

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	St Peters C.E. Primary School Farnworth		
Headteacher	Mrs Lynn Williams		
School and/or HT email	office@st-peters-farnworth.bolton.sch.uk	Tel no	01204 333090
Alliance QM Assessor	Richard Dodd	Visit date	21.06.2017.

Purpose of Visit	Initial Assessment Primary
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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 Manager YES
SENCo YES	Pupil representatives YES	Governor representative(s) YES	Parent representative(s) YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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<p>Suggested areas for development in preparation for the next Quality Mark visit:</p> <ul style="list-style-type: none"> To further develop the involvement of parental training in the development of basic skills.

<p>'Good practice' identified in relation to the 10 Elements of the Quality Mark:</p> <ul style="list-style-type: none"> There is detailed analysis of the assessment of pupil performance in basic skills across school. This is seen as very much a shared responsibility with all staff having a real ownership of the attainment and progress of pupils. There is a whole school tracking system which reviews progress across the school from year to year. Pupil progress analysis is used as a basis for the school's detailed self-evaluation and areas for development are identified. There is a clear and effective link between whole school and subject action planning and practice in the classroom which has a positive impact on pupil outcomes. (Element 2)

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- Targets for basic skills are challenging, clearly measurable and evidence based. The school philosophy, that all pupils are capable of attaining in the basic skills, is embedded through clear leadership and visible throughout school in discussion with both staff and children. Targets are set at whole school, class and individual levels. Individual targets are shared with the pupils, who very much believe in the "Can achieve" ethos, and are also shared with the relevant members of staff. Children are able to articulate their learning targets throughout school and their positive attitude helps to keep attainment and progress are high. (Element 3)
- There is a whole school strategy and planning to improve performance in basic skills which is shared by all staff and Governors. Basic Skills action plans are linked to the SEF and School Improvement plan with all members of the school community clear as to their role in pupil progress. Staff and governors audit results annually to identify underachievement and set action plans. Literacy and Numeracy work is audited on a termly basis to identify areas for improvement with book scrutiny and other monitoring tools used to further gather evidence. Evaluation of data and teacher observation identifies children needing different or additional interventions and these are acted upon immediately. Planning is monitored by subject leaders regularly and is used as a basis to ensure that basic skills opportunities are available throughout the curriculum. The underlying principle of ensuring that all children can attain is embedded by the Headteacher and whole staff team and is clear in the ethos of the school and the positive approach to learning in all classes. (Element 1)
- Procedures for monitoring planning and assessing improvement in performance in basic skills are effective across the curriculum. All current evidence is scrutinised and analysed to demonstrate impact and to analyse areas for further improvement. Yearly review meetings are held at which the teachers are asked to use data to grade their teaching and highlight strengths and areas for development. This is shared and discussed with the Leadership team reflecting the continual search for excellence by all staff. Annual review meetings are held with teachers, parents and any outside agencies involved with SEN children. Governors are highly involved in the school and they are given detailed analysis of data, teaching and learning in the Headteacher's report, to enable them to be involved with forward planning. Phase leaders and Basic Skills coordinators are involved in developing the reports to Governors and present both action plans and review of progress reports to Governors. The general public and all stake holders can review the school's results in basic skills on the newly updated website. (Element 10)
- The early identification of pupils who are under-attaining / underachieving in basic skills is a key focus of the school. Planning and provision are informed by assessment with high quality interventions led by well-trained staff, a key to the success the school has had in narrowing the gap. Intervention group planning is developed based on pupil data with parents involved in supporting pupil progress in targeted schemes such as reading recovery. Success criteria is shared and reviewed with all pupils, with pupils clear as to their learning goals. Numeracy and literacy work is always marked with a target so children are aware of their next step in learning with regular response to

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marking. All identified pupils have an individual education programme and regular reviews of these take place. (Element 4)

- Progress in literacy and mathematics is reviewed as part of the ongoing assessment cycle. Individual pupils progress is discussed at termly Pupil Progress Meetings with pupils at risk of underachieving identified and actions taken at whole class and individual intervention level to address any underachievement. This is supported by CPD opportunities for staff when requested or identified to ensure wave 1 provision is of the highest standard. Book scrutiny of numeracy and literacy takes place regularly with specific focus upon identified areas of school improvement undertaken by the headteacher and senior leaders. All children have a tracking grid in their books which supports not only the identification of pupil needs but also the moderation process that takes place within school and across schools. All stakeholders are encouraged to participate in reviews of progress. The school is part of the Local Cluster of schools and regular moderation meetings of schools in the Cluster take place to share expertise. (Element 5)
- A focus on CPD and school improvement underpins the development of basic skills across school. A structured CPD programme is developed in conjunction with the SDP based upon the analysis of data by highly skilled subject leaders. The school has a commitment to improving the skills of all staff in school to teach and extend basic skills, equally staff shared this desire to provide the best learning possible for the pupils. CPD opportunities are requested by members of staff when identified through self-evaluation. A coaching system has developed which quickly enables staff to be upskilled when monitoring or new approaches to learning have been introduced and training needs identified. Training is also offered as part of performance management. (Element 6)
- The school uses a range of teaching approaches and learning styles to improve basic skills which is evident through planning and observation. Cross-curricular learning provides children with exciting opportunities to develop their basic skills and the high expectations in these areas ensure that pupils work in all books is of a high standard. This is supported by a rigorous monitoring system that focuses on the teaching and learning of basic skills in all subjects. (Element 7)
- Both resources and staffing are organised to support teaching and learning. The school has invested in a large amount of new guided reading resources to allow teachers to meet the demands of the curriculum. There is a consistency of high quality displays throughout school with a celebration of high quality work in every classroom alongside quality working walls. Subject coordinators are clear as to the needs of the school and have effectively resourced key areas. (Element 8)
- Parents and carers are involved in developing their child's basic skills and have opportunities to read in school alongside their children. Specific training is offered to individual parents whose children are supported through intervention programmes. Newsletters and written information is shared regularly with parents to help them

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support their children's learning at home. Parents also have access to much information through the school website. (Element 9)

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