LST Audit Feedback

School: The Gregg School | **Date**: 24th-25th June 2025 | **Head**: Anita Jolley

PSB Leader: Trudi Shone | **Lead Auditor:** Marian Drew | **Second Auditor:** Rachel Peel

Areas of strength where practice can be shared:

- The school has established a very nurturing environment for every pupil, whatever their age and ability, to flourish and learn at an appropriate pace for their development stage.
- Strong leadership from the start of the school's PSB journey has had a very positive impact on the school as a whole; the passion for the PSB framework is visible and is driven by Trudi which has added to the success of the PSB at the school.
- A very supportive and experienced Governing body which champions the PSB.
- The strategic plan which is being implemented thoughtfully allows staff ownership and flexibility whilst supporting the ethos and culture of the school.
- Staff have autonomy for development of the Skills and ownership of how these are shared with their individual classes is clear and valued by them with the reporting to parents with pupil reflections being a part of this process.
- The children are beginning to assess themselves in lessons and are able to communicate this well.
- The credit/reward system links with the PSB framework which the children understand and value.
- There is a high level of staff enthusiasm for the PSB framework and its purpose.
- Reflection is a key part of the practice and culture in the school; the children, whatever their age, use reflection techniques and strategies to improve their work and their behaviour.

Areas for development:

- To develop greater consistency of the use of the PSB framework across year groups and subjects using a 5-year plan process.
- PSPQ certificate in association with senior school to be explored, possibly including a specific marking scheme.
- Slower and smaller steps to achieve the goal of deepening the understanding and teaching strategies of the PSB within the teaching and learning context. This approach will give staff greater confidence to deliver the Skills and embed what has already been introduced.
- Use biweekly focus, to share ideas of teaching a specific Skill to a class or within a subject e.g. Communication. This could be achieved in a tutor time or lesson time. Through this, a bank of resources will develop which staff could dip into when teaching skills in lessons. The children could be asked after 2 weeks if they noticed their communication skills improving, or those of others, and what that

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looked like *in action.*

- Possible opportunities to have a Tutor Time in Year 6 which would challenge the pupils further to identify their own learning journey as well as identify their strengths and areas for development.
- Development of the Skills into planning.
- Specific action points for Trudi e.g. marketing and celebrating successes whilst giving the staff separate objectives allowing them to embed the skills and communicate the Skills the pupils have achieved.
- Use the skills matrix by teachers only up until Years 5 and 6.

Head discussion:

A supportive and collaborative headteacher ensures the PSB lead is supported in implementing the PSB strategic plan. Accountability is seen as the key to the success in the embedding of Skills - and also providing a staff well-being programme. Anita is passionate about the impact of the PSB on pupils and has already observed how every pupil has gained something since its implementation.
There is openness and willingness to support the staff in training and support from the leadership.

Key staff discussion:

The staff mentioned that they are at the stage where PSB Skills are incorporated into every lesson, whether that is as a focus or as a discreet learning objective. They felt that there needs to be a time for reviewing the language used for the different key stages to ensure there is greater understanding of each Skill. There was agreement that the children are becoming more reflective and aware of who they are and the Skills they have, although communicating their achievements is key. The credit system is connected and both teachers and children see this as a positive.
It was mentioned that it would be useful to have easily accessible general resources on Toddle for developing the Skills especially when a school is new to PSB. It was felt that up until Years 5 and 6 the Skills Matrix is complicated for the children to use. When TGP started to embrace the PSB they split the Skills to add clarity for the children. There was a feeling that the way of working through projects has been strong for a couple of years now and that adding the PSB Skills has given more depth as they can reflect on the Skills they are developing throughout. Leadership is a Skill that is harder to develop because of class size.

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PSB profile in school:
The PSB has a strong profile in the school. Pupils were asked to design logos for each Skill giving them ownership of the language.
There is a strong belief that the staff are preparing The Gregg School children for life and see the development of the Skills as key to this.

Integration of PSB into schemes of work, including approaches to assessment:
PSB is becoming part of the school's culture. The children know how they are assessed, for example, both success criteria and self-assessment were evident, and the children were confident in discussing their successes and the steps to improve.

Use of PSPQ (Pre-Senior Project Qualification) in Year 6:
Many projects are being used through the school via a Friday morning project time which strengthens the projects in Year 6.
There is an independent project completed by the Year 6 students. In the future they hope that the Secondary school will adopt the PSPQ in Year 8.
The Project Talks in the Library were very enjoyable. Every pupil spoken to was articulate, knowledgeable and enjoyed the 'freedom' of the process. Many of them knew how to use their time effectively to achieve their goal and asked pertinent questions to help their research.

Effectiveness of tutor system:
The Tutor System is being reviewed, several ideas have been expressed to allow for progression before they transition to Year 7.

Lesson observations:
Every lesson observed included an aspect of a PSB Skill, whether that was as part of a learning objective or verbally imparted.
Reception: The improvement in the children's independent written work was evident. The children were able to explain how *they got better* with their writing and how they corrected their mistakes. The use of the puppets and colours which related to PSB Skills was exceptional, Assessment of the Skills was clear through the colour scheme used. The interviews with Reception pupils supported what had been observed during the lesson observation. They explained the details of communication (listen carefully, look at someone when talking). The confidence of the children, without arrogance, was excellent. They love learning new things and coming to school and their enthusiasm was infectious!
Year 1 and Year 2 books showed evidence of the Skills through split learning objectives.
Children were able to talk confidently about the credit system - *that's how we know we are doing well*. There was some evidence of credits in marking in books.
In a Year 5 History lesson the children were given time to talk about what effective communication is and how this will help them in the task ahead; a split screen objective was used. Each child was given time to speak within the roles they were given. It was clear that communication

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through language and listening is encouraged in the class. The production 'Greggsy Malone' (Years 3 to 6) is being produced in collaboration with the pupils. It is clear that individual talents are being recognised and there is a real sense of a shared outcome. Improvisation was seen as well as reflections throughout.
Use of PSB Professional Development days: In the 2023-24 academic year attendance at PSB meetings was high - 12 meetings from a variety of staff. In the 2024-25 academic year there were 5 meetings attended. Trudi Shone has invited Belin Maginn and Rachel Peel in to support with a half day's training each on specific topics in the 2024-25 academic year.
Additional audit evidence: Trudi felt empowered to launch PSB and manage the staff giving them autonomy within their classrooms. Chair and Education Governors are very supportive. If the PSB Lead is the right person for the role, where accountability is key, the PSB framework becomes part of the school's culture, as is the case at TGS.