



Quality Mark  
Supporting and celebrating continuous improvement

TRIBAL

## Basic Skills Quality Mark Programme – Visit Feedback Report

### 'Good practice' identified in relation to the 10 Elements of the Quality Mark:

The school is flourishing in a new building which also accommodates a Special School. Although the schools are separate they share expertise and resources where it is effective to do so.

The school is part of a Learning Trust for Excellence which involves seven local schools. The formation of this group supports the sharing of good practice, expertise, ideas and resources.

- The assessment cycle is robust.  
Tracking from Reception to Year 6 ensures that pupil progress is closely monitored and effective interventions are put in place wherever necessary. The school has a challenging expectation of 4 progress points each year. Pupils, including premium funded children, not making this progress are the focus of Pupil Progress meeting and the interventions are evaluated and their work is scrutinised. Teachers are accountable for the progress of all children and Teaching Assistants are fully aware of the levels and progress required. The Senior Leadership Team allocates resources for under achieving/attaining pupils.  
Monitoring is on-going and supports raising standards. Books trawls, involving children, and lesson observations are time tabled.  
Target setting is embedded as is the Building Learning Powers programme.  
Pupils and parents are involved in the target setting process and targets are displayed in classrooms and books.
- Continuing Professional Development is well planned to meet both individual and whole school needs. A range of expertise such as a trained moderator, mentors for less experienced staff, demonstration lessons and visits to other schools all contribute to quality teaching and learning. Peer and self assessment, GAP marking and pupil conversations are current topics under discussion at staff meetings.
- Performance Management targets are focussed on raising standards in Teaching and Learning. In order to be a consistently outstanding school, staff have identified their areas of development in line with the Ofsted criteria for Good/Outstanding.
- The School Development Plan reflects the recent Ofsted recommendation to increase the rate of learning and progress so that it is consistently good or better.

Alliance for Lifelong Learning

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### Mathematics

Maths is a strength throughout the school. The Head and Deputy are both involved in teaching and the latter is the mentor to a Newly Qualified Teacher. Team teaching and demonstration lessons along with book scrutinies and the use of laptops for research projects (planning a trip) contribute to well planned, organised and effective maths teaching and learning.

### English

A range of initiatives are in place to raise standards and the profile of writing. A short daily writing task is impacting on standards and motivation. Talk for Writing has been introduced into Key Stage 1. Special Write, a weekly/fortnightly task is the culmination of the teaching of a particular genre.

Phonics teaching is based on Letters and Sounds. Reading interventions include Reading Recovery. Resources for comprehension, more challenging reading materials, kindles and newspapers have been purchased to further develop reading and understanding. TAs and parent helpers have undergone training to ensure Guided Reading sessions are effective.

- Children with Special Educational Needs are tracked and their progress closely monitored. The SENCo is non-class based and works closely with pupils, parents and staff to ensure their needs are met. The school completes the Local Authority's annual audit and works with outside agencies to access support as required.
- The school offers an exciting range of opportunities for pupils through after school clubs, trips and visitors. The children are encouraged to work collaboratively to support charities and 'Make a Difference.'
- Parents are fully informed of their children's progress and ways of supporting them. Currently workshops are being held to explain strategies e.g. calculation strategies at 3.30pm to facilitate attendance. Home Communication books encourage exchange of information.
- The Learning Walk was conducted by three articulate and knowledgeable pupils who were keen to tell me about their school. Their enthusiasm and confidence shone through as we toured the bright and stimulating indoor and outdoor environments. The school's desire to avoid a 'testing' culture and to ensure the pupils develop the skills to be life-long learners was evident.

Congratulations to everyone involved in the school and many thanks for making my visit very enjoyable and informative.

March 2014

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