

## **The International Primary Curriculum**

### **Accreditation Visit to SS Simon and Jude CE Primary School June 2017**

#### **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 Report and then submitting it with evidence for validation. To achieve IPC Accreditation, a school must meet nine key criteria at 'Developing' or 'Mastering' level.

SS Simon and Jude CE Primary School has applied for re-accreditation. The school was accredited at Mastering level in May 2014 with the 1st edition IPC Self-Review. The validation of its self-review culminated in a visit to the school on 20th to 24th July 2017. Mary van der Heijden and Jane Denby conducted the visit. Verity Welsh joined with permission from the school for training purposes.

#### **Context**

SS Simon and Jude's school is situated in the very heart of Bolton. The school is a larger than average primary school and the proportion of pupils known to be eligible for Pupil Premium is higher than the national average. The number of pupils whose first language is not English is above national average.

More recently SSSJ went through the SIAMS inspection - Statutory Inspection for Anglican and Methodist Schools. The report highlighted the strengths of the school and recognised the way that the school values the whole community in raising aspirations for all.

SSSJ offers an open door policy and welcomes visitors into the school.

SSSJ has been working with the IPC for the past 8 years. The IPC was first implemented following the school's removal from Special Measures in 2009. In 2014, the school successfully went through accreditation and was awarded 'Mastering' level in all 9 rubrics. SSSJ was the first UK state school to be awarded 'Mastering'.

SSSJ is the lead school within the Multi-academy Trust - all schools within the trust deliver IPC as part of the curriculum provision.

At the time of the Accreditation there were 22 teachers on the staff and 35 non teaching staff (some who work with EYs). There were 353 children on roll in Milepost 1, 2 and 3.

The leaders in the context of this report are the headteacher, deputy headteacher and Key Stage 1 leader.

## **The Accreditation Visit Activities** change as necessary

To check and confirm the school's judgements in the school's self-review report the Accreditation

Team:

- studied the school's judgements set out in its IPC Self-review report
- toured the school
- observed lessons in all classes
- observed two assemblies for the whole school
- observed children in and around the school
- talked with the Senior Leadership Team at the beginning and end of every day
- talked with the deputy headteacher and IPC leader
- talked with all the new and established teachers
- talked with a group of Teaching Assistants and the Learning Mentor
- talked with a group of parents
- talked with the board and attended a meeting with governors
- talked with groups of children in Mileposts 1, 2 and 3 and talked with children during lessons
- studied a wide range of documents
- met as the accreditation team to discuss and agree judgements against each rubric

In addition, the team leader underwent a rigorous quality assurance process 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 improving learning**

The learning definition of the school is:

***'Learning @ SSSJ inspires us to discover, explore and use our knowledge, skills and attitudes to develop ourselves as citizens of tomorrow.'***

### **Learners**

*In all classes learners know and can articulate what they are learning, reflect on their learning and can use these reflections to improve their learning.*

The evidence we saw to validate the self-review across the mileposts included:

- Children were clearly able to articulate the Learning Goals and could explain what they were learning, using the visible prompts on the Smartboard and on worksheets.
- The children talked about their learning in context and made meaningful connections to prior learning. They responded to many opportunities that were given for reflection.
- Children were proud of their Learning Logs and had much enthusiasm when sharing their favourite pieces of learning.
- Children talked enthusiastically about their learning in IPC lessons and were eager to share their IPC books and Team books with the team. They reflected on their learning through the units covered, and shared the highlights that they remembered. They talked about a range of learning experiences including science investigations, Art days and Entry and Exit Points.
- In all classes, children referred to the Learning Goal or WALT/WALA when talking about their learning. They used it to reflect on things they know and things they learned to enable them to move forward with their learning at an age appropriate stage.

In Milepost 1, children enjoyed having the chance to reflect on their learning. They told us, 'the teachers mark our books everyday, so we can learn from our mistakes and it gives us ideas to write more.'

In Milepost 2, children were excited to share that they sometimes were asked to 'Look for Learning' in classes around the school. They explained how they were given special glasses and a lanyard as they were 'learning detectives'. They told us that they had a list of questions, such as 'What are you learning? What do you like about your learning!'.

In Milepost 3, a child shared their Learning Review File from the time they were in they were in Milepost 2. They were proud to be able to share their learning over three years and valued the time spent with their teacher each term to discuss their learning and that they set targets.

## Teachers

*All teachers make explicit the learning intentions and provide appropriate reviews with learners to help them improve their learning.*

The evidence we saw to validate the self-review across the whole school included:

- All teachers made explicit the learning intentions for each lesson by planning activities and introducing them clearly at the beginning of each lesson. On the SMARTboards at the beginning of the lessons there is a clear WALT or WALA with icons showing the IPC Subject, International and the Personal Goals, and knowledge, skills or understanding.
- Teachers regularly referred back to previous units to help learners access their prior learning and used these reflections to help them with their new learning.
- All teachers ensured that lessons were well paced and used frequent references back to the WALT to ensure that the learning is focused on the Learning Goals. Stop clocks and random name generators were used efficiently to encourage children to stay on task and to know the time expected for each task.
- All teachers built in opportunities to review and reflect on learning with all learners, including evaluation faces and at the beginning of lessons in 'fix-it time'.
- The school's definition of learning was visible everywhere in the school and some teachers made reference to it throughout the school day as a reminder to all learners.
- Evidence of explicit learning intentions for subject, personal, and international learning were consistently found in children's books.
- Children had their own Personal Learning Goals and teachers discuss these with them.
- There was evidence in reviews and a school policy that no child receives and unmarked book at the end of each day.
- Teaching assistants were actively involved in the implementation of this programme. They were aware of the need to support children individually and in groups.

## Leaders

*All leaders develop the capacity with their teachers, learners and community, to ensure opportunities to improve learning takes place in all classes.*

The evidence we saw to validate the self-review included:

- Leaders showed a commitment to improving learning for all through a range of well thought out, accessible policies and practices.
- Leaders produced an accessible and detailed Learning and Teaching policy, that is reviewed on a yearly basis, which was at the centre of all that the school does. This is accessible on the school's website for the wider community to access.
- The IPC leader was released for half a day per week and this allowed them to monitor the IPC through learning walks, monitoring with a focus on the agreed non-negotiables of the IPC and also book monitoring.
- Subject leaders for each of the IPC subjects were released for half a day every half term to allow them to look at and review action plans. They also reviewed Classroom Monitor to ensure their subject is being assessed within the two year cycle, audit their resources and prepare for the subject bidding for resources at staff meetings.
- Leaders ensured that all teachers within a Milepost can meet during PPA time to collaborate and plan together. This is carefully planned for to ensure that the teachers can meet and share planning together.
- Leaders provided a range of professional learning opportunities both external and internal. Teachers were encouraged to apply to attend the IPC Festival of Learning in Singapore, were interviewed and had to give reasons as to why their attendance would support their professional learning and benefit the whole school. When they return, they share their new learning with the whole staff and also with the Board of governors.
- Leaders organised weekly learning focussed staff meetings with a planned agenda for the term. TA's are invited, who also have their own weekly meeting as a team with inset organised for their needs.
- Leaders demonstrated a commitment to involving the community in regular and varied ways, such as the weekly workshops run by two TA's to deepen the community's understanding of learning within the school. Children are encouraged to join their parents in their learning during these sessions. In 2017, as the school prepared for the accreditation visit, the sessions were mainly targeted around the IPC Self-Review criteria.
- Leaders provided the opportunity for parents to be engaged personally in the learning in the school by providing a rich variety of events, such as the Art Exhibition and parent evenings. This gives parents the opportunity to discuss IPC, look at the learning visible on displays, attend assemblies and join Exit Points.

## Community

*Most members of the community know what their children are learning and support their children's learning.*

The evidence we saw to validate the self-review included:

- Parents were able to talk about what their children were learning and they gave examples of communications with the school, such as newsletters, progress meetings and class blogs. They were also very pleased that they could hear about their children's learning through informal talks with their child's teachers at the end of each day. Parents were also invited to 'Class Clinics', which run on a weekly basis at the end of a school day, to address queries about the curriculum.
- Most parents were able to share their knowledge of the IPC and how they further celebrated children's learning at home as children told them about their learning and their progress regularly.
- All parents were invited to celebrate their child's learning through involvement in assemblies and exhibitions. They attended Parent Teacher conferences with their children and IPC books were frequently sent home for them to share their children's learning.
- Parents were welcome to talk to the teachers at any time, this gave them opportunity to support learning further at home through home learning activities. A parent said that they were able to choose particular activities with their child from a variety of examples suggested by the teacher. Although their children only needed to choose one activity, they often did far more.
- Parents talked about the use of the 'purple pen'. This strategy, where the teacher gives feedback and suggestions, leads the children to reflect on their learning and then write a response in a purple pen. The parents spoke about how children enjoyed this process of reflecting on their learning.
- Parents see children's learning review files and these are shared in conferences; These include discussions around the IPC Personal Goals as well as targets and academic progress.

**During a meeting with leaders they told us that the self review had been challenging but rewarding. It enabled them to reflect and improve the teaching and learning within the school in a focused way.**

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

## ***Criterion 2: A shared vision about the kinds of children we are helping to develop***

**The school judges its performance against this criterion as ‘Developing’/‘Mastering’.**

The shared vision of the school is:

To ensure lifelong learning for the whole community by building a better future together

Our Mission is: To build and maintain learning communities by developing passionate learners through personalised learning for a globally changing world. By nurturing each child’s faith journey, based on Christian values, we enable lifelong learning through promoting high standards, encouraging enquiring minds and valuing ourselves and others in our school community and beyond.

The following examples are from our observations and discussions:

### **Learners**

*In all classes learners can articulate and demonstrate all aspects of the shared vision about the kinds of children the school is helping to develop.*

The evidence we saw to validate the self-review across the mileposts included:

- In all classes children consistently demonstrated the IPC Personal Goals during the whole school day, showing respect for each other and all members of the school community as they moved around the school. Behaviour over the week was impeccable. All children were polite, respectful and welcoming towards the visitors.
- ‘Ozzy Octopus’ is visible in all classes along with the school’s shared vision of the ‘Values Tree’ and the Personal Goal signs are visible in all shared areas. There were displays boards with personal reflections from the children on how they developed their Personal Goals.
- In all classes children were able to talk easily about the Personal Goals that were the focus for that particular lesson. This was clearly visible on the SMARTBoards and on worksheets, and children could explain it in their own words. They also shared that the Personal Goals which were focussed on for two weeks and then ‘celebrated in assemblies’. They told us that Personal Goals were reported on in their reports and that they enjoyed sharing these with their parents.
- The team saw photos of children working collaboratively in groups on Science projects, such as creating circuits and adding buzzers, making model cars to move with kinetic energy and conducting research.

In Milepost 1, children explained in detail that they could be 'Star of the Week' for showing really great Personal Goals, plus a smart card which could be given to you by anyone if you showed good Personal Goals around the school, including at lunchtime. House points are given for being caught showing Personal Goals in class. They agreed that the best thing was to 'have tea with Mrs Peacock'.

In Milepost 2, a child described the trunk of the Values Tree as having the IPC Personal Goals, and this held up the leaves of the Christian Values. They explained that it was all standing on the British Values. They explained that they learned about all of them in assemblies during the week and that they 'all work together, and most of the time they say the same thing.'

In Milepost 3, children reflected on their move to secondary and said they thought that the school values and the IPC Personal Learning Goals would help them. They would use adaptability as the next school was so large and that they would need to make new friends and learn to have many teachers; Communication would help them talk to new people, but most of all morality would help them make the right choices.

## Teachers

*All teachers articulate and demonstrate all aspects of the shared vision about the kinds of children they are helping to develop.*

The evidence we saw to validate the self-review across the whole school included:

- The shared vision is reviewed yearly and new staff are supported in understanding the vision as part of their induction.
- All teachers were seen bringing this vision to life in class, assemblies, newsletters, class blogs and displays.
- The shared vision was observed being brought to life in an assembly on mindsets by the headteacher. Children were involved in presenting this and many on leaving the assembly said how it linked to things they had learned and as they passed a growth mindset display, they also referred to it.
- The Learning Mentor supported children and parents within the school community in a wide variety of ways as they have the belief that 'if we can help make family life easier it will rub off on our children in school.'
- All teachers incorporated the visuals for the Personal Goals on their Smart boards to remind children of the Personal Goals that are part of the lesson. In one lesson, the children told the team, 'the picture reminds me to communicate with my team'.
- All teachers reported on the IPC Personal Goals during the one to one termly Learning Reviews with children. They set targets for individual learners, hold twice yearly parent teacher conferences and write end of year reports.

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- All teachers and all members of staff demonstrated the shared vision of the school about the kinds of children they are helping to develop. They showed respect to each other and are an inclusive school. All members of staff attend the annual MATS day which helps to build on the shared vision and sense of a wider community within the group.

## Leaders

*All leaders develop, strategically plan and revisit the documented shared vision of the children the school is helping to develop. They build a culture with teachers, learners and community to ensure the vision has impact on all aspects of school life.*

The evidence we saw to validate the self-review included:

- All leaders reviewed the vision and mission on a three year cycle with all stakeholders. In October 2017, the new shared vision of the school was introduced to the staff, governors and parents with a pictorial representation showing the IPC Personal Goals as the trunk of a tree. The Christian values are the leaves and the British values are underneath the tree. This is visible and evident throughout the school, in all classrooms and shared areas.
- All leaders reviewed with the teachers in 2017 the IPC Personal Goals in the Teaching and Learning Policy. They are separated into Milepost appropriate language, with the definitions explaining what it looks like and what opportunities the school provides to develop the Goals.
- Leaders consolidated the IPC Personal Goals on a planned basis in assemblies. This celebrates and awards children's achievements in showing the Personal Goals through. End of the year trophies which are awarded to the Y6 leavers, and also if the teachers show exemplary examples of the Personal Goals, they gain an award. A Teaching Assistant was awarded one for resilience as she had managed to give up smoking.
- Leaders have embedded a very clear behaviour policy to help children develop through the school's shared vision. Departmental leaders are required to include a report on behaviour in their termly report and the headteacher provides a termly report to governors giving feedback on behaviour.

## Community

*Most members of the community know about the shared vision of the children the school is helping to develop, and support the development of this with their own children.*

The evidence we saw to validate the self-review included:

- Most parents talked with enthusiasm about the school's shared vision and that through it their children 'learned core values that they would need in the future to deal with life'. They said children are respectful towards others and that they can see they become 'better people'.
- Most parents talked about the 8 Personal Goals and how these supported their children in learning about 'morals'.
- Parents praised the fact that leaders provided awards for different strengths and developments towards the school's shared vision.
- Parents were part of developing the school's shared vision which meant that they are able to understand it, refer to it and transfer the vision to life outside and beyond school.
- Parents were able to give examples of the shared vision. One parent talked about their child "not giving up" when learning a new skill and demonstrating "resilience"
- Parents talked about how the newsletters further remind them to celebrate international values at home. They shared how their children were proud when invited to the tea party awards with Mrs Peacock.
- All parents agreed that the shared vision had an impact on the home. Some parents had noticed positive changes in their children since they started school. They praised the school for understanding their child and their uniqueness.
- The school hold Meet the Teacher Evenings in which staff meet parents and discuss the year ahead. This means that the parents have a clear understanding of the expectations of the school.

**During a meeting with parents they shared with us that they value the importance placed on the shared vision and how the school develops each individual child.**

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

## **Criterion 3: Implementation of classroom practices that help children develop towards the school's shared vision**

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

The following examples are from our observations and discussions:

### **Learners**

*In all classes children know about and participate in the classroom practices that embed the school's shared vision, and can articulate how they have an impact on improving their learning.*

The evidence we saw to validate the self-review across the mileposts included:

- In all classes children were able to talk about how the Personal Learning Goals impact on their learning in the class using different learning strategies. For example, they told the team, 'I like Enquiry, it's when we have to find out new things'.
- In all classes children understood the impact that the different groupings within the class had on their learning. For example, collaborative group/team work was part of every lesson and the children said 'we learn from each other and keep trying'. The team saw many examples of group and pair work where the children collaborated and cooperated with ease, showing this as an embedded practice.
- Children talked about the role of prefects in the classroom and that the teacher trusted them and they in turn helped them in the classroom.
- In all classes children were able to articulate the importance of feedback, whether oral or written, from teacher to child and how this consolidated or moved their learning forward. They could show how this happened in many places in their books. Children worked confidently and willingly in all situations showing adaptability.

In Milepost 1, we saw children co-operatively making choices in their group/team. They had to decide which materials they would work with in order to make a plane and equally divide the four choices. They agreed on which one they wanted with ease and speed.

In Milepost 2, children enthusiastically used the cooperative learning strategy 'Quiz, quiz, trade' to help them recap on the previous learning that they had covered in Geography, Science and Art in the unit 'Saving the World'. The children responded to this efficient and purposeful practice with ease and it supported them writing an information leaflet.

In Milepost 3, children shared that when they went to the Macron stadium for their 'Aspiration week', they became aware that working in groups or teams 'was needed in life outside school and not just in IPC.' They were excited by how much emphasis the coaches there had put on teamwork and realised that it was an important skill that they had learned at school.

## Teachers

*All teachers can articulate why they use the identified classroom practices, and they are implemented to help learners develop towards the school's shared vision. This is evident in everything that happens in terms of learning and teaching.*

The evidence we saw to validate the self-review across the whole school included:

- All teachers consistently made explicit reference to the IPC Personal Goals through planning and classroom practice in the development towards the school's shared vision.
- All teachers were able to identify a number of classroom practices such as instructional strategies that are used across the school to support learners. In particular, the basis of these practices are the Kagan Cooperative structures and teachers identify and plan for these on a daily basis.
- All teachers communicated clearly with children about the way they want the children to learn. They are explicit about the intention of the strategy, such as a cooperative strategy and which Personal Goal it is supporting and developing.
- All teachers' planning reflected their knowledge and understanding of a range of classroom strategies, in particular the Kagan strategy to be used and the support for SEN.
- All teachers were able to articulate why they had planned for or used a particular classroom practice and how this impacted positively on learning in the classroom. In a meeting, they explained that they had all agreed on the classroom practices and much work had been done around the rationale for each of them.
- All teaching assistants are aware of the shared vision the types of learners they are hoping to develop and they were observed in lessons being supportive, calm and positive. They communicate very well with parents about how the shared vision can be supported at home.

## Leaders

*All leaders develop agreed and documented classroom practices, ensuring that they are shared with the school and implemented in a way to help learners develop towards the school's shared vision.*

The evidence we saw across the whole school included:

- All leaders developed and documented an agreed set of classroom practices that includes Kagan cooperative learning structures, underpinned by the school's shared vision. This was shared with new staff during their induction and is revisited in staff meetings. Leaders included a subject leader post for cooperative learning.
- All leaders were able to talk about a set of identified classroom practices and why they have been chosen. The use of whiteboards allows for children to write notes for sharing their findings, along with talking partners and group work. Having 'teams' of four children was an embedded practice that was seen throughout the school, with children being compassionate, thoughtful, resilient and adaptable.
- All leaders encouraged and ensured that all staff are implementing a range of agreed classroom practices through the monitoring of planning. In staff meetings they encouraged teachers to reflect on which learning strategies they knew and could use confidently. This was used as an audit to confirm which structures they were most comfortable with, and others which could do with refreshing.
- All leaders led and facilitated focussed staff meetings to discuss classroom practice and time is made in the meeting for teachers to share their practice.
- All leaders supported the growth of teachers and their classroom practices through coaching, mentoring, peer observations, and learning walks.

## Community

*Most members of the community know about the links between classroom practices and the kinds of learners the school is helping to develop, and support this vision outside the school.*

The evidence we saw to validate the self-review included:

- Most parents talked about ways that their children learn in school such as, delivering presentations and discussing and sharing ideas. They spoke about how these practices helped to develop their children as learners, in support of the school's shared vision.
- Most parents understood how the Personal Goals support positive attitudes towards learning. For example when completing tasks and finding out new things, the children know they are being 'resilient' and they see this at home.

- Parents talked about the inclusive aspect of the school, such as the way their children receive one to one support and also that activities are differentiated to match the developmental needs of individual children.
- Home Learning Logs provided a range of learning experiences for parents to engage in with their children and the experiences reflect the learning in the classroom, encouraging independence, resilience and adaptability.
- Parents' comments in questionnaires provided positive feedback about the school values.

**During a meeting with teachers, they explained how they had all agreed on the classroom practices that would most improve children's learning and that collaborating together on a weekly basis reinforces the good practice across and between Mileposts. All the children receive the same practices that support the school's shared vision.**

**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's definition of International Mindedness (IM):

### **'To have an awareness of ourselves and others'**

The following examples are from our observations and discussions:

#### **Learners**

*In all classes learners are aware of and engage with their school's definition of international mindedness, which has an impact on their learning and helps deepen their sense of self and other.*

The evidence we saw to validate the self-review across the mileposts included:

- In all classes children produced booklets showing famous people from Bolton, Britain and the World to help deepen their sense of self and other. The famous people from Bolton included Amir Iqbal Khan, the former world champion boxer and Sara Cox, the radio and TV presenter.
- The International Mindedness graphic was displayed everywhere in the school and children referred to it regularly. In all classes, there were displays celebrating home and host country on world maps. In one class, a child explained how the various rainforests were labeled on the world map in relation to the equator and tropics.
- In all classes children shared their knowledge of the host countries associated with their current units; in Milepost 1, they were looking at France, in Milepost 2 Brazil, and in Milepost 3 Chile. This changed according to the units to deepen the children's awareness and understanding of the world around them and to make the learning as authentic and connected as possible.
- Children used one of the large world maps in the corridor to show how the school community had links with the wider world. The map celebrated the links the school made with the sponsored children through ActionAid, and identified schools that had visited, such as a school from Bermuda.
- Children were actively engaged in charity work, which helped develop their sense of international mindedness. They shared that they had collected food for the local food bank, put pennies on the 'SSSJ are making a global difference' display, which will go to Save the Children. The School Council decided that they wanted some of the money to go to the Manchester 'One Love Charity.'

In Milepost 1, children were excited to share that they had raised money for the ActionAid charity to support a child in Tanzania to be able to go to school. They talked about the photo of the child on display and that he lived a different life to them.

In Milepost 2, children were excited to share how much they had learned about their local community through the unit 'Living Together', when they went on a walk in the local area on the 'Great Lever Trail'. They proudly showed the leaflets they had produced about Great Lever and some were exhibited on the International Board alongside other international learning.

In Milepost 3, children told us about their host country Chile and how they had learned about the fact that it has two kinds of deserts, one type being hot and one being cold. They talked about the different kinds of animals that live in those habitats, noting that even in Chili there are differences and similarities. In another group, one child said, "I like learning about the weather, it shows the world is different in different areas'. So we don't see just one thing, we see it all connected and we see the world in different ways'.

## Teachers

*All teachers provide resources, planned learning opportunities and assessments of international learning in order that children can develop and deepen their international mindedness.*

The evidence we saw to validate the self-review across the whole school included:

- All teachers planned and assessed the International Learning Goals and provide rich and authentic connections to units that deepen children's understanding of the world around them.
- All teachers included local issues into the daily learning and used the 'tuck' time to discuss and present items through, for example, a children's news programme. Children were heard discussing the impact of the recent attack at a mosque.
- Teachers decided what host country would be the focus in each unit and made it as relevant and authentic as possible, so that children can explore global and local issues in depth. For example, through considering deforestation in Brazil, and changes in how people go on holiday in Brighton or Blackpool. Using Google Earth, a teacher was able to show the children where they lived, where Blackpool was and then where Brighton was. They were surprised at how far away Brighton was. It helped to give them a sense of the distances and to have a bigger perspective on the world.

- All teachers link to the local community in many varied ways to help deepen the learner's sense of belonging to a community by referencing to the local environment. For example, during a music lesson in Milepost 1, the Music Learning Goal was to be able to play simple rhythms with a steady beat. The teacher asked the children to create a musical piece from the example of a cotton mill sound. The class then reflected on what the day in a life of a worker in a cotton factory would be like.
- Teaching assistants ensured that international mindedness is embedded throughout school life. Some are bilingual, which means that families and children can be even further supported in their learning. Teaching assistants provided resources and planned learning opportunities to support international mindedness. They provide 1-1 support and work with groups to deepen children's understanding.

## Leaders

*All leaders develop, embed and review with teachers, learners and community a shared definition of international mindedness that is underpinned by the IPC's beliefs, is part of the school's shared vision, and impacts on improving learning throughout the whole school.*

The evidence we saw to validate the self-review included:

- All leaders developed a clear and concise definition of international mindedness that resonated with all children and the community. Parents were asked to contribute to the definition and the graphic is visible throughout the school.
- All leaders ensured that large world maps are visible in the school's shared areas, highlighting that SSSJ is part of a global community and how the school makes a difference in the world and which host countries are being celebrated across the school.
- All leaders supported the maintenance of Mother Tongue through bi-lingual support and they show a deep commitment to the development of international mindedness through, for example, having exchange teachers from France, and this year from China. This opportunity promoted not only the learning of Mandarin and French, but helped to develop an understanding of the similarities and differences between the children's culture and others.
- All leaders ensured that all areas of the school are welcoming to the wider community by reflecting the diverse community of the school. In the Community room there is a display showing how the community shares their culture through supporting their children through the IPC units. An International Day is celebrated each year, where parents can share their food, customs and cultures to bring all communities together, and cultural and religious events are shared and celebrated.

- Leaders work closely with other schools in the MATS and there are visits between the schools to share their learning, building links to the wider community. A visiting TA noticed the Milepost 1, 'Flowers and Insects' planning and offered to share her knowledge about bee keeping. Children, teachers and leaders shared with the team how excited they were to learn from an expert.

## Community

*Most members of the community have an awareness of what international mindedness means in terms of the learning that children experience, and the members of the community demonstrate international mindedness through their involvement in various aspects of school life.*

The evidence we saw to validate the self-review included:

- Most parents knew the definition of International Mindedness and had been involved in the review of it.
- The team saw parents' involvement in the school's biannual Art week, 'One World, One Love, One Community', that was linked to countries all over the world. Parents and Teaching Assistants had worked to help identify artists from their cultures and had also involved parents in a weekly workshop with their children.
- Most parents praised the fact that children celebrated other cultures and learned about other cultures with ease. They said their children were enthusiastic about learning Mandarin and that they were impressed that they were able to speak simple sentences and greetings in Mandarin.
- During international days, parents offer their knowledge of their home country and were delighted to share their own cultures in many ways, including through food, artefacts, and books.
- Parents support charitable work, such as harvest festivals and fundraising activities.

**During a meeting with parents, they shared with the team that the IPC gives our children 'confidence'. One parent explained that ' the best thing is that kids have an awareness of the rest of the world'.**

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

## ***Criterion 5: The significance and development of knowledge, skills and understanding.***

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

The following examples are from our observations and discussions:

### **Learners**

*In all classes learners can articulate and demonstrate the differences between knowledge, skills and understanding and how these differences impact on their learning.*

The evidence we saw to validate the self-review across the mileposts included:

- In all classes, children could articulate the differences between knowledge, skills and understanding (KSU) in an age appropriate way. KSU was referred to by teachers at the beginning, and during the lessons. The SMARTBoards and worksheets clearly signposted KSU with icons.
- In all classes, children were enthusiastic to share their learning in their IPC books and knew whether the learning was knowledge, skills or developing understanding.
- Children participated in a range of cooperative learning strategies that were particularly aimed at developing the acquisition of knowledge, skills and understanding. We saw children participating in Rally Robin, where they recapped their knowledge from the day before about the layers of the rainforest.
- During the Knowledge Harvest, children wrote down what they already knew and during the unit added new knowledge to it with the Purple Pen. They were proud to show their 'extra new learning' to the team.
- In all classes children were able to practice their skills as they were revisited during the units and across the year and milepost. Children talked about how their art skills had developed during this term as they prepared for the Art Exhibition.
- In all classes children developed their understanding during the units and showed their understanding through assemblies, sharing their learning with others, including their parents, Exit Points and extended writing.

In Milepost 1, children were able to share the differences between knowledge, skills and understanding. They used the WALT to help them remember and also the images of the owl, seal andameleon, which were visible in their IPC books, on display boards and on the smart boards.

In Milepost 2, some children told us 'knowledge is what you know and the skills are what you can do'. Another child said 'I am making something, it's like the seal, it's doing something, so it's a skill.'

In Milepost 3, children said 'knowledge is all about facts, the skills are how you do things and if you are good at them. Understanding is what happens when you have made lots of mistakes'.

## Teachers

*All teachers can articulate, demonstrate, develop and embed the differences between knowledge, skills and understanding in all aspects of learning and teaching in the IPC.*

The evidence we saw to validate the self-review across the whole school included:

- All teachers could articulate the differences between knowledge, skills and understanding and they constantly review and revisit these to support children's learning. Planning and assessment is thorough and clearly links with the IPC Learning Goals. Changes and adaptations are made to planning when knowledge, skills and understanding Learning Goals need to be revisited.
- Assessment and subsequent feedback was evident throughout children's books, in classroom interaction and through key teaching and learning strategies.
- Teachers skillfully supported the implementation of factual information through quizzes and quick reflective activities.
- Teachers revisited knowledge, skills and understanding in the classroom so that children know the difference.
- All teachers were able to provide a range of experiences so that understanding developed throughout the lessons. They differentiated activities to match the skills of the pupils. For example, by giving images instead of text alone for children to research from, or shorter worksheets. They also carefully considered the groupings so that it fitted the development of each group and pair towards the acquisition of knowledge, skills and understanding.
- Teachers demonstrated how they embed knowledge in the lesson. For instance, during a lesson on caves, there was much open ended questioning to support research for new knowledge. For example, in one lesson a teacher frequently asked, 'What do you think?' and 'How do we know?'. The teacher was able to connect the 'new' knowledge to previous learning from the unit, 'Out of Africa' by the use of prompting questions.

## Leaders

*All leaders put in place structures and systems so that the Learning Goals of each subject of the IPC are the foundation of the IPC learning. The school has clear structures and systems in place help learners, teachers and community understand the significance of the differences between knowledge, skills and understanding and how this impacts on all aspects of learning and teaching in the IPC.*

The evidence we saw to validate the self-review included:

- All leaders and teachers planned and reviewed the route planner in order to ensure that the IPC Learning Goals are at the heart of lessons and that there is an appropriate balance for the context of the school. It is a robust plan and each subject is carefully considered alongside the expectations of the National Curriculum of England and Wales.
- All leaders have established a distributed leadership model, so that teachers hold a subject leadership role and there is shared accountability throughout the school.
- All leaders ensured that planning and assessment was based on the Learning Goals. Initial planning as mindmaps are worked on before a unit and then displayed in the staffroom so that other teachers can suggest ideas to each other and have input to other units. This encourages a common language and understanding around the development of knowledge, skills and understanding across the school.
- All leaders made the differences between knowledge, skills and understandings practical, by linking them to the Kagan cooperative structures.
- All leaders monitor good practice through class observations of the teaching, learning and assessment of knowledge, skills and understanding.

## Community

*Most members of the community know that the different Learning Goals, which underpin the IPC relate to knowledge, skills and understanding and how this impacts on learning.*

The evidence we saw to validate the self-review included:

- Most parents were aware of the IPC Learning Goals that are seen on displays throughout the school and are in classrooms to demonstrate the learning taking place.
- The Learning and Teaching Policy was shared with parents and a wide range of useful and accessible information is available in the reception of the school and on the school website.

- The Learning logs outlined the knowledge, skills and understanding the children will be learning, which enables parents to know the different Learning Goals.
- Parents told the team that they were familiar with the images representing knowledge, skills and understanding and that they see that this matches the goal that is in the home learning tasks.

**During a meeting parents, who were visiting the class to join their child in a mid-unit celebration of learning said that they were very impressed ‘by the knowledge and understanding that their child shared’ as they explained about the rain forest. They felt it was not superficial knowledge, nor had it been coached but showed deep understanding and a genuine concern about how they could make a difference to prevent further deforestation.**

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

## ***Criterion 6: Rigorous children's learning and teachers' high expectations of it.***

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

The following examples are from our observations and discussions:

### **Learners**

*In all classes children engage in rigorous learning, demonstrating pride in all aspects of their research and recording and an enthusiasm to share their learning with others.*

The evidence we saw to validate the self-review across the mileposts included:

- In all classes children took care and showed great pride in all their work and were enthusiastic to reflect and talk to the team about their previous learning. They shared their team books and individual books with pride and could explain their learning in detail.
- Learning was consistently very well presented and recorded in books in an organised and neat way which reflected the flow of learning in the classroom.
- Children's home learning showed many opportunities for the children to record and demonstrate their learning in a variety of ways and the children spoke enthusiastically about how they had worked on their home learning.
- In all classes children were engaged in appropriate, sufficient and challenging learning. During a science experiment, children wore goggles and white gloves and conducted an experiment with celery to see what would happen when it was immersed in water and food colouring. Children skilfully named parts of the plant and made accurate predictions of what would happen over time. The lesson was pitched, paced appropriately, was engaging and captured the children's interests.

In Milepost 1, we saw children responding to challenging questioning by the teacher about the variables affecting the flight of their self made aeroplane. In another class, children were challenged in their thinking and assumptions by making comparisons.

In Milepost 2, we saw children actively involved in creating a rainforest collage. They talked excitedly about the four layers and in particular the animals that lived in each layer. They questioned one of the team extensively about their life and visits to the rainforest, asking insightful questions.

In Milepost 3, we saw children being challenged in sorting and classifying insects. They had to follow a tree diagram and think about the features of the a range of insects and were able to carefully explain this to the team.

## Teachers

*All teachers have high expectations for their children's learning, and plan, teach, differentiate and intervene in a way that ensures learning is rigorous.*

The evidence we saw to validate the self-review across the whole school included:

- All teachers have high expectations for their children and build on this through provision of learning engagements that are sufficient, challenging and rigorous. They constantly scaffold the learning and review progress during the lessons. Often a teacher would stop a class and give an example of good learning from a child or group.
- All teachers planned and taught using a range of differentiation strategies, ensuring the learning is appropriate and well matched to the needs of each child. Varied questioning techniques were used at key points of the lesson to challenge children and check progress.
- All teachers planned collaboratively during their weekly PPA time and plan reflected support differentiation for all learners, including those with SEN.
- All teachers carefully considered how to differentiate between both year groups in one Milepost and in their classes. We saw how similar material is used to support the learning of a Learning Goal, but altered to address different needs. For instance, in one year group a cycle for both the Water cycle and Nutrient cycle was taught but, in the younger class, only the water cycle was taught.
- All teaching assistants had high expectations of children's learning. They supported hands on active learning activities, such as during the ice experiments, bread making and mini beast hunts.

## Leaders

*All leaders ensure that rigorous learning happens and that teachers have high expectations for their learners*

. The evidence we saw to validate the self-review included:

- All leaders were involved in classroom monitoring and supporting teachers through individual coaching sessions. They have formal observation times and give feedback and teachers also set their own targets for development.
- All leaders planned varied and purposeful professional learning opportunities which is reflected upon termly and amended as needed. Teachers also lead these sessions when appropriate.

- All leaders ensured regular and scheduled planning time is made available for all teachers to plan within their Mileposts to ensure consistency and that the collaboration extends the teachers practice.
- All leaders ensured moderation of IPC learning, including looking at planning, books and classroom practices and this takes place on a regular basis. They also ensured that teachers were supported in revisiting Learning Goals when the children needed more practice and experience.

## Community

*Most members of the community can talk about rigorous learning and recognise that teachers have high expectations for their children.*

The evidence we saw to validate the self-review included:

- Most parents commented that their children were excited about learning and want to continue learning at home through independent research, using the internet, books and documentaries. One parent said their child actively seeks to watch documentaries, such as on Discovery Channel, after being inspired at school.
- Parents felt all teachers had high expectations for their children and were ambitious for them to do well and that teachers were focused on helping all children. One parent said 'the teacher's questions made their child do more research at home'.
- Most parents were aware of how teachers differentiate their lessons so that they are pitched to support the developmental needs of each child, through questioning, combining partners of different abilities, giving different levels of work and providing support from other teachers in the room.
- Exit Points and assemblies, when relevant, were well attended by the parent body and are used by the school to showcase the learning.
- Most parents said that they could access their children's learning through blogs and the Learning Log.
- Parents said that teachers act as good role models and talk "academically" to their children. They discuss news stories and History programmes in class. This means that the children are able to have interesting conversations with their teachers about topical TV programmes and current affairs.
- Most parents recognised that teachers have high expectations of their children.

In a meeting with the CEO of the school, they talked about the high expectations that the teachers had for their children in class. They shared that SSSJ was a leading school in the MATS and helped support the development of rigour in the other schools within the trust, through the implementation of the IPC and the sharing of their expertise and processes.

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

## ***Criterion 7: Implementation of the learning process of the IPC.***

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

The following examples are from our observations and discussions:

### **Learners**

*In all classes learners know about and engage with the learning process of the IPC, and are able to apply their knowledge of this and demonstrate how this helps to improve their learning.*

The evidence we saw to validate the self-review across the mileposts included:

- When talking to children they were able to explain the learning process and referred to the displays that were readily visible in all classrooms. All the displays in the classroom showed the learning the children were referring to, such as the rainforest diagrams that were on display.
- In all Classes children spoke to talked about the Knowledge Harvest and could refer to it in their team books or individual books. They were able to show how they added onto the Knowledge Harvest as they learned more through the unit and had ‘found out about new knowledge’.
- In all classes children used books, watched videos, listened to stories and nonfiction texts and researched the Internet to find out more information to answer questions they had created. The team saw children writing their own questions about the rainforest as part of the ‘Save the World’ unit. They then swapped their questions with another child and that child then had to find the answers to their questions and then share the new knowledge that they had researched.
- In all classes children engaged in a variety of recording activities activities. For example, we saw children making flowers from plasticine to show the features, along with drawings that illustrated leaves, stems, and so on.
- Conversations with children showed they had engaged fully with Entry and Exit points and they said they found the ‘Entry Points fun because we get to dress up and do different things’.

In Milepost 1, children shared with the team how much they enjoyed having their parents come into school so that they could share their learning at the Exit Points and at other times during the learning process. They told us they liked the Entry Point because 'we do something exciting to get us ready for the next learning'.

In Milepost 2, a child talked about their learning in the Brainwave unit and said that they were amazed that 'a neuron was so small, it was smaller than a full stop.' The team also observed a mid unit celebration of learning that parents attended. Parents remarked on how much their children had learned in their research and recording activities.

In Milepost 3, we saw children engaged in a variety of research activities. In one lesson, the children were researching whether ice formed from the surface or below it. They made predictions and then observed what happened and then recorded the outcomes.

## Teachers

*All teachers consistently and thoroughly implement the learning process of the IPC throughout each unit and can articulate how and why this process helps to improve learning. Teachers look for and engage with neuroscientific research connected to learning and reflect on implications for classroom practices.*

The evidence we saw to validate the self-review across the whole school included:

- All teachers engaged the children with Entry Points and they knew this was important to get the children interested. They recognised that Exit Points were an important part of the Learning Process and planned for it. A Teaching Assistant, gave an example about having a planetarium actually come to the school for the Exit Point of Mission to Mars and said how exciting it had been for everyone.
- Children were given opportunities for authentic experiences in research activities. Teachers made every effort to relate the learning first to children's lives. For example, they used Blackpool in the past as the starting point for a research activity about comparing holidays in the past with the present.
- There was robust support for Newly Qualified Teachers to explain the process of learning and how it improves the outcomes for children academically and personally. This means that all of the team have consistent high expectations of learning.
- All teachers kept up to date with current research and told us they had shared articles and that the growth mindset focus had really brought neuroscience to the forefront for them.
- All teaching assistants engaged with neuroscientific research that was introduced through the 'Brainwave' units and they were able to extend this learning further. This means that they understand how children learn and provide high quality support in class and beyond.

## Leaders

*All leaders ensure that the learning process of the IPC is fully implemented by teachers and that they develop the capacity with their teachers, learners and community to ensure that appropriate neuroscience findings and research are utilised to improve learning.*

The evidence we saw to validate the self-review included:

- All leaders were dedicated in developing all staff and they carefully plan staff meetings. They empower others to take on leadership roles that further develop their understanding of teaching and learning.
- All leaders focused on growth mindset and have developed teachers' understanding of it through workshops on how the brain works and evolves. They then support this further in the school so that children understand the importance of it. All classes begin the year with the 'Brainwave' units.
- All leaders supported the professional development of teachers. They encouraged links with other schools and within the MAT. In addition, they encourage links further afield. For instance, after supporting one teacher's training in Kagan structures, they then supported her visiting Sakhalin in Russia so that she in turn could deliver the training there. This then also initiated a developing link between the school in Sakhalin and SSSJ.
- During performance management meetings, leaders asked teachers to reflect on their own professional learning needs. Leaders then looked for ways in which to support them to enable them to achieve their targets through further support and professional learning in the school, within the MATS and externally.

## Community

*Most members of the community know about and participate in the process of the IPC and know how the learning process of the IPC impacts on their children's learning.*

The evidence we saw to validate the self-review included:

- Most parents were able to share their knowledge of Entry and Exit Points and they told us that they liked that the Entry Points get their children interested in future learning. They liked it when, on some occasions, the whole community dresses up and participates. They also really appreciated the visitors and the visits the children go on to deepen their learning. They were all informed about the upcoming trips.
- Parents greatly appreciated that the school shared knowledge about brain development with them.
- Parents spoke about how teachers ask children questions such as, 'What do you think?', further developing their cognitive learning skills.

**During a meeting with children, they said ‘I like the Knowledge Harvest, I know how much I do know and then what it does is make me want to learn more as you know there’s more to come’.**

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

**Criterion 8: Implementation of themes through independent yet interdependent subjects.**

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

The following examples are from our observations and discussions:

**Learners**

*In all classes learners know that the different subjects of the IPC work independently yet interdependently, helping to link their learning and provide them with multiple perspectives of a theme.*

The evidence we saw to validate the self-review across the mileposts included:

- In all classes children were able to talk about the ‘jigsaw’ to identify the subjects they were learning in a unit. This helped them make connections between the subjects. Most classes highlighted the part of the jigsaw that they were learning about in a lesson.
- In all classes children spontaneously made links to their prior learning in different subjects. In one class, when a teacher presented a timeline of the children’s life span, a child said, ‘It’s like when we are learning with a number line in Maths, it looks like one’.
- Children talked about the fact that what they learned in one subject area helped them learn ‘better’. For example, in one class there was a discussion about rainforests being the ‘lungs of the earth’. A child told us that they liked IPC because it gave them a different picture of things.
- In all classes children could talk about independent subjects and how linking them together helped them to think about things in different ways. For example, a child talked about a tv advert they had made to demonstrate the immune system.

In Milepost 1, children worked on the differences and similarities between holidays in the past and now as part of History in the ‘Holidays’ unit. A child said, ‘we are working on History, it’s about the past and the people in the photo don’t have the same things we do now, even though it’s in this country’.

In Milepost 2, children shared that they enjoyed working at home from their Learning Logs with their parents and a child said that ‘as there were 5 jigsaw subjects most times, I learned so much more about the units and so did my mum’.

In Milepost 3, we saw children learning about caves and adaptations to different systems as part of the 'Extreme Survivors' unit. A child said, 'I am classifying these insects and I didn't know it was something scientists did, classify insects by numbers of legs'.

## Teachers

*All teachers link learning through independent yet interdependent subjects which leads to the children developing multiple perspectives of a theme.*

The evidence we saw to validate the self-review across the whole school included:

- Every teacher took on a responsibility for subject areas and worked diligently to monitor planning and track progress across the Mileposts. These subjects are then taught in blocks and we observed how everything is clearly articulated to children so that they see the links and connections. Teachers refer consistently back to previous subjects and units.
- All teachers told us that they link with the outside specialists to support the learning in the subject areas of Music and PE. For example, in the weekly singing lesson, the children were learning 'We're all going on a summer holiday' as part of the 'Hooray, Let's go on holiday' unit.
- All teachers made international links in Music and Art to enable children to have multiple experiences and perspectives of a theme.
- All teachers used thoughtful and purposeful extended writing opportunities to link with IPC units. For example, children wrote information leaflets for conditions for living in the arctic and persuasive letters about stopping deforestation.

## Leaders

*All leaders ensure that learning is linked through independent yet interdependent subjects by providing the structure and systems to support the necessary connections.*

The evidence we saw to validate the self-review included:

- All leaders provided dedicated times for collaborative planning on a weekly basis across each Milepost to ensure that time is dedicated to subjects.
- Leaders told us how they support the development of each subject within the IPC and how they support subject leaders by releasing them every half term to enable them to evaluate their action plan and visit classes to look at their subject in action in lessons.
- Leaders conducted 'Vivas' with each subject leader on their subject area and developed sustainability of leadership by matching more experienced middle leaders with less experienced ones.

- All leaders monitored the impact of independent subjects through interviews with children that are recorded. This gives an overview of children's perceptions as to how each subject in a unit connects.
- Leaders supported the work towards achieving the Artsmark award. Combining, for instance, the lessons delivered by Bolton Music Service for recorders, violin, singing and drumming, a creative team has worked on ensuring that the IPC Learning Goals are planned for and assessed. They ensured that the learning was linked. For example, through technology when cooking food as part of the IPC unit 'We Are What We Eat' and in PE and Drama as part of the 'Circus' unit.

## Community

*Most members of the community know that linking learning through independent yet interdependent subjects helps develop their children's multiple perspectives of a theme and they support this outside school.*

The evidence we saw to validate the self-review included:

- Parents were aware of the thematic approach to the IPC and how all the subjects linked, such as English and Science in the 'Mission to Mars' unit. Parents said that they appreciated that their children made links when at home. For instance, one parent talked about how they had used their Art and Technology in creating a model at home.
- Most parents spoke of how the 'jigsaw approach' of linking different subjects in class helped their children understand the topics further. Parents visiting the Art exhibition appreciated the link between Art and International goals, as it gives children hands on experiences about a specific culture.
- The home Learning Logs made links to subject areas through tasks set and parents engaged in this so that they know how the subjects link together. They are able to encourage their children to make choices about the subject area they will learn about in their home learning.
- Curriculum newsletters made subjects taught through the theme explicit to parents and prior to a new unit parents are sent home letters informing them of the process.

**During a meeting with children they told us that they like learning lots of subjects about one topic. A child said, 'we don't see it as one thing, it helps us see the world in different ways'.**

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

## **Criterion 9: Assessment that improves learning**

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

### **Learners**

*In all classes learners use a range of assessment practices including the implementation of the IPC Assessment for Learning Programme to improve their learning.*

The evidence we saw to validate the self-review across the mileposts included:

- In all classes, children throughout the school used the ‘purple and green pen’ approach to help them reflect on their learning and to indicate how they could improve. They were open about the ways they needed to improve and to ‘get better’ and many referred to the language of growth mindset.
- In all classes, children used a variety of ways to show their knowledge about a subject and a unit, which demonstrated what they had learned. This was particularly evident when all children participated in the cooperative learning structures.
- The IPC Assessment for Learning rubrics and learning advice were visible in classrooms, in the children’s individual books and team books, and the children used these to reflect on their learning.
- In all classes children were able to confidently use the language of beginning, developing and mastering and to distinguish between them. They were eager to share how they could identify where they were and how they would use the learning advice or ‘purple pen’ comments to move forward.
- Children in all Mileposts developed and recorded their understanding in a variety of ways through the units. All children complete IPC unit evaluations at the end of the unit and children told us that this ‘ties up the learning’.

In Milepost 1, children were observed self assessing by using rubrics that they revisited several times during the lesson. They also discussed in pairs how they could improve their learning, after the teacher shared the learning advice with them.

In Milepost 2, children carried out Knowledge Harvests that they revisited to add new knowledge as they learned more during the unit. They worked in teams and produced high quality team books, and they explained to us that by looking back at the Knowledge Harvest they realised how much they had learned during the unit.

In Milepost 3, children reflected on how the use of rubrics helped their learning and children were seen to use the learning advice independently to help them improve their learning. They explained that everyone had ‘their strengths and so could be mastering in one subject, but beginning in another’. They explained that often their self-assessments of the rubrics were the same as the teachers’, but not always, and this made them think even harder about their learning and how to improve it.

## Teachers

*All teachers use assessment to improve children’s learning; the IPC Assessment for Learning programme to assess skill development, alongside other appropriate strategies to assess knowledge and understanding.*

The evidence we saw to validate the self-review across the whole school included:

- All teachers planned to use appropriate strategies to assess knowledge, skills and to evaluate understanding and this was consistent across all mileposts.
- All teachers used a range of assessment practices to develop children’s learning. These are generally active and the co-operative structures are built around them. For example, after watching a video on plants, children worked in teams to write answers to their questions in note form on whiteboards. They then participated in the structure ‘Team, Stand, Share’ to explain and ‘teach’ what they had understood to others.
- All teachers used and understood the IPC Assessment for Learning programme effectively for skills progression. They worked with children to highlight areas of the learning advice to help children progress further and children were confident in telling us about this.
- Teachers used a wide range of assessment opportunities linked to knowledge, such as agree or disagree, by showing thumbs up/down, matching statement cards and Round Robin. This meant the children were actively engaged and teachers could listen for accuracy.

## Leaders

*All leaders ensure the IPC Assessment for Learning Programme is implemented to assess skills alongside other appropriate strategies to assess knowledge and evaluate understanding. They are involved in the collection, analysis and use of this assessment information to support improvements in learning. Assessment procedures are shared with the community.*

The evidence we saw to validate the self-review included:

- Leaders have provided training on the IPC Assessment for Learning Programme and AfL strategies for teachers and this is ongoing. All new teachers are engaged in training for AfL in their induction to the school.
- All leaders developed a skills plan and assessment cycle for the IPC subjects for all Mileposts and this helps subject leaders to set targets for the following year.
- All leaders implemented a carefully structured and planned cycle of monitoring. They used a distributed model of leadership that involved subject leaders and all teachers at all levels. This ensures consistency and quality across year groups and across Mileposts in order to ensure that a range of appropriate assessment strategies are used.
- Leaders developed workshops that include assessment procedures as a focus and this included the moderation of AfL rubrics.
- Leaders have analysed the IPC route plan and amended it to ensure that skill assessment coverage is across all subject areas and key skills can be tracked across the Mileposts. The introduction of Classroom Monitor helps to track this digitally and results are also shared with Governors.

## Community

*Most members of the community know the reasons why the school has chosen its range of assessment procedures for the different IPC Learning Goals and how these support their children's development.*

The evidence we saw to validate the self-review included:

- All parents received regular feedback on their child's progress through parent teacher conferences, children's IPC books and by talking to the teacher. This helped them to know the reasons why the school has chosen its range of assessment procedures and helped to support their children's development.
- Parents received accessible, clear information on the IPC Assessment for Learning programme and information on how the children can move from beginning to developing to mastering through the learning advice.

- Parents told us that they had a lot of information about how their children were progressing. One new parent said they were really delighted in the way their child had progressed in her learning after being in the school after only a year, compared to their previous school.
- The school has an open door policy where parents are encouraged to come into the school if they have any questions relating to their children's progress. Most parents said they felt very comfortable talking about their children's progress and had good contact with their child's teachers.

**During a meeting with children, they shared with us how much they liked 'Fix it' time and the use of the 'purple pen'. This really supports their skills in reflection and self improvement. Children confidently shared that in this school it 'was ok to make mistakes, because it helps us improve'.**

**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 own judgements.

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

Mary van der Heijden  
Jane Denby

June 2017