

School Assurance Professional Report 2021/22 Academic Year

School		Mendell Primary School			
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SIP		Appraisal	Governors	External Support	Leading Learner's Multi-Academy Trust English Hub and Maths Hub
Chair of governors			Chris Carubia christophercarubia@wirral.gov.uk		

Visit date	Focus	School staff involved
18 March 2022	<ul style="list-style-type: none"> Quality of education: curriculum Leadership and Management 	Headteacher, deputy headteacher, assistant headteacher, SENDCos, teaching assistants and subject leaders – Early reading and phonics, mathematics, English, computing, design and technology, science, and history. <u>Present:</u> CEO Yvonne Brown Leading Learners Multi-Academy Trust

Significant changes in context

Since the last inspection the school has worked collaboratively with a group of schools in Wirral initially guided by a Wirral System Leader (WSL). The WSL sought external support from a CEO (Yvonne Brown) in a multi-academy trust 'Leading Learners' and the school visited the Trust in Bradford with the other schools in the summer term 2021. Following the visit, the headteacher and deputy headteacher took swift and decisive action to re-design the school curriculum. School leaders, and subject leaders, have worked diligently to put in place a curriculum design which is progressive in knowledge and skills within key priority subject disciplines (design and technology, science, computing, history, and geography). The curriculum has been in place since September 2021 and is available on the school website. The changes to the curriculum will take time to embed yet leaders report these have been positive to the quality of education, and the quality assurance visit would support this. The school has continued to implement published schemes for the core subjects – mathematics (Power Maths), English reading and writing (Pathways) and phonics (Little Wandle) and schemes for art, music, physical education, and religious education. The school has engaged positively with Leading Learners Trust through an agreed funded DfE Trust partnership, and as a result is taking effective action to further improve the quality of education. The support is bespoke to the needs of the school and the leaders need to maintain their focus upon improving the outcomes for all pupils. The school has continued to work with the English and Maths Hubs. Since the last inspection the leadership team has been strengthened by the appointment of an additional SENDCo and governors have been recruited for specific skills.

The school context has not changed significantly over the last 3 years; however, it is worth noting the school deprivation indicator is in quintile 1 (least deprived) of all schools whereas the pupil base is in quintile 4 (more deprived) in terms of deprivation. This is reflected in the high proportions of pupils in receipt of free school meals provision, especially in the current Year 6 cohort (66%). The 2021 contextual information within the Inspection Data Summary Report (IDSR) shows a decrease in the proportion of special educational needs pupils receiving support since 2019.

Ofsted

Section 5	14 and 15 May 2019	Date of last monitoring	21 June 2021
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Gradings	Overall effectiveness: requires improvement <u>Effectiveness of leadership and management: good</u> <u>Quality of teaching, learning and assessment: good</u> <u>Personal development, behaviour, and welfare: good</u> <u>Outcomes for pupils requires improvement</u> <u>Early years provision: good</u>	Outcome	Leaders and those responsible for governance are taking effective action for the school to become a good school.
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Areas for development: Section 5

- Ensure that, in mathematics, pupils of all abilities, including the most and least able, are appropriately challenged.
- Ensure that standards of writing in subjects other than English reflect the best which pupils are capable of producing.
- Improve pupils' handwriting and the presentation of their work further, so they are consistently good across the school.
- Produce clear measures to assess the precise impact of the physical education and sport funding.

Area for development: Section 8

- Ensure subject leaders and teachers receive subject-specific training so that they can deliver the curriculum effectively in subjects other than English and mathematics.
- Develop further the curriculum plans in subjects other than English and mathematics so that they set out the important knowledge that pupils need to learn and in what order so that pupils know and remember more.
- Ensure governors challenge leaders more effectively about the quality of education in subjects across the curriculum.

School self-evaluation

Judgement areas	Significant strengths	Next steps
<p>Quality of education</p> <p><i>'In English and mathematics, the full curriculum is coherently planned and well sequenced with skills and knowledge building each year. Subject leaders are clear about end points for their subject and know how well pupils are doing. Children's books reflect the school's ambitious curriculum. This capacity is now being developed across the school in priority 1 subjects: science, DT, history, geography, and computing.'</i></p>	<p><u>The school self-evaluation highlights many strengths and those listed below are identified by the SAP as strengths based on the on the first-hand evidence during the visit</u></p> <ul style="list-style-type: none"> • The curriculum plans across the priority 1 subject disciplines are coherently planned from Early Years to Year 6. The plans provide prior knowledge, vocabulary, key knowledge end points on a termly basis (<u>evidence: curriculum plans, presentation by the headteacher</u>) • All subject leaders conveyed strong subject knowledge and understanding of their subject discipline which is impacting positively upon positive pupil outcomes (<u>evidence: subject leaders discussions, pupil workbooks, pupil voice</u>) • There is a rigorous and focused approach to children gaining appropriate phonetic knowledge, which begins as soon as children enter the school. This is evidenced in the consistent approaches to teaching phonics, in pupil tracking data and outcomes in the school tracking system (<u>evidence: phonics observations and discussion with phonics leader</u>) • The school's approach to addressing pupils gaps in learning is thorough and systematic. For example, this was well evidenced by the mathematics subject leader sharing the school's approach to gap busting and strong impact in pupil outcomes (<u>evidence: mathematics subject leader discussions, in-school assessment data and pupil workbooks</u>) 	<p><i>The school identifies the following steps:</i></p> <p><u>Curriculum Support from Leading Learners MAT.</u></p> <p><u>Metacognition project</u> - following EEF research and using a collaborative enquiry model we are embarking upon a metacognition project that will allow metacognition to become part of our school community.</p> <p><u>Standards of writing, particularly at KS2</u> - embedding of Pathways to write has ensured that children are given regular opportunities to practice key skills and 'mastery keys' and that these are revisited throughout the year in a progressive way. The 'gateway' assessment tasks allow teachers to quickly identify areas where there are gaps, and these gaps are then addressed through gap busting sessions. This needs to be continued to ensure maximum impact.</p>

		<p><i>Combined data - supporting children who have gaps in one subject to help them achieve expected standard in all areas.</i></p> <p><i>CPD - high quality verbal feedback and questioning</i></p>
<p>Leadership and management</p> <p><i>'Appointments to the governing body has resulted in strengthening the governors who are challenging and supportive of the school. Staff are developed professionally and encouraged to be the very best teachers as leaders believe children at Mendell deserve the very best teaching and high priority is given to ensuring the quality of teaching and learning is at least good.</i></p> <p>Wellbeing – well-being is taken seriously at Mendell Primary, and pupils, staff and leaders are well supported.</p> <p>Safeguarding has a high priority in the school with all staff knowing the role they play in keeping children safe. The headteacher is relentless in her pursuit of ensuring concerns brought to the attention of social care are dealt with effectively.'</p>	<p><u>The school self-evaluation highlights many strengths and those listed below are identified by the SAP as strengths based on the on the first-hand evidence during the visit</u></p> <ul style="list-style-type: none"> • The headteacher's drive and ambition for the development of the curriculum design was exemplary. She has worked tirelessly and galvanised the team to be able to design a strong curriculum. She has created a cultural shift in the school through her leadership. • Leaders, including subject leaders, have a clear and ambitious vision for their curriculum based upon agreed values *Consistency *Insistency *Ambition which are shared and supported by all staff. All subject leaders articulated with clarity the intent for their subject (<u>evidence:</u> discussions with senior and subject leaders and pupils; curriculum intent; subject plans; lesson visits) • There is a strong commitment to support staff professionally which has enabled the school to move at a pace in its curriculum development (<u>evidence:</u> curriculum plans; school improvement plan; discussions with subject leaders) • Coaching and mentoring systems are strong impacting positively on staff professional development (<u>evidence:</u> subject leaders discussions; subject leader monitoring records) • There is a consistency within the school learning environment – for example, reading areas are well designed and the priority subject areas have a high profile in every classroom (<u>evidence:</u> learning walk; lesson visits) • Leaders are mindful of workload issues and have facilitated dedicated time for the development of long- and medium-term curriculum plans. All subject leaders valued the time to think, plan, and reflect professionally. This has resulted in staff being committed to shaping a curriculum which provides high-quality learning experiences and improved outcomes for pupils (<u>evidence:</u> discussions with staff) • Strong commitment by governors to support the school improve outcomes and improve their knowledge of the taught curriculum (<u>evidence:</u> link governor role; design and technology report by link governor; subject leader discussions) 	<p><i>The school identifies the following steps:</i></p> <p><i>Further specialist training for <u>subject leaders</u>.</i></p> <p><i>Consider <u>Trust Partnership with Leading Learners MAT</u>.</i></p> <p><i>Support new ECTs.</i></p> <p><i>Implement new <u>monitoring of teaching and learning</u>.</i></p>

Overall Effectiveness

Leaders self-evaluation judges the school’s overall effectiveness to be requires improvement (quality of education requires improvement; behaviour and attitudes: good; leadership and management: good; personal development: good and early years: good)

School/SAP comments on school self-evaluation:

The school self-evaluation document is an accurate visual representation of the school’s current position within each of the Ofsted judgements: quality of education, leadership and management, personal development, behaviour and attitudes, and Early Years. Leaders have highlighted where the school is at based upon a secure evidence base and regularly update the document to show progress. Leaders can talk with clarity about the school’s strengths and areas for development – leaders communicate their school improvement journey exceptionally well. The findings of the quality assurance visit support the leaders’ evaluation; however, challenge was given in the behaviour section - Can behaviour be judged good given the high percentages of suspensions in 2019/20 (3.2%), and the rate of repeat suspensions (1.1%)? The self-evaluation document needs to reference the reasons why the rate of suspensions was high and if the current picture shows improvement (action). The self-evaluation document outlines the actions taken by the school since the last inspection and the impact. Again, the quality assurance visit findings would support the progress taken by leaders in beginning to address the areas for improvement. The school context section needs to accurately reflect the information held in the latest IDSR and use correct terminology. For example, the EYFS standards are recorded as above national for 3 years since 2017 however attainment is average in the reading, writing, mathematics early learning goals in 2019. Leaders need to ensure they are using accurate comparative language for analysing the data (action). It is recommended leaders summarise the self-evaluation in July 2022 (action).

Evidence base: school self-evaluation (January 2022); Inspection Data Summary Report (IDSR), 28 February 2022 version; Ofsted reports and school improvement plan 2021/22; school website; discussion with the headteacher.

Key school improvement priorities in 2021/22

Quality of education

1. **To improve the quality of English to raise attainment in reading by**
 - embedding Little Wandle Letters and Sounds scheme
 - improving fluency in reading across the school
 - improving oracy from the earliest points
 - fostering a love of reading across the school
 - effectively supporting the lowest 20% in phonics/reading
 - ensuring all children can read by the age of 7, then children read to learn
2. **To ensure curriculum plans identify the important knowledge that pupils need to learn and in what order so that pupils know and remember more in priority 1 subjects:** science, design and technology, computing, geography, and history.
3. **To improve the provision for pupils with special educational needs by**
 - reviewing the SEN register to ensure accuracy
 - ensuring children are provided with appropriate support, which is monitored, and progress can be evidenced
 - planning an adapted curriculum which meets the needs of SEND pupils
4. **To continue improving the quality of teaching and learning mathematics by**
 - improving arithmetical fluency
 - improving children and parent’s attitudes and resilience in mathematics

	<ul style="list-style-type: none"> supporting SEN children in mathematics 		
Leadership and management	1. To provide quality training to ensure governors are able to challenge leaders effectively about the quality of education in subjects across the curriculum.		
Agreed school improvement actions from visit		Staff responsible	RAG
Summer term * Additional actions have been identified in the main body of the report in consultation with leaders.			
Senior leaders to continue monitoring the effectiveness of the taught curriculum upon improving outcomes for all pupils, including those pupils with special educational needs.		Senior leaders Trust	
Subject leaders to write the summer term medium term plans for the priority 1 subjects and upload onto the school website.		Subject leaders	
Subject leaders to continue monitoring the implementation of the planned curriculum to ensure that it matches the desired intent and expected outcomes in workbooks are of a high quality.		Subject leaders	
Subject leaders to ensure their monitoring includes a focus upon special educational needs pupils to check whether the curriculum is being adapted to meet the pupils' needs and the evidence is showing pupils are developing their knowledge, skills, and abilities to apply what they know and can do this with increasing fluency and independence.		Subject leaders	
Subject leaders to include examples of high-quality pupils' work as evidence of impact in the medium-term plans.		Subject leaders	
To continue working collaboratively with Leading Learner's Trust. For example, the Trust to monitor and hold leaders to account for addressing the actions in the SEND action plan.		Senior leaders Trust	
To formulate self-evaluation statements to evidence, impact and write a self-evaluative statement in July 2022.		Senior leaders	
To continue managing the well-being of the headteacher.		Governors	

Notes of Visits	
Spring term	
Agenda items covered	
<ol style="list-style-type: none"> Curriculum Intent – <u>evidence base</u>: presentation by the headteacher and review of curriculum plans on the school website. Quality of school improvement documentation – <u>evidence base</u>: discussion with the headteacher, school improvement documents (self-evaluation and school improvement plan); analysis of IDSR; school website; school contextual information. Phonics and Early Reading – <u>evidence base</u>: discussion with the phonics and early reading leader; joint lesson visits in reception and Year 1; observation of a familiar adult listening to the lowest 20% of pupils read (Year 2); analysis of IDSR; Trust review and in-school data; discussion with pupils about their reading books. English: reading and writing – <u>evidence base</u>: discussion with English leader; review of long and medium plans; review of leaders' monitoring; review of pupils' workbooks; discussion with pupils about reading; discussion with pupils with their writing books; analysis of IDSR. SEND provision – <u>evidence base</u>: discussions with SENCos; analysis of IDSR; Trust review; school specific documentation shared during the visit; action plan. 	

6. **Mathematics** – evidence base: discussion with mathematics leader; review of long and medium plans; lesson visit: reception and Year 4; review of leaders’ monitoring; review of pupils’ workbooks; review the impact of intervention upon improving pupils’ outcomes; analysis of IDSR.
7. **History** – evidence base: discussion with the history subject leader; review of long and medium plans; review of pupils’ workbooks and any additional information referenced by the leader during the discussions.
8. **Science** - evidence base: discussion with the science subject leader; review of long and medium plans; review of pupils’ books and any additional information referenced by the leader during the discussions.
9. **Computing** - evidence base: discussion with the computing subject leader; review of long and medium plans; review of pupils’ books and any additional information referenced by the leader during the discussions.
10. **Design and technology** - evidence base: discussion with the design and technology subject leader; review of long and medium plans; review of pupils’ books and any additional information referenced by the leader during the discussions.
11. **Identification of key actions.**

Summary of key points

1. **Curriculum Intent** – evidence base: presentation by the headteacher and review of curriculum plans on the school website.
 - The headteacher articulated clearly and succinctly the school’s approach to the curriculum based upon the agreed values ***Consistency *Insistency *Ambition.**
 - The school’s approach to the curriculum has been based upon the findings of cognitive science research which supports pupils’ learning – *notably learning is tricky and takes time, forgetting is part of learning, learning is easier if we know a little bit, we need to actively remember things to store them in long term memory and quizzes are really helpful.* Taking the research into account school leaders have designed the curriculum model to enable pupils to know more and remember more over time. This model is translated into knowledge rich subject plans with opportunities built in to enable pupils to revisit the knowledge they have gained.
 - The headteacher outlined the importance of designing a curriculum which was personalised to Mendell Primary School and promoted ambition for all pupils. The design of the curriculum is based upon the following five principles – carefully sequenced progressive steps of learning, reading is prioritised, checks for understanding are built in enabling pupils and teachers to assess progress during lessons, key concepts are revisited in other subjects to allow over-learning, and the curriculum embraces equality and diversity. These principles are clear in the school’s planning documents.
 - Leaders have prioritised key subject areas to write detailed school curriculum plans based on the national curriculum expectations: design and technology, geography, history, computing and science in the 2021/22 academic year. Leaders have ensured there are quality published schemes in place to enable teachers to deliver quality lessons in music, PE, PSHE, RE, and art and design. There is robust evidence to show leaders are addressing the key area for development in their LIR: Develop further the curriculum plans in subjects other than English and mathematics so that they set out the important knowledge that pupils need to learn and in what order so that pupils know and remember more.
 - Leading by example the headteacher modelled high expectations for planning the subject - design and technology. Dedicated time has been given to priority subject leaders to write their curriculum plans (1 week per term) with an agreed framework. This work was quality assured by senior leaders who have been rigorous in their approach to moderation. Subject leaders are expected to research best practice, research evidence, collate recommended resources to inform their planning and attend relevant subject training. All subject leaders are experts within their subject – for example, the history subject leader has a degree in Ancient History. The school has in place for each priority subject a long-term plan, a progression document from foundation stage 1 to Year 7, and detailed medium-term plans. The detailed plans show how the pupils’ learning fits into the sequence of learning and identifies key end points.
 - Senior leaders have worked alongside subject leaders to check the intent of each subject and whether the implementation matches the intended intent. They have quality assured the curriculum alongside subject leaders to support their development.
 - The school should be commended on its approach to curriculum planning. The senior leaders have driven substantial change swiftly to implement a curriculum design which focuses upon disciplinary knowledge. Senior leaders have modelled high expectations in their own leadership of subjects. It is a

rigorous and thorough approach based on agreed principles. Leaders have been reflective during the process and taken decisive action to further develop the plans, such as ensuring the resources are high-quality. Leaders are keen to further develop teachers' subject pedagogical knowledge to ensure there are agreed principles for teaching high-quality subject lessons.

- The curriculum plans on the school website meet the necessary statutory requirements. It is worth noting the school website is easy to navigate and the curriculum documents are easy to locate.
 - Next step: Subject leaders to continue monitoring the implementation of the planned curriculum to ensure that it matches the desired intent and expected outcomes in workbooks are of a high quality.
- 2. Quality of school improvement documentation – evidence base:** discussion with the headteacher, school improvement documents (self-evaluation and school improvement plan); analysis of IDSR; school website; school contextual information.
- See comments above regarding self-evaluation. The school improvement plan is a lengthy document, and the senior leaders need to ensure the actions are regularly monitored and impact evaluated.
- 3. Phonics and Early Reading – evidence base:** discussion with the phonics and early reading leader; joint lesson visits in reception and Year 1; observation of a familiar adult listening to the lowest 20% of pupils read (Year 2); analysis of IDSR; Trust review and in-school data; discussion with pupils about their reading books.
- The leader for Early Reading and Phonics is very experienced having taught in reception for 8 years. She took over as English leader in September 2021 and has also been in post as Assistant Headteacher for the last 3 years. She is highly knowledgeable and well trained to lead in this area. She speaks with strong subject knowledge, passion, and conviction about her role and clearly knows the pupils well. The rationale for the delivery of quality phonics and the teaching of early reading teaching was articulated clearly.
 - In previous years it was reported that there had been a lack of consistency in the delivery of phonics and so free support through the English Hub was sourced. An audit was completed and changes to the delivery of phonics were implemented swiftly. Following on from the progress already made, the school chose to adopt Little Wandle from the accredited list, the delivery of this scheme started in September 2021 and was seamless because of the work already undertaken through the English Hub. There is now complete fidelity to the scheme, reading books match the ability of the children and a rigorous approach to monitoring the delivery of phonics is in place. Evidence of monitoring internally and by external partners from Leading Learners MAT is proving successful to the strong implementation of the phonics scheme.
 - A strong coaching and mentoring culture have been established where teachers are encouraged to observe each other teach phonics and improve the practice of each other as a team. This is proving successful in helping shape the consistent delivery of phonics and the expected pace in all lessons.
 - Phonics is taught daily in whole class sessions supported exceptionally well by well-trained teaching assistants and associate teachers which is enabling all children to work through the phonics programme at a pace in line with the school's expectations. Keep up sessions are also common practice after the lesson or at another point in the day with the lowest 20%. The school is impressed with the acquisition of phonics since the implementation of Little Wandle which is further improving standards in pupil outcomes.
 - The promotion of reading is clear to see with planned opportunities to share books and read aloud to the children daily. Children are exposed to a wide and diverse selection of genres from the moment they enter the school.
 - The phonics leader regularly reads with the lowest 20% of children and uses internal assessment information to keep abreast of how the children are progressing.
 - Interventions are in place across Key Stage 2 for those children who still require phonics intervention.
- 4. English: reading and writing – evidence base:** discussion with English leader; review of long and medium plans; review of leaders' monitoring; review of pupils' workbooks; discussion with pupils about reading; discussion with pupils with their writing books; analysis of IDSR.
- The school has used 'Pathways to Read' for the last two years and are happy with the progress pupils are making. Since taking up the post as English leader in September 2021, the reading provision has been audited and minor adaptations have been made to holding tasks within the lesson designs to make these activities more purposeful.

- The school have invested heavily in reading as a development area. A new library area has been organised and timetabled for use. Pupils love to use the library and high expectations have been modelled for how to use it like a real library. Each classroom now has a designated reading area which are warm and inviting for the pupils to use. The school have implemented 'Just listen' time which happens every day consistently across the school. A special light is turned on, the class lights are turned off and the pupils enjoy just listening to the teacher to read.
 - The school has used 'Pathways to Write' for the past two years and is delighted with the outcomes in writing. New units of work have been added to further enhance the scheme including, Black Lives Matter, an environmental study and poetry units which have proved successful.
 - Class teachers have the opportunity to moderate their work with each other, but the school would benefit from other opportunities to moderate with external partners.
 - The sourcing of an appropriate spelling scheme was identified by the English leader as the next steps for improvement in this area.
- 5. SEND provision – evidence base:** discussions with SENCos; analysis of IDSR; Trust review; statutory documents on website; action plan and any other school documentation presented.
- A review of SEND in the school was conducted in the autumn term 2021 by Leading Learners MAT which has set the clear direction for improvement of SEND in the school. Consequently, the SEND role has recently been split into two roles and two SEND leaders now have responsibility for the different Key Stages. Despite there being significant changes to the leadership structure, both leaders talked confidently about their future journey as a team. They are passionate about wanting to drive improvements to provision through the action plan that has been in place since January 2022.
 - The Key Stage 1 and Early Years SEND leader has proactively made links with a local infant school to explore strong provision and best practice to support her new role. The new leader is incredibly keen, and her enthusiasm is infectious.
 - The SEND team report that a review of the SEND register has taken place and they are confident this is now an accurate reflection of the current need in the school. Through discussions, both leaders could explain the contextual information for SEND in the school.
 - Pupil profiles have been redeveloped which are now monitored on a termly basis and involve parental input in the process. Leaders report that these have helped teachers recognise how to support children with need in their classes better.
 - The Key Stage 1 and Early Years SEN leader talked about how she has improved communication with parents by sharing the new structure and providing advice on where to seek help within the school if they need it. A SEND newsletter has also been produced and the improved communication has been well received by parents.
 - Leaders could talk about how they know pupils with SEND could access the curriculum. They talked about expectation around quality first teaching, raised awareness through changes to pupil profiles, the deployment of teaching assistant's matched to need and adaptations to resources. Leaders identified that time was now needed to be spent in the classroom to monitor this.
 - A variety of CPD was shared including, ASD, word aware, working memory, Autism education tool and talk boost intervention for teaching assistants. The impact of the CPD was identified as an area to monitor.
 - A new assessment tool for SEND pupils called 'B-squared' has recently been purchased to support the process of assessing pupils' progress and came from a recommendation from the support from Leading Learners MAT. Leaders are excited to implement this over the next term.
 - It was reported during conversations that the link governor for SEND is fully engaged with the action plan and the development of SEND.
 - Identified next steps by the leader included:
 - the appointment of a learning mentor
 - to visit classes to monitor provision
 - developing a summer term monitoring schedule

- 6. Mathematics** – evidence base: discussion with mathematics leader; review of long and medium plans; lesson visit: school improvement plan 2021/22; reception and Year 4; review of leaders' monitoring; review of pupils' workbooks; review the impact of intervention upon improving pupils' outcomes; analysis of IDSR.
- The school performance data published in 2019 shows an improving picture in progress and attainment at the end of Key Stage 1 and 2. The mathematics leader gave a clear account of the actions the school had taken to improve standards in teaching, learning and assessment since 2018/19. The school is committed to further improve standards in mathematics and leaders have identified 3 key areas in the 2021/22 school improvement plan – 1. To improve arithmetical fluency; 2. To improve children and parents' attitudes and resilience in mathematics and 3. To support SEN children. Links with governors are strong within the plan and their involvement in the understanding the mathematics curriculum has further developed this academic year.
 - The leader has excellent subject content knowledge and her passion for teaching and leading mathematics was strongly evident in the discussions. She is committed to her own professional learning and regularly attends training to ensure her own subject/leadership knowledge is current and relevant. For example, she is in her fourth year of the Primary Mastery Specialist training programme, part of the Maths Hub programme, and has welcomed the opportunity to be a participant in the teacher research group (TRG). She also attends regular specialist subject training. The ongoing commitment to professional learning is having a positive impact upon improving standards in mathematics and is commendable.
 - The mathematics subject leader spoke with confidence and clarity in the school's approach to teaching, learning and assessment in mathematics. The school adopted a mastery approach to teaching mathematics through the implementation of the published scheme Power Maths across the school in 2019. The leader spoke about the positive impact the scheme has had upon improving both teacher subject knowledge and subject pedagogical knowledge. This has resulted in a consistent approach to teaching mathematics across the school with high expectations in how mathematics is taught. The school has implemented practices to develop pupils' fluency and to ensure their skills in arithmetic are constantly re-visited. This was evident in the lesson visit, discussions with pupils and looking at pupil workbooks during the visit. The leader provides coaching and support for those colleagues who have been identified through her monitoring. The subject leader regularly checks the intended curriculum is being taught well, and the learning activities are appropriate to the intended outcomes. The approach to pupil assessment is rigorous and is ensuring the school has an accurate understanding of what the pupils know and can do. The school's approach to 'gap busting' is impressive and impacting positively upon addressing gaps in pupils' learning. The leader knows the impact of the taught curriculum exceptionally well through her rigorous monitoring practice. Feedback is timely and focused to have the greatest impact upon improving practice as seen in leader's monitoring feedback forms. It was recommended the leader always looks at pupils' with special educational needs work alongside their peers (action).
 - The school has implemented the NCETM Mastery in Number programme in reception. During the visit a session was observed with the leader. The teaching showed fidelity to the programme, and the pupil outcomes were positive. Behaviour was exemplary and supported learning. The teacher skilfully built upon the pupils' prior learning using correct mathematical vocabulary to support new learning. Targeted questions to pupils evidenced their good knowledge in doubling numbers. Pupils' speech and language was poor, however the teacher continually modelled correct language and displayed high expectations for pupils to speak correctly and use vocabulary well.
 - Challenge was given to the leader about how she had addressed the recommendations from a 'Cluster Deep Dive' in November 2021. For example, she justified the school's approach in using whiteboards for pupils to capture their reasoning and workings out rather than a recommendation of using journals. During the visit the use of whiteboards enabled the session to be pacy and the teacher in Year 4 had a secure understanding of the pupils reasoning/workings out and responded quickly to address any errors/misconceptions. The pupils were using a range of concrete resources and images to support their mathematical thinking in Year 4. This was not observed to be an issue.
 - Next steps: to continue monitoring the impact of the mastery in number programme; to continue supporting teaching assistants' subject content knowledge; to implement Power Maths assessments; to become familiar with the IDSR (Inspection Data Summary Report) to evaluate the impact of actions taken in the school improvement plan at the end of the academic year and to support staff in adapting the taught curriculum for pupils with special educational needs.

- 7. History** – evidence base: discussion with the history subject leader; review of long and medium plans; review of pupils' workbooks and any additional information referenced by the leader during the discussions. Note there were no lesson visits during the QA.
- The history leader has held the position since January 2020. She is suitably qualified to lead history as she has a degree in Ancient History. She was extremely knowledgeable about the subject content and has welcomed the leadership role in developing a bespoke history curriculum at Mendell Primary School.
 - The leader spoke with clarity as to the approach to the design of the history curriculum which reflects the ambition and aims of the National curriculum, and the rationale behind the choices of the sequencing of the curriculum content. For example, following consultation with the local High School History lead the history curriculum was adapted to study the impact of World War 2 locally due to World War 2 being studied in depth in Year 7. This shows the school's commitment to planning the learning as a continuum of gaining knowledge. The history curriculum has been planned using quality resources from the Historical Association, Mr. T Does Primary History and Primary History Rocks. The curriculum is enhanced by carefully chosen educational visits/visitors e.g., the Year 4 pupils took part in a Viking workshop with the local Wirral Viking Society. There are high expectations in pupil engagement in the visits and the pupils complete a mind map of their learning to ensure it is deepening their learning.
 - History lessons are planned and sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points. This is clearly evident in the detailed termly plans on the school website. These plans are detailed in content and show a series of lessons which enable teachers/teaching assistants to deliver high-quality learning. Each lesson follows an agreed structure including an overarching enquiry question which is referred to at the end of the lesson. In upper Key Stage 2 the pupils are encouraged to plan their own enquiry questions. Throughout each lesson the pupils are building their narrative of chronology. Links to teacher professional development are extremely useful to develop teacher subject content knowledge and subject pedagogical knowledge. For example, teachers are encouraged to read through specific articles and listen to podcasts prior to teaching a unit. This approach illustrates the school's ambition to ensure teachers have the knowledge to deliver high-quality learning for pupils.
 - The history leader has monitored whether the intended curriculum is being taught and its impact upon improving pupil outcomes in history through a pupil book look at the end of the autumn term. The feedback she shared is incisive and through her monitoring she is improving the quality of teaching and learning in history. During the QA visit the leader was challenged to share how the planning of a unit of work had been translated into pupil outcomes in the Year 4 books. There was a direct link between planning and outcomes. The leader demonstrated her own secure knowledge of the history curriculum.
 - The link governor role has developed since the last inspection. Alongside the subject leader the governor has completed a book look and pupil voice. This evidences the progress the school has made since the last inspection as this was a key area for development. Governors are developing their understanding of the curriculum through first-hand evidence which will enable them to challenge leaders.
 - The commitment to the leader's own professional learning is impressive. She is a reflective leader and has identified her next steps as to support staff in adapting the taught curriculum for pupils with special educational needs; to begin to include examples of pupils' work in the medium-term plans; to further develop historical concepts within the planning and to develop her own knowledge of history in the Early Years.
- 8. Science** - evidence base: discussion with the science subject leader; review of long and medium plans; review of pupils' books and any additional information referenced by the leader during the discussions. Note there were no lesson visits during the QA.
- The subject leader for science has been in the role for 4/5 years. She holds a degree in science and so is well skilled to lead the subject area. She spoke with sound knowledge and understanding about the science curriculum and shared that the senior leadership team decision to give each subject leader a week out of the classroom to design their curriculum had been invaluable. She has high expectations for her subject and her aspirations were clearly articulated.

- The long-term plans and progression documents from foundation stage 1 to Year 7 are now in place and have been validated by the 'Primary Science Teaching Trust.'
 - The subject leader has recently delivered CPD focused around the 5 scientific enquiry types and has been well received by teachers. Teachers can also access CPD via links in medium term plans called 'Reach Out.'
 - The subject leader shared the book look monitoring conducted in December 2021 which focused on the implementation of medium-term plans and lesson coverage. Workbook evidence supports the view that teachers are implementing the long-term plans effectively.
 - The subject leader reported that any adaptations that teachers wish to make to the medium-term plans must be done in consultation with the subject leader and that a culture of feeding back to each other about what is working well and what isn't in each subject discipline is very effective.
 - First hand evidence gathered during the visit indicates that the science curriculum is well designed, and workbook evidence supports the judgement that it is being implemented effectively.
- 9. Computing - evidence base:** discussion with the computing subject leader; review of long and medium plans; review of pupils' books and any additional information referenced by the leader during the discussions. Note there were no lesson visits during the QA.
- The deputy headteacher is the subject leader for computing and has a wealth of expertise, knowledge, and experience to fulfil this role as he was previously an ICT specialist subject adviser within Wirral Local Authority. His expertise is having a positive impact upon driving improvements to the computing curriculum.
 - The deputy headteacher has used the materials from code.org – the National Centre for Computing Education (NCCE) - as a basis to develop a bespoke computing curriculum for the school. He competently spoke about the school's agreed approach to computing which links directly to the school's rationale for its curriculum. The long-term plan outlines the key components of the computing curriculum to be taught in each year group from foundation stage 1 to Year 6 over the academic year. The key components link to the national curriculum. This information has been translated into a detailed progression document which clearly show how the learning has been planned to ensure the content builds upon pupils' prior learning. The leader spoke about the importance of the curriculum enabling the pupils to develop skills which will be useful long term, such as writing a curriculum vitae. There are opportunities built in for pupils to use their computing skills across other subject disciplines e.g., PowerPoint presentations. This is enabling pupils to apply their knowledge and skills in computing. The termly plans are detailed in content and show a series of lessons which enables teachers/teaching assistants to deliver high-quality learning. Links to teacher professional development are useful to develop teacher subject content knowledge and subject pedagogical knowledge. A focus upon linked quality resources have been carefully agreed.
 - The deputy headteacher had led professional development meetings to support staff. He is realistic in his understanding of staff knowledge and confidence and has identified further opportunities to support staff. Staff are encouraged to discuss with the leader any concerns they have with the teaching content. The subject leader is clear about the next steps for development – develop links with local high schools to look at the Year 6/7 transition; continue professional learning for all staff; continue to monitor the intended curriculum; write the summer term plans.
 - The link governor role has developed since the last inspection. Alongside the subject leader the governor has completed a book look and pupil voice. This evidences the progress the school has made since the last inspection as this was a key area for development. Governors are developing their understanding of the curriculum through first-hand evidence which will enable them to challenge leaders.
- 10. Design and technology (DT) - evidence base:** discussion with the design and technology subject leader; review of long and medium plans; review of pupils' books and any additional information referenced by the leader during the discussions. Note there were no lesson visits during the QA.
- The headteacher is the subject leader for DT and has the expertise to fulfil this role with an A level subject qualification and also DT was her specialist subject at university. Her knowledge has been instrumental in driving the improvements to the curriculum.
 - The headteacher has used the design and technology association (DATA) as a basis to develop a bespoke DT curriculum for her school. She has designed her own long-term plan by making the teaching of

knowledge and skills progression explicit rather than being hidden behind a project as a title. The long-term plan clearly conveys progression in skills from F1 – 6 and plans are in place to utilise information shared by the feeder high school to include progress into Y7. The approach to planning the DT curriculum is in line with the school's agreed approach. The consistency and quality in the planning approach is central to the drive for improvement.

- The subject leader spoke passionately about DT in the school. Subject knowledge and the desire for every child to be in receipt of quality DT provision were strongly conveyed. The subject leader delivers regular training to all staff through staff meetings and medium-term plans support the effective teaching of DT for all staff.
- The headteacher has effectively monitored the implementation of the long-term plans and is rightly proud of the impact that can be evidenced in workbooks. Where things didn't go so well, plans have been adapted and revisited to ensure that next time outcomes will be even better.
- The link governor for DT has effectively monitored the development of the DT curriculum and an excellent link report that was shared with the Governing Board was shared on the day.
- The DT curriculum is going from strength to strength and the hard work and efforts have driven the development of this subject discipline swiftly.

11. Identification of key actions – the main findings of the visit were shared with the headteacher, deputy headteacher, assistant headteacher and CEO of Leading Learner's Trust. Summary notes shared in the feedback meeting are set out below

- *Curriculum subjects* – well considered, strategic approach to the development of long term and medium-term plans resulting in clarity within the curriculum intent. All evidence shared supports the curriculum intent. Focused, high quality professional learning, from a variety of sources, has enabled subject leaders to write detailed plans which clearly show the progression in skills and knowledge across the subject disciplines. The senior leaders have driven substantial change swiftly to implement a curriculum design which focuses upon disciplinary knowledge. Senior leaders have modelled high expectations in their own leadership of subjects. Quality schemes are in place for their priority 2 subject disciplines.
- *Subject leaders* – talked exceptionally well about their strategic actions to improve their subject discipline. All leaders have been forensic in their approach to display high ambitions for the pupils through their subject design. There is a strong focus upon building upon pupils' prior knowledge, and experiences, to shape new learning. There are consistent plans in place which show opportunities for pupils to know and remember more e.g., Flashpoint Friday. All leaders have begun to quality assure the effectiveness of the curriculum – staff voice, pupil voice, workbook looks and lesson visits. Peer to peer observations support have also been given. The school's agreed approach to the curriculum **Consistency Insistency Ambition** was strongly evident in the evidence gathered on the day.
- *Senior leaders* have ensured dedicated time has been provided for subject leaders to write the curriculum which has enabled the school to move quickly.
- *Governors* play an active role in their link role. E.g., DT link governor report to governors was succinct, well written and accurate

CPD Engagement (Wirral & external)

The school actively engages in professional development/support and has provided a comprehensive overview as part of the visit.

Wirral Local Authority

- Anne Seneviratne - Curriculum CPD – Primary (22 Nov 2021)
- 'Leading with Strength' with Professor Steve Munby (01 Dec 2021)
- Ofsted Update Jonathan Smart HMI (21 October 2021)
- Learning Behaviours EEF training (29 September 2021)
- Schools Causing Concern meetings with Liz Davidson (July, September, and November 2021)
- 'Changing the label' meeting with Wirral System Leader (02 July 2022)
- 'Changing the label' zoom meeting with Wirral System Leader (28 June 2021)

Leading Learners Trust

- Music leader training with Leszek Iwaskow (15 March 2022)
- School improvement documentation review with Yvonne Brown CEO (03 March 2022)
- 22 Curriculum Approach training by Leszek Iwaskow (26 January 2022)

- SEN review Yvonne Brown CEO and Janet Shorrocks (24 January 2022)
- EYFS review Yvonne Brown CEO and Jonathan Brown (08 October 2021)
- Phonics review Yvonne Brown CEO and Jonathan Brown (08 October 2021)

Local hub and/or cluster working

- Maths review – Cluster Head Teachers (15 Nov 2021)
- Maths TRG Cheshire and Wirral hub which includes support from an NCTEM mastery specialist
- Childer Thornton English hub, including Little Wandle phonics training
- Mastering Number NCETM
- Registered with NELI Oracy intervention

Bespoke support

- INSET day training on subject leadership by Susan Walters (September 2021)
- Subject leader staff meeting led by Susan Walters (July 2021)

The School Assurance Professionals would like to thank the leaders and Trust CEO for the quality of discussion and their preparation for the visit. They would also like to thank the pupils and staff for their welcome and contributions. Thank you.