next Steps in the Flagship Project:

'Developing Pupil Voice in school'

The school's project focus for 2021-22 centres around developing pupil voice. The school currently have variety of pupil voice teams but, it was concluded there has been and continues to be a limited impact from the roles they perform. This is partly due to the pandemic; however, pupil voice needs to have more impact, with each group being more articulate about their purpose and projects. The project will evolve through the following actions, including raising the profile of pupil voice groups across the school and so that members of the different groups can speak about their role and understand their impact on the wider school community.



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The School Council members will be introduced to the whole school after the election in the Autumn Term. They will deliver 'news bulletin' over the school Tannoy system each week such as - well done to all the children in the smile file, congratulations to those pupils taking part in TT Rockstar's etc. Pupils will learn about what a council is and feed back to their classes and this will include a partnership with local councillors talking to pupils. They will also be involved in a collaborative project with another local school, attend a joint pupil planning meeting to plan out the project and an explanation of the collaborative project will be given to the whole school, so they have a shared understanding. The council will give updates of their progress during the Autumn Term in assemblies.

The Eco Team will complete the 'crisp packet' project with other Eco team members. Pupils across KS2 will collect crisp packets that are then opened and ironed together to make a waterproof blanket for a homeless person. The aim is to use everyday food packets for a good cause. This also puts what may have been litter items to a useful purpose.

The Mindset Motivators will design a game focusing on the mindset learning blocks: Self-belief, Mistakes, Effort, Challenges, Feedback and the development of a growth mindset. There will be two games designed one for KS1 and one for KS2. Once designed, the pupils will organise 'game testers' to try out the games. This work will be done in conjunction with the 'Mindset Motivator' club.

The Shine Team will work on reading prayers to support assemblies. Some of these prayers will be written by the team to support the whole school themes. During meetings, Shine team members will learn about the importance of prayer in the school and how reflection and spirituality are important for boosting mental health.

The elected digital leaders will be complete presentations to other classes across the school to train them on digital citizenship. They will train pupils across KS2 on how to be confident and positive when engaging with digital technologies. They will learn about how they should act when interacting with others online. The digital leaders will learn about how to be mindful of their digital 'brand' and how they are presented to the world online.

Expected Impact of the above actions during 2021-22

The pupils involved in the School Council will have a much higher profile in school. They will have a role in communicating information to their classes and in sharing school news. By the end of the Autumn Term 2021 they will have completed joint meetings and completed the project actions in the local area. Further collaborative projects will be planned for Spring Term 2022. The Eco team members will have a higher profile in school. Updates will be given weekly through the school Tannoy system and through assembly updates. Across the Autumn Term as part of the crisp packet challenge 140 + packets will be used to make one blanket, with the aim being to make several blankets across the term for local homeless people. The Mindset motivators will be known to KS2 pupils when they present to the classes across school and the Shine team members will have a higher profile across the school through their involvement and role in



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assemblies. Pupils across KS2 will be informed about what digital citizenship is and how to act on advice given. Digital leaders will have a higher profile across all KS2 classes.

The Impact of the Cluster Group: The school is an active, very supportive and valued member of its cluster CIN NW having attended six out of eight meetings so far and hosted a very successful meeting in November 2019. During the current pandemic, the school was unable to participate in the online meeting on the 26th of November but contributed their remote learning policy and a couple of other resources to share with other schools. The school was able to participate in the combined online meeting on 27th April 2021, that looked at student engagement in online learning, how it is measured, how students get feedback and schools support for staff MHWB in the current pandemic. The DHT who attended felt this was an extremely useful session as several schools presented their online learning and shared how well children had engaged with it. After the meeting, The DHT discussed their MHWB strategies with the HT and other DHT to see if there was anything additional that they needed to offer or provide for staff

Overview

St Peter's CE Primary is a larger than average two form entry school with 418 pupils on roll, where most pupils are of White British heritage. Despite this being an online review due to the ongoing pandemic, there is a palpable sense of a school that is highly successful and inclusive. St Peter's represents everything that is best about inclusive practice. All staff led by the inspirational Headteacher, and her senior team have an acute understanding of its context and a driving passion to support and have high aspiration for all their pupils and families. It is an outstanding school in every sense of the word and in terms of inclusion is a superb school in the broadest possible way. Inclusion, care, nurture and support are at the heart of its approach and is naturally ingrained in every aspect of school life. It is a setting that prides itself on providing the very best for everyone who is involved and is, a vibrant, caring and friendly place to attend as a pupil and as a member of staff. It is a thriving hub of educational and inclusive excellence where every single member of staff is committed to the school and highly valued by the Headteacher, Senior Leaders and each other. Over time, they have built up strong relationships with families and this has resulted in a very high degree of trust and honesty and a very good understanding of how the school can best support pupils and their families. This has been extremely beneficial during the pandemic, as staff have continued to go above and beyond what is expected to ensure that learning has been tailored to the needs of individual pupils and well balanced so that families have had the minimum additional pressures. The overwhelming feeling from parents that is supporting evidence of this, and previous reviews is that the school is extremely supportive, and they appreciate the commitment of all staff. In my judgement, the school's actions to care for its pupils and its staff, continues to be superb.

Discussions with key members of staff, and parents were extremely useful in confirming that the school continues to successfully address all 8 elements of the IQM award. Both parents spoken to including one who worked as a Teaching Assistant in the school were extremely articulate and were able to give valuable supporting evidence as to the inclusivity of the school and how it collaborated closely with all parents to ensure successful outcomes for their children. During the online review meetings discussions



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were held with staff to discuss key aspects of the school and its inclusivity that was supported by a wealth of documentary evidence to enhance and underpin discussions, that allowed a remote and extremely positive and highly inclusive picture of the school to be seen.

What continues to stand out very clearly from the evidence of this online review and previous reviews is the pride the staff feel in the way that they engage and work with each other, pupils and families to more than meet need, going above and beyond what is expected. This is achieved in partnership with pupils and families providing superb levels of advice and support. Everyone at St Peter's understands their role and work in collaboration to achieve successful outcomes for all. Collaboration and superb teamwork are key to everything that happens here ensuring the best possible outcomes.

Staff pride themselves on their superb inclusivity actively promoting equality and diversity and are committed to maximising the achievement of every pupil. The school and its community should be justifiably proud of their success in this respect, where no-one is left out or behind and where everyone is included.

The initial meeting with The Deputy Headteacher & IQM Lead set the scene for the review and looked at how the school, its staff and its pupils had moved forward since the last review in terms of inclusion and how they have catered for pupils and their families during the ongoing pandemic. They are proud of their efforts during the pandemic to ensure pupils in their care and their families have had access to the best possible education, care, nurture and support and are now beginning to make up for lost time. This is a fantastic achievement that says a lot about the calibre of staff at the school and their naturally superb inclusive nature. The staff should be applauded for their efforts in this regard. We also discussed in some detail how CPOMs had been embedded and used across the school since the last review and in a later meeting with the DHT and AHT who will be leading the new project around Pupil Voice discussed the different aspects involved, looked at how their involvement with the Children's University scheme will support their project and how the different elements and groups will contribute to raising the profile of Pupil Voice across the school.

Further meetings were held with a variety of staff to review their Flagship project for 2020 and their Flagship project for 2021-22, *'Developing Pupil Voice in School'*. Each meeting clearly demonstrated the passion and drive of the staff who see their roles in school not solely as a job but as a vocation with a drive to have a positive impact on the lives of their pupils and families and to ensure that they receive the best possible outcomes and care. Discussions were supported by documentary evidence supplied prior to the review and during meetings.

Focusses included: A meeting with the DHT and Curriculum Lead to review the implementation of retrieval practice strategies across core and foundation subjects and how they have ensured that the statutory requirements for Health and RSE have, and continue to be, delivered in a sensible and sympathetic manner.

A meeting with the AHT and KS2 Lead with responsibility for outdoor learning to look at how the vicarage outdoor space had been used and, how due to the pandemic and possible issues with a change of purpose, had meant that it had not been used as



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discussed at the last review. However, the Lead had developed alternative plans and was in virtual discussions with Forest Frontiers to trial a year 6 workshop. We also discussed collaborations with other local primary and secondary schools and contacts were given for schools who have Forest Schools and who may be willing to help.

A meeting with the Mindset Motivator Lead looked at the programme for the year ahead and how the tasks set by the Grow Your Mindset Team (linked to Growth mindset) will be achieved <http://www.growyourmindset.co.uk/>. This was followed by a meeting with one of the ICT leads who is responsible for the digital leaders and we had an interesting conversation about the direction the group will take next year supporting other pupils' understanding of digital citizenship and possibly supporting the mindset motivators in developing a growth mindset themed online or digital game.

This is an exciting time for everyone involved with St Peter's and it will be of great interest to see how this project has evolved at the next review.

It was a pleasure and a privilege to revisit St Peter's CE Primary School to conduct their Flagship review, albeit through an online review. The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd