

## **Peel Clothworkers' Primary**

### **External Validation 2020**

The school has recently undergone an external validation of its School Self Review and Evaluation process. This validation looked at all aspects of the school but selected three areas for particular scrutiny. The three areas chosen were:

Achievement Against Prior Attainment

Teaching for Learning

Partnerships with Parents / Carers

#### **Achievement Against Prior Attainment**

The validation team concurred with the school's judgment that Achievement Against Prior Attainment is 'Very Effective' overall.

Achievement in the Foundation Stage is 'very effective' – this judgment needed to be updated.

Achievement in Key Stage 1 is 'very effective'.

Achievement in Key Stage 2 is 'very effective'.

Achievement against Prior Attainment can be judged as 'very effective' overall.

#### **Teaching for Learning**

The vast majority of pupils can use and apply the learning language associated with growth mindset and teachers model how it can be applied in different situations. Most teachers offer a choice of activities to enable pupils to make decisions and choices about what they are going to learn and how to present their learning. The vast majority of pupils are given opportunities to practise using meta-cognitive strategies when learning.

The validation team concurs with the school's judgment that Teaching for Learning is 'very effective' overall.

#### **Partnerships with Parents/Carers**

Parents, pupils, governors, staff and the wider community hold the school in high regard. The school gathers and acts on feedback from families and the community for self-evaluation and improvement purposes. The school builds positive partnerships with the large majority of parents and carers to support pupil learning and well-being.

Partnerships with Parents/Carers can be judged as 'very effective' overall.

### **Other Areas Considered**

As well as focusing on the three specific areas above, the validation team also considered other judgments set out in the SSRE. The team concurred that:

- Pupils display leadership skills in a range of contexts including, as house captains, 'Eco Warriors', digital leaders and 'buddies'
- Pupils are able to talk about what they require to be successful in their learning and well-being. This is tied into the school's values which permeate all aspects of school life
- Attainment at the end of Key Stage 2 is very effective
- Action research groups are set up for the school's key school improvement priorities which result in the staff being increasingly reflective in their practice
- There is an effective pupil tracking system in place
- Staff and pupils are regularly consulted regarding school improvement priorities
- Governors' meetings are used to share the progress made towards school improvement initiatives and governors also conduct learning walks to develop their understanding of the school and its priorities
- A wide range of learning experiences are offered to pupils including, continuous provision in the Foundation Stage, challenge focused learning in Key Stage 1 and cross-curricular topics in Key Stage 2
- The vast majority of pupils contribute positively and engage well within the school and local community

### **Conclusion**

In summary, the validation team found that the school knows itself well and therefore it is in a good position to strategically and systematically plan for continuous improvement. In some aspects of the SSRE the commentary does not reflect the robust evaluative evidence that is readily available.