

Basic Skills Quality Mark Programme – Visit Feedback Report

School name Our Lady Catholic Primary School

Headteacher Mrs Susan Brown

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Alliance QM Assessor Julie Moxon

Visit date 18/05/2015

Purpose of Visit <i>(delete as appropriate)</i>	Renewal Assessment
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The Assessor spoke with the following people

Headteacher and/or Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader Yes	Assessment Manger
SENCo Yes	Pupils Yes	Governor representative(s)	Parent representative(s) Yes

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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<i>(assessor to delete as appropriate)</i>	The previous development points have been implemented
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<p>Suggested areas for development in preparation for the next Quality Mark visit:</p> <ul style="list-style-type: none"> Assessment and progression for pupils, using the new Hertfordshire system Talk for Writing

<p>'Good practice' identified in relation to the 10 Elements of the Quality Mark:</p> <p>Our Lady Catholic Primary School continues to demonstrate very high standards in all aspects of Basic Skills. The Reading Den, a previous development point, is now in full use, providing an attractive area for the children to choose and read books. The school also has a new library which is well used by all pupils.</p> <p>Every teacher had taken the time to prepare a table of examples of basic skills work.</p>

- **Element 1** A new document - 'Design and Timetable of the Curriculum' is a comprehensive and well used document with contributions made by all staff, including the curriculum, timetables and support opportunities for basic skills provided. Literacy and mathematics are reviewed annually to ensure year on year improvement in performance. This year the SIP priorities include 'Talk for Writing' and assessment. Basic Skills teaching is clearly the responsibility of all staff, evidenced in all classrooms, work books and in conversation with staff. There is a strong commitment to equality and inclusion as seen in documentation and in practice.
- **Element 2** Summative assessments are used termly to monitor achievement and attainment in basic skills. Analysis of data is rigorous and carefully discussed to ensure the maximum progress for each pupil. Academic excellence is a target for all, achieved through the daily monitoring of pupils' progress to inform planning and interventions where applicable. The new assessment framework is now in place and is a focus for all staff. Moderation is ongoing in basic skills subjects. The procedure for pupils joining the school mid-year is the responsibility of that pupil's teacher, ensuring that individual needs are identified and met. Pupils are involved with discussions about their progress and contribute to their ISPs where applicable.
- **Element 3** Targets for improving performance in basic skills are set and reviewed regularly with pupils and parents. Individual learners are highly motivated to reach their basic skills targets, particularly enjoying achieving the variety of certificates that are available to them. All pupils are constantly monitored to assess how else they can be stretched and supported.
- **Element 4** All teachers are responsible for the progress of every child in their class, including those with SEND. The emphasis is on quality first teaching supported by relevant intervention as appropriate. Consistency of planning is crucial in maintaining high standards of learning and teaching. Planning is thorough. Packs of resources to support basic skills are tailored for individual pupils and prepared by the Inclusion Manager. These are available in each classroom. Planning is prepared by all staff as shown in the 'Design and Time Table of Our Curriculum Book'. Developmental marking and pupils response provides information for the next steps in learning. Plans for all pupils are shared with parents.
- **Element 5** Progress in literacy and maths is reviewed half-termly. Parents are consulted twice a year, with a third 'surgery' opportunity available to all who would like to meet with teachers. An impact statement is prepared for each pupil to show progress made as a result of an intervention. This information is discussed with pupils and shared with parents. Regular work scrutinies and moderation highlight areas of progress and raise areas that require more attention. Pupils are involved with assessing their own progress, for example at the end of a long piece of writing the children identify their own next steps. Peers critique each other's work against the agreed success criteria.

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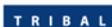


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- Element 6** CPD is timetabled and given high priority. Recent training from Pi Corbett to improve writing and use of iPads are two examples. All staff are included in training sessions. Literacy and maths coordinators follow up external CPD with in house sessions to ensure that the skills are learned and used by all staff. Talk for Writing has been introduced and will be a focus over the coming year. Following cluster group meetings, staff are working on improving the performance of higher attaining children. The new curriculum has been a focus of CPD and is being embraced by all, demonstrated by using a breadth of text, the challenge offered by the requirement to recite poetry and building in a Shakespeare week for all year groups. INSET is provided by the Inclusion Manager for those who need additional training, for example spelling and creating a dyslexia friendly school. Children in vulnerable groups are outperforming the cohort due to high quality teaching and effective support from TAs. All of the results are sig+.
- Element 7** A range of teaching approaches is used effectively to meet the needs of all pupils. Early morning and afternoon groups and one to one learning are well attended; guided reading groups continue to be very successful as is the shared reading which takes place with parents and between infant and junior reading buddies. Challenge is a priority in the school, ensuring that no ceiling is placed on any child's learning. Open ended questions and tasks enable pupils to progress at their own pace. An interesting challenge enjoyed by Year 6 pupils was to design a revision guide for science and present it to the class - application of basic skills in authentic projects is highly motivational for the pupils.
- Element 8** The two pupils who hosted the tour of the school were very knowledgeable and rightly proud of the facilities the school offers and the care with which each classroom and all the public areas are presented. The ease and confidence with which they were able to communicate and inform is testament to the emphasis placed on clear communication. Many of the displays support the learning and celebration of basic skills, posing questions or containing useful comments in order that pupils fully engage with their learning environment. In Year 5 a thinking skills question is posed in literacy and maths; Reception children have a daily challenge to find word or items with a particular phonics sound and morning snacks are 'paid for' using toy money and a specific mathematical challenge. Resources are very well organised and readily accessible for pupils to use as needed. Specific packs of resources are created to meet the needs of individuals or groups of pupils. iPads are new, but already proving useful and popular in maths and science.
- Element 9** The parent spoken with is very happy with the level of engagement she has with the school and feels well informed about all that is happening. Teachers are very approachable, there is daily communication via the homework diary and everything is on the school website. The information evenings and workshops on the new curriculum and the way maths will be taught have been helpful, as are the transition meetings to show how phonics will be taught in Y1 and how things will

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change between Y2 and 3. There is an opportunity for parents to help with shared reading each week. Parents are very pleased with the way in which their children are motivated by the times table challenges and receiving certificates when they are completed.

- **Element 10** Regular monitoring of teaching and learning, work scrutinies and moderation all feed in to the regular reports produced by subject leaders, highlighting where progress has been achieved and where focus is needed, with guidance on how to adapt practice if necessary. All teachers complete an Ofsted guidance form to ensure that high standards are being maintained. All staff constantly strive for excellence and the high expectations they have of themselves and the pupils are evident in all aspects of the school. Their self-evaluation is supported by additional viewpoints such as the HIP, governors and external moderation.

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