

## **The International Primary Curriculum**

### **Accreditation Visit to SS Simon and Jude C of E School, Bolton**

**June 2014**

#### **Introduction**

Each school using the International Primary Curriculum (IPC) is able to apply for IPC Accreditation. It does this by completing an IPC self-review and then submitting it for validation. To achieve IPC Accreditation, a school must meet nine key criteria at 'Developing' or 'Mastering' level.

SS Simon and Jude Church of England School (SSSJ) has applied for accreditation. The validation of its self-review for Milepost 1 to 3 culminated in a visit to the school on Tuesday 10 to Thursday 12 June 2014. The visit was conducted by Jane Denby and Janice Ireland. Marco Damhuis was also in attendance for training purposes. He did not contribute to the final judgements.

#### **Context**

SSSJ under new leadership was taken from special measures in 2008 to being recognised as outstanding in its curriculum provision by Ofsted in 2012. The IPC was introduced into the school in 2010. There are 420 children on roll. According to the most recent figures 80.2% of families are in the bottom 20% nationally for the Index of multiple deprivation, which includes such measures as employment, income, living standards, health, higher education and crime. 52% of children have English as an additional language (EAL) and 20% of children have special educational needs (SEN). The school has over 22 nationalities and is a fully committed Church of England school with Academy status.

#### **The Accreditation Visit Activities**

To check and confirm the school's judgements in the school's self-review, the accreditation team:

- Studied the school's judgements set out in its IPC Self-Review
- Toured the school
- Observed 42 lessons
- Observed celebration assemblies for Early Years Foundation Stage ( EYFS) / Milepost 1, Milepost 2/3, and a whole school assembly
- Observed a whole school entry point
- Observed children in and around the school
- Observed the start of a Board of Governors meeting
- Studied a wide range of documents
- Talked to the deputy headteacher, headteacher and IPC leader at the start and end of each day
- Talked to the headteacher, deputy headteacher and IPC leader
- Talked to new and established teachers

- Talked to teaching assistants (TAs)
- Talked to Parent Volunteer Association (PVA) school representatives from the school
- Talked to a group of new and established parents
- Talked to three governors from the Board
- Talked to groups of children in Milepost 1, 2 and 3
- Talked to the School Council
- Met as the accreditation team to discuss and agree judgements against each rubric

In addition, the team leader was interrogated by two senior colleagues from Fieldwork Education to explain and justify the evidence base that led to each judgement.

## Findings

### ***Criterion 1: A clear focus on children's learning***

#### **The school judges its performance against this criterion as 'Mastering'.**

All teachers in the school make explicit the learning intentions for subjects, personal development and international mindedness in their planning and to children and parents.

Discussions with children during lessons are focused primarily on what is being learned rather than the activities in which children are engaged.

All teachers talk to individuals and to groups of children throughout the lesson about their learning. They provide age-appropriate regular reviews that encourage children to reflect on their learning and to be aware of what they have learned.

All teachers keep records of learning which are well maintained and are up-to-date.

All classroom displays clearly show the learning that has taken place.

Descriptions of and discussions about the IPC with parents focus first on what children have learned or will learn.

All stakeholders encourage the parents to become engaged in their children's learning.

The following examples are from our observations and discussions:

- At the beginning of lessons teachers discussed the learning intentions with children and displayed this information for children to see and use. Teacher's medium term planning documents clearly show the learning intentions for each task as well as the IPC personal and international goals.
- In a lesson about currency related to 'The Young Entrepreneurs' unit, the teacher started by recapping on prior learning from a previous lesson and then gave children time to reflect and pose questions. Teachers frequently referred back to the learning that had taken place in other IPC units. For example, children in Milepost 2 were asked to reflect on learning from the 'Chocolate' unit, which they covered six months previously and then made links with new learning.
- Teachers provided many additional opportunities for children to reflect on their own learning. For example, we observed self-evaluation sheets being completed at the end of a unit; the sheets were tailored for each milepost so that the language was accessible and age-appropriate. Children were provided with reflection time after each subject block and then revisited their knowledge harvest and added new learning or skills that they had recently developed.
- The teachers are very rigorous about marking the children's IPC books; the school has clear guidelines within the Marking Policy which states that every piece of work is marked and has appropriate feedback, whether orally or written.

- Displays in classrooms and corridors illustrate learning that has taken place and references learning goals that have been introduced. The IPC 'Learning Journey' (entry point, knowledge harvest etc.) is clearly displayed throughout the school. Previous IPC units are left up in classrooms for a period of time and children use these and the current displays to support their learning. 'Ozzie the Octopus' is used to represent the IPC personal goals and is clearly visible in all classroom and shared learning spaces. In Milepost 1 we observed how this strategy was used very effectively to showcase children who had worked hard on the IPC personal goal of the week.
- Parents are kept informed about children's learning through for example: school newsletters, the website and entry and exit points. The school uses a core team of parents to stand at the school gates and pass out relevant information to support learning and enhance stakeholder participation. Teachers said this is a very effective way of keeping parents informed about school developments and learning experiences, We saw and heard parents sharing information and providing details of school events during the week.
- All teachers encourage parents to become engaged in their children's learning by inviting them to entry and exit points and through newsletters. Milepost 1 celebrated the exit point of 'The Magic Toymaker' and many parents attended and celebrated their children's learning and progress through fun and engaging tasks. Children were very excited about sharing their learning with family members and friends. Parent workshops and meetings are held on a regular basis and this has helped encourage parents to share their expertise and support learning. For example, we heard from parents that they had been into school to read stories from their own cultures in the unit 'Stories People Tell'.

**The accreditation team concurs with the school's judgement of 'Mastering' for Criterion 1.**

**Criterion 2: Shared outcomes about the kinds of children we are helping to develop.**

**The school judges its performance against this criterion as 'Mastering'.**

The school is very clear about the characteristics of the children it is helping to develop and can articulate these characteristics explicitly and with clarity.

The school can justify these outcomes based on their appropriateness in terms of child development, their relevance to future stages of learning and their appropriateness for the world in which the children are likely to live.

The outcomes about the kinds of children the school is helping to develop are clearly documented and shared by all stakeholders.

The school continually works with new stakeholders to introduce them to its clear view about the kinds of children it is helping to develop.

The vision articulated by the school's explicit and clear statement about the children it is helping to develop has a significant impact on all aspects of school life. This is a major strength of the school.

The following examples are from our observations and discussions:

- All teachers, TA's, parents and stakeholders that we spoke to described the vision that the school has for their children. The characteristics are built on the IPC personal and international goals. Throughout the school the IPC personal goals are visible and the definitions are age-appropriate according to the milepost, and are documented in planning, the website, newsletters, teacher's files, children's IPC books and in Kagan Team books. We observed that the icons representing each of the IPC personal goals are consistently used throughout the school. Children talked about how being resilient and adaptable will help them in the future. A child in Milepost 1 described how developing skills of enquiry would help him become a scientist and a child in Milepost 3 described how having dreams and aspirations are important – she mentioned that the teachers tell them they can be anything they want to be and that they should not listen to anyone who tells them otherwise.
- During the Board of Governors meeting, the headteacher spoke about an awareness of children's learning beyond the primary school, and described how children learning through the IPC would be better prepared for living in a future that we cannot predict. We observed that in a 'Curriculum Update' circulated to the school community stakeholders were informed that *'as a school we are passionate about preparing our children for a future beyond school.'* A parent told the accreditation team that she compared children's current learning and personal qualities with the time before IPC. She stated 'now our children are future leaders... we've had to up-our-game as parents... the IPC helps children want to learn...our children have manners and are respectful.'
- In a meeting with governors they spoke about how Parent Workshops introduced stakeholders to information about how the IPC helps children to develop the right mind-sets, confidence and attitudes. Children in Milepost 2 were heard talking about how the school is helping them to develop and this will help them in the future to get a job. They talked about resilience being really important as they would need it as they would have to try many jobs, before they found the one that they liked and which suited them best.

- New teachers and TAs in the school are assigned to more experienced practitioners and this helps ensure that the school's vision is sustained. The headteacher shared an application form which showed how the school has designed a recruitment process that involves the use of the IPC personal goals in questions designed for applicants. Two members of staff are responsible for the school's PVA and have been given the tasks of liaising with the wider community. During a meeting they informed us that this involves an induction process for new parents and reaching out to those who previously were not involved in their children's education.
- The school's vision has significantly impacted on all aspects of school life. In meetings with parents and governors they compared the difference in the school since adopting the IPC and described how the IPC personal goals contribute to shared outcomes. Children's strong aspirations were said to be directly connected to the IPC personal and international goals.
- Although the Early Years classes were not included in this accreditation it was clear to us that the foundation of the shared outcomes and the school's vision is built from entry to the Foundation Stage. In a 'Celebrations Assembly' Early Years children were awarded for demonstrating the IPC personal goals and in Early Years classrooms the IPC personal and international goals were brought to life in displays and during discussions with children.

**The accreditation team concurs with the school's judgement of 'Mastering' for Criterion 2.**

***Criterion 3: Implementation of classroom practices that help children develop as we would like.***

**The school judges its performance against this criterion as 'Mastering'.**

The school's awareness that different classroom practices affect children's development is evident in everything that happens in terms of learning and teaching in the school.

The school has clearly articulated a range of classroom practices that will contribute to children's appropriate development.

There is evidence of these practices in action in each classroom.

Stakeholders can clearly articulate the links between different classroom practices and the kinds of children the school is helping to develop and are able to justify them.

The following examples are from our observations and discussions:

- During meetings teachers, parents and governors spoke about the importance of developing the whole child and described how a balance of personal, social and academic learning allows for this. They stressed the place of collaborative learning, learning in different ways, learning with different people and feedback on learning as essential elements of classroom practice. Parents talked about how the children learn in groups and pairs and how this helps build their confidence, communication and cooperation.
- The school's Learning and Teaching Policy, which was written collaboratively with staff and agreed with the governors, clearly sets out agreed classroom practices which form the basis for children's development throughout the primary school. Teachers spoke about the necessity to ensure that teaching and learning is differentiated so that every child can access the curriculum.
- In our observations we saw evidence in all classrooms of a range of classroom practices including teacher-led whole class sessions, paired conversations, individual activities, paired activities and learning in ability groups structured according to tasks. The use of Kagan Structures is used to support collaborative and cooperative learning. For example, Milepost 2 children used shoulder partners with 'Time Paired Share' to discuss previous learning about currency and cooperative team groups were introduced to investigate Fact Files and design a new bank note. The use of timers was consistent in every lesson to help set the pace and keep children focussed. We observed very effective questioning by teachers and TAs to help children think independently and develop their enquiry skills.
- Teachers new to the school talked positively about the support they received from colleagues in developing their own understanding of different classroom practices. The school has a well-developed system of peer observations, collaborative planning and mentoring which is appropriately documented. Governors spoke about how they are supported in developing their understanding of the links between classroom practices and child development through information sessions provided by teachers.

**The accreditation team concurs with the school's judgement of 'Mastering' for Criterion 3.**

**Criterion 4: International Mindedness.**

**The school judges its performance against this criterion as 'Mastering'.**

The school demonstrates a deep commitment to the development of international mindedness as one of the characteristics for its children.

All stakeholders can articulate the school's definition of international mindedness.

All classrooms provide practical opportunities, appropriate to the age and experience of the children, for them to develop and deepen their international mindedness.

The development of international mindedness is a central and consistent part of the school's planning for, and regular reviews of teaching and learning.

The school has a clearly articulated process for identifying and resolving conflicts among diverse viewpoints.

The following examples are from our observations and discussions:

- The school demonstrates a deep commitment to international mindedness and all stakeholders regard it as a very important aspect of learning at SSSJ. In a 'Curriculum Update' for parents we noted how the international elements of the IPC were explained in terms of helping children to be open-minded, respectful of other cultures and beliefs and to celebrate diversity and commonality. The school encourages pride in the local area and frequently uses the immediate environment as part of the learning process. For example, in Milepost 2 there were samples of pamphlets made by the children about the local area on the IPC display boards.
- The school has a clear visual representation of their definition of international mindedness, '*To have an awareness of ourselves and others*'. During meetings all stakeholders could articulate the school's definition. A child from Milepost 3 showed the visual interpretation of international mindedness to us and said, 'it means that it starts with me, then Great Lever, then Bolton, then the whole wide world.'
- All classrooms have evidence that demonstrates international mindedness is regularly revisited. During our visit we observed maps being used interactively to support learning in the IPC units and children were very keen to share their knowledge of the world. In Milepost 2 a child showed how the class posted information on a Year 4 Blog and explained that the flags on a side-tab showed the nationalities of the children who had viewed their site. The school encourages children and parents to share their own culture and heritage through the IPC, for example the international displays showed photographs of parents sharing food and cultural traditions during an 'International Day'.
- When reviewing IPC units all teachers ensure that international mindedness is a central part of the process and it is not 'an add-on' element of the curriculum. International mindedness is regularly discussed at staff meetings and field trips are carefully built into the IPC units to allow children to extend their life experiences beyond Great Lever. The School Council raises money for charities; children described a non-uniform day they had planned to send funds to Syria. Teachers said such initiatives help heighten awareness of other countries.

- The school has very clear and consistently articulated strategies for identifying and resolving conflict and has shared this information with all stakeholders. One of the strategies 'Good to Be Green' is displayed in every classroom including the Early Years and is used as a reward system to encourage appropriate behaviour. We consistently witnessed high levels of empathy amongst the children. During meetings children clearly articulated how they support new children and those with diverse needs in the school. The School Council explained how they have 'respect' for their teachers and described their gratitude for the time teachers gave them when they needed some extra attention or when they face challenges.

**The accreditation team concurs with the school's judgement of 'Mastering' for Criterion 4.**

***Criterion 5: An appropriate balance between knowledge, skills and reflection leading to understanding.***

**The school judges its performance against this criterion as 'Mastering'.**

The IPC subject, international and personal goals form the basis of all the children's learning that takes place using the IPC.

Teachers, children and other stakeholders can articulate the differences between knowledge, skills and understanding and are aware of the implications of those differences.

The school's and teachers' curriculum planning explicitly articulate the particular knowledge, skills and understanding which the children should develop in each unit.

There is evidence in all classrooms of practices that support the acquisition and development of knowledge, skills and understanding at levels appropriate to children's age and experience.

Children reflect on their learning and can articulate those reflections related to the themes they have been studying.

The following examples are from our observations and discussions:

- In all classrooms the IPC learning goals were displayed in terms of knowledge, skills and understanding. In discussions with a subject co-ordinator it was explained how the school had cross-referenced the IPC learning goals with the National Curriculum, identified areas that needed further coverage and ensured that the IPC learning goals are the foundation of all learning. Several P.E. lessons were observed; a TA with a specialism in dance referenced the IPC learning goals during her lesson.
- In meetings all stakeholders clearly articulated the differences between knowledge, skills and understanding. Children used the words 'knowledge, skills and understanding' consistently when describing their learning. A child in Milepost 3 described how in most lessons they used knowledge and skills and that towards the end of the unit understanding might happen, but it sometimes 'went away in a puff of smoke.'
- Teachers' daily planning outlined whether learning was knowledge based, a skill or reflection leading to understanding. Mind maps produced in teacher's milepost planning meetings showed how knowledge, skills and understanding were identified and planned for accordingly.
- In classrooms we observed a wide-range of opportunities for children to acquire knowledge, improve their skills and deepen their understanding. For example, in Milepost 2, when investigating the history of currency, children were given Fact Files which supported learning tasks and knowledge acquisition; this strategy acted as a springboard for developing deeper research skills.

- We observed children in the school using planned regular opportunities to reflect on their learning throughout lessons. In Milepost 1 children reviewed the planning document that they had used to design their puppets, and then reflected on whether the plans matched the finished puppet, and how they might improve next time. They were given question prompts to help them and they also reviewed and reflected on their partner's puppet supportively.

**The accreditation team concurs with the school's judgement of 'Mastering' for Criterion 5.**

**Criterion 6: Appropriately rigorous children's learning and teachers' high expectations of it.**

**The school judges its performance against this criterion as 'Mastering'.**

Teachers and children in all mileposts are enthusiastically engaged in IPC learning activities.

Children's responses to their learning (research and recording) are as rigorous as possible. Children are supported by teachers using a range of appropriate strategies and interventions.

Children use a wide range of primary and secondary resources for their research.

Children and teachers are not only aware of the learning intentions of their activities but use these to guide their progress and development.

Children use a range of formal records of learning to support skill development in Language Arts which are appropriate to children's multiple intelligences.

Children demonstrate a high standard of presentation and care in all aspects of their learning.

The following examples are from our observations and discussions:

- We noted that the SSSJ community is one that exudes enthusiasm and motivation for learning and teachers and children alike have high expectations for themselves and others. The headteacher told us that there are no excuses when it comes to learning focused behaviours – no matter what the challenges are. We were invited to a whole-school World Cup entry point assembly which teachers had planned together so that all children would be engaged in activities that were both fun and challenging. We were inspired by the teachers' commitment and enthusiasm.
- Children at SSSJ are given opportunities to approach research and record tasks in ways which makes learning as rigorous as possible and this goes beyond the classroom – homework has been replaced by 'Learning Logs' which provide children with a choice of tasks to carry out at home with their families. Strategies and interventions are used daily to support learning across the school. Classes consistently used strategies such as 'thumbs-up' and 'hairs-on-heads' to monitor the level of challenge children experience and interventions were provided when children required additional support or extension.
- SSSJ provides a wide range of primary and secondary resources for children's research and record tasks. In Milepost 1 a display of old, new and international toys enhanced the learning of 'The Magic Toymaker' unit as did a selection of puppets made from a range of materials. Children described how Japanese shadow-puppets originated over 400 years ago and were keen to show us the books and artefacts they had used in their research.

- In a meeting with teachers we heard how staff strive to ensure there are no barriers to children's learning. Teachers explained how children are always aware of learning intentions in all lessons and how the use of individual targets guide progress. Success criteria were evident on whiteboards, display boards, on tables and in children's books. In a meeting with the School Council children spoke about using learning intentions and assessing their learning to plan next steps with their teachers. Teachers described how they sometimes 'unpick' learning goals and modify challenging tasks to ensure that any pre-learning required is facilitated; they said this helps ensure that every child is able to succeed at their own level.
- We observed that children's Language Arts skills were reinforced in multiple ways and learning was made relevant by linking Language Arts tasks to the IPC. All the planned extended writing was connected with the IPC unit in each milepost. For example, children in Milepost 1 described designing and writing menu cards in the 'We Are What We Eat' unit, in Milepost 3 children created posters and added text linked to 'The Holiday Show' unit and a wall display of international learning exhibited passports that children had recorded lists of facts about themselves.
- Children at SSSJ demonstrate the highest standards of care and presentation in all records of learning. Learning Logs, Team Books and individual books show that the quality of work is important to every child in the school. The randomly selected cross-section of records that we scrutinised was exemplary, as were books that children brought to meetings to share with us. Children were proud to share their books and when asked if presentation and care was important a child from Milepost 1 stated that it was 'very important' and that children SSSJ 'always do their best in their books.'

**The accreditation team concurs with the school's judgement of 'Mastering' for Criterion 6.**

***Criterion 7: Implementation of the brain-friendly elements of the IPC.***

**The school judges its performance against this criterion as 'Mastering'.**

All teachers in the school are able to talk at an appropriate level about those aspects of brain research which are well founded and those that are less so.

Teachers can clearly identify those aspects of the IPC that emerge out of brain research and can articulate how and why.

Teachers have deep insights into the nature of learning styles, intelligence and multiple intelligences and refer to these aspects in their planning and classroom practices.

Children are able to think about and adapt their own and other's learning based on their awareness of brain-friendly elements.

The key brain-friendly elements of the IPC are consistently and deeply implemented throughout each unit and classroom displays are used as points of reference for the entry point, knowledge harvest, explaining the theme, research and recording tasks and the exit point.

The following examples are from our observations and discussions:

- In a meeting with teachers they described professional development sessions which take place in school related to brain friendly elements of the IPC. The school has invested in overseas professional development enabling a key member of staff to attend a well renowned international training event. The teacher explained how she disseminated her knowledge amongst the staff and governors, including those new to the school and described the positive impact this has had on the school. The practice of sharing research is embedded in the school and regular dialogue takes place in staff meetings, through email conversations and the sharing of research documents. Teachers spoke about their particular areas of interest and how they are careful not to try out new methods that claim to be based on research until there is proven evidence. The Senior Leadership Team quality assures all information that is shared with staff and the headteacher explained this protocol to us. Although the Early Years classes were not involved in the accreditation visit teachers explained how aspects of brain research have implications for early childhood development and the school is aware that this is where building secure foundations begins.
- In a staff professional development meeting teachers used mind maps and a questionnaire to clearly show they can identify the key aspects of the IPC that emerge out of brain research.
- In a meeting with teachers they articulated their deep insights into multiple intelligences and explained how they applied their awareness to their practices. For example, Learning Logs provide a range of home learning tasks based on different multiple intelligences enabling children to select those that appeal to them most. Teachers referred to using the 'Match, Stretch and Celebrate' strategy to help children use a range of multiple intelligences. The school has adopted Kagan's 'Cooperative Learning Structures' and uses this system to ensure that multiple intelligences are considered in every area of learning. Teachers described how cooperative learning focuses on the uniqueness of each child and how strategies they have developed through this system enhances progress in all curriculum and personal areas of learning.

- The IPC Learning Journey is deeply implemented. For example, in each class the IPC display board, outlining the key brain friendly elements, is used continuously by children to evaluate their progress and to reflect on previous learning.
- We observed children thinking and adapting their own and others learning by recognising emotions related to what teachers described as 'Panic, Flight and Flee'. Children were given time to consider how to overcome new challenges that they considered put them into 'Panic, Flight or Flee' mode. Some children chose the music of 60 beats per minute to help them regulate a state of relaxed alertness.

**The accreditation team concurs with the school's judgement of 'Mastering' for Criterion 7.**

***Criterion 8: Implementation of themes through integrated yet separate subjects.***

**The school judges its performance against this criterion as 'Mastering'.**

Teachers and other stakeholders are able to clearly articulate the relationship of the IPC and the desired exit outcomes for the children.

Teachers comprehensively and coherently link subjects appropriately to the theme in each unit of work.

Children are able to articulate how their experiences of learning through the IPC units provides them with a multiple perspective and a big picture.

The following examples are from our observations and discussions:

- The accreditation team was invited to a Board of Governors meeting where teachers from the Early Years and Milepost 1, who had recently attended an IPC conference in Malaysia, presented their learning experience. A carefully thought-out overview of the structure of the IPC was described. Photographs of IPC displays were embedded into a PowerPoint to demonstrate how subject areas are blocked into periods of time and progressively linked to previous learning within an IPC theme. Governors were shown examples of display boards depicting subjects being comprehensively and coherently linked and were told that children always know about the past, current and next subject areas they will be learning about and that this helps them to see connections in learning,
- The use of colour-coded 'subject-area jigsaws' are consistently used throughout the school to demonstrate separate yet integrated subjects within a theme. We were impressed by how children in each Milepost could identify which subject area(s) were being studied in their lessons. A child in Milepost 2 said that usually two subject areas were introduced in a lesson stating 'this is a history lesson, but we're also learning about English because we're going to write about what we're finding out.' In Milepost 3 a group of children described how they had written persuasive texts in literacy linked to research about the local area in geography. The School Council described how learning through the IPC helps children to see how things are connected and how that makes learning better for them.
- We observed how the 'subject-area jigsaws' on display boards throughout the school helped the children to talk about what they were learning through the IPC and how it helped them have multiple perspectives and a big picture. A child in Milepost 3 mentioned that there was no point in learning subjects by themselves as 'everything always connects up' and how working on their project for the exit point of the unit 'The Holiday Show' allowed them to bring everything that they had learnt about Australia, in all subjects together and then they could 'give a better presentation and sell their holiday', as it was 'the true and big picture.'

**The accreditation team concurs with the school's judgement of 'Mastering' for Criterion 8.**

***Criterion 9: Assessment and evaluation that supports and informs learning rather than dictates it.***

**The school judges its performance against this criterion as 'Mastering'.**

All teachers and others who work in the classrooms demonstrate a strong commitment to discovering what the children have learned and how they can improve the children's learning.

All stakeholders can articulate clearly why the school has chosen and how it uses the range of assessment procedures.

Class teachers and leaders for learning analyse the different assessment procedures and use these to devise children's whole-school, class and individual targets throughout the school.

All teachers know about and use the IPC Assessment for Learning Programme. They give children clear next steps in learning which are derived from individual discussions. Teachers provide feedback to children and readjust planning for learning and teaching.

The following examples are from our observations and discussions:

- All teachers and others in all classrooms were committed to improving learning through assessment and evaluation. The high level of investment into the professional development of TAs has enabled them to improve children's learning by working in partnership with classroom teachers through assessment and evaluation. Rubrics were used on learning displays, in children's books, at the beginning and end of lessons to discover what children had learned and identify areas to improve learning. All teachers used learning advice consistently with children in each milepost.
- In meetings with teachers and governors the reason why the school has chosen a range of assessment procedures was discussed. Teachers described how assessment and evaluation enables them to plan effectively, and governors talked about assessment focussing on academic, personal and international learning. They also mentioned that assessment was a big strength of the school because it helps children to develop their skills further.
- Children's targets are derived from data stored on the IPC Assessment for Learning tracking tool. In teachers planning files we saw how teachers had analysed data to plan next steps for children. Action plans for the year show how teachers are released from the classroom to put together action reviews. During this time subject specialists analyse assessment data and set targets for the whole school. Class teachers derive individual children's targets. We heard class teachers discussing individual targets with children. Children were then able to plan their next steps in learning.
- The IPC Assessment for Learning Programme is fully implemented throughout the school. Teachers' planning documents show how planning is adjusted at individual and class level. In a meeting with teachers they talked about how they identified areas of learning which children would not be able to access and then modified their planning accordingly.

**The accreditation team concurs with the school's judgement of 'Mastering' for Criterion 9.**

## Conclusion and Award

The accreditation team agrees with all of the school's judgements.

**The school is therefore awarded accreditation at Mastering level.**

Jane Denby (Team leader)  
Janice Ireland

June 2014