

# External School Review - Peterborough Primary School

Across our education system, we seek growth for every student, in every class, and in every school.

The external school review value-adds and supports schools to raise student achievement and sustain high performance by providing an expert external perspective on school performance by verifying or challenging:

- a school's improvement planning and processes and its impact on student learning
- the impact of previous external school directions
- the rigour of a school's improvement practices
- the school's capacity to achieve or sustain learning improvement over time.

The external school review lines of inquiry focus on:

- quality school improvement planning
- expert teaching
- quality leadership
- conditions for optimal learning.

The overarching question in every external school review is: How well does the school improve achievement, growth, challenge, engagement, and equity?

## Impact of directions from the previous External School Review in May 2019

Leaders described their improvement journey as a relentless pursuit of incremental achievement and growth. As a new leader, the principal took a 'look-and-learn' approach early in his tenure. In sharing their vision of the school, the principal focused on breaking a siloed school culture. Several staff changes and implementing a wellbeing leader enabled a greater focus on developing learning and wellbeing for learning. Leaders monitor improvement work using a data management system, Scorelink. Reviewing learning and behaviour data informs appropriate support for students in learning and intervention programs, BrightPath and QuickSmart. Whole-school professional learning in Brightpath, Jolly Phonics, Big Ideas in number, Resilience Project, Berry Street Education Model and Interoception has supported the development of a collective understanding and common language in learning and well-being improvement work. Staff are beginning to engage in planning using department units of work to support engagement, stretch and challenge in the multi-year level classroom. While not embedded in practice, many teachers use learning intentions and success criteria to align learning more closely to curriculum requirements while developing scope and sequence documents for parents. Leaders and teachers review the progress of the School Improvement Plan priorities in regular staff meetings, student-free data days or using data presented regularly by leadership or posted on the data wall.

## Outcomes from the External School Review held in November 2022

The principal will work with the education director to implement the following directions:

**Direction 1** Develop and embed high impact teaching strategies that engage, challenge and stretch all learners.

**Direction 2** Further, develop teacher feedback processes and structures to provide explicit performance feedback to improve teacher practice and provide high-level accountability to the SIP.

**Direction 3** Promote and strengthen a whole-school culture of high expectations for all, through a shared commitment and responsibility to continuous improvement.

These directions are published on the school improvement plan and will support the school's ongoing improvement work. **Based on the school's current performance, Peterborough Primary School will be externally reviewed again in 2025.**



**Roy Page**  
Director  
Review, Improvement and Accountability



**Anne Millard**  
Executive Director  
Partnerships, Schools and Preschools