

Quality Mark (BSQM) – Visit Feedback Report

School name All Saints CE Primary School
 Alrewas Staffs
Headteacher Ms Anna Golden

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Alliance QM Assessor Nigel Edge **Visit date** 21st May 2018

Purpose of Visit	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 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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The previous development points have been considered have been implemented

- Suggested areas for development in preparation for the next Quality Mark visit.**
- Maths: To improve progress for middle and high achievers across school with a focus on previously high attaining pupils.
 - Writing: To maintain good progress and outcomes in writing, with a particular focus on vulnerable groups.
 - Reading: To increase the percentage of lower and medium higher pupils achieving the expected standard.
 - To diminish the gender gap between high achievers in Maths and English.

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

There is a warm welcome from the moment you enter All Saint's School. The staff, both teaching and non-teaching have developed good relationships with the pupils in their care and this was evident in the pupil's attitude to those around them and their learning. The Leadership Team provides good leadership and has a vision for the role the school plays in the education of the whole child. Teachers demonstrate a determination to support all the pupils to fulfil their potential academically, spiritually, socially and emotionally. The Management Teams vision is shared through the School Improvement Plan. There is a firm commitment to creating a caring environment, where individual needs are met. Everyone with whom I spoke commented on the positive ethos within the school and numerous comments were made about the friendly atmosphere. There was a range of different teaching styles, which were demonstrated as being effective. Pupils were very clear about expectations and there was evidence of differentiation and challenge and the pupils are encouraged to be involved in their next steps through both verbal and visual prompts. Strong Early Years practice and provision ensures that a significant majority of the pupils make good progress during the EYFS. There was evidence during my learning walk of English and Maths forming an important element in the provision across the EYFS. Pupils are receiving a very positive start to their school life.

A positive feedback and marking system is in place. Teachers' marking gives pupils a good idea about how well they are doing and how they can improve their work. The pupils articulated their enthusiasm and appreciation for the school. During discussions with pupils they were happy to talk about how they enjoyed coming to school and felt valued by all their teachers. They understood the routines found across the school. They talked about the way they worked in the classroom. They understood about Learning objectives and understood the feedback and marking policy and explained how they used the verbal feedback by teachers to help them move forward. One child said, "School is fun."

Assessment is continuous and informs planning with a range of assessment strategies used. The data is interpreted and used effectively to personalise individuals learning opportunities. Half Termly Pupil Progress meetings ensure that pupil progress is maintained and that any interventions are timely and appropriate to the individual's needs. This data gives a picture of strengths and weakness for individuals and this information is used to inform future planning, learning and teaching. Maths, Writing and Reading continue to be the main focus of the School Improvement Plan. Maths improvements are being addressed through mastery; particularly focusing on reasoning and problem solving across the whole school and opportunities for extended writing continues to be a focus in English.

The English and Maths leaders are valued team members who work alongside their colleagues to share their skills and develop good and consistent practice across the school.

The inclusion agenda is supported through an ethos of well-embedded values and there are structures and systems in place, to ensure an open dialogue with all stakeholders, to continue to improve the experiences for all pupils. The school supports pupils across the school in a variety of ways: one-to-one in-class help and withdrawal groups. Pupils are keen to learn and are happy to be a part of any withdrawal group. Pupils in need are offered a 'Listening Ear', which is a nurture-style provision for those pupils for whom there are social/emotional or behavioural barriers to learning. Staff are aware of what is required to help the pupils

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achieve their potential. The atmosphere is calm, purposeful and focused on learning. The intervention programmes that have taken place have had a positive impact upon learning. All pupils are provided with educational experiences both on and off the school site, supported by out of hours clubs that are fulfilling and challenging so that every pupil can reach their full potential with enthusiasm and confidence. Pupil Premium funding is used to employ additional staff in order to improve opportunities for personalised learning and accelerating progress across the school. This enables staff to focus on the individual and group needs of disadvantaged pupils. As a result, the gap between Pupil Premium and non- Pupil Premium pupils has narrowed.

All Saint's has an 'open door policy'. Parents are encouraged to make appointments before or after school to discuss any concerns. Teachers also request to meet with parents if additional support is required by them to help their child make progress. The parents commented highly on the relationships that the staff have with the pupils. They feel the school supports the family as well as the child. One parent commented that, "School is a happy and caring place but encourages learning and challenges our children."

Many strengths have been identified at this visit, including the following:

Element 1 - A whole school strategy and planning to improve performance in English and mathematics

Strengths:

- The School Improvement Plan is a clear and informative. Priorities are identified through an evaluation of provision and standards. All staff contribute to the SIP and are held to account for pupil progress, which is linked, to performance management. All actions have a time frame throughout the year. Staff review these detailed actions plans outlining resources.
- A Teaching and Learning policy linked to the Feedback and Marking policy is in place, both of which are reviewed and monitored regularly along with all policies and, more importantly, practice to ensure good learning.
- Teaching quality is monitored formally and informally, as part of a comprehensive monitoring plan.
- In recognition of the support needed in KS2, additional support has been deployed to target specific groups of pupils. In Y6, the additional staff are used to deliver a programme of work to LA and PHA pupils who are in danger of not making expected progress in Maths and English (under attaining).
- Each year group follows White Rose planning for Maths and this is used to develop a weekly plan for Maths. English is planned using Hamilton Trust as a starting point.

Element 2 - An analysis of the assessment of pupil performance English and mathematics

Strengths:

- The analysis and comparison of teacher assessment and test results assists the school in monitoring the learning across the school.
- All pupils are assessed and the information is used to monitor pupil progress. KS2 pupils are assessed termly using PUMA, PIRA and skills grids for writing. The results

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of these are analysed, along with teacher assessment. Results are collated on the data tracker system and then analysed with individual teachers, subject leaders and SLT. Year 1 and 2 pupils are regularly assessed for their phonics and HFW. This culminates in KS1 Teacher assessments at the end of Y1. Pupils' spelling is regularly assessed and Foundation Stage pupils are assessed on entry and then regularly using the EYFS profiles.

- Pupil progress meetings are used to identify vulnerable groups and individuals and to arrange appropriate interventions.
- A provision map has been introduced to monitor the provision for all pupils but especially vulnerable groups such as disadvantaged. SEND pupil progress meetings are half termly; these are used to discuss specific SEN interventions and the small steps of progress the identified pupils are making. The SEND register is fluid. Pupils on the SEND register are regularly reviewed and removed as appropriate and as concerns are identified pupils are highlighted and placed on after discussions with parents and carers.
- Phonics assessments are used throughout the year to inform groupings of pupils in EYFS and Year 1.
- Writing is moderated regularly when staff share examples of the pupils' work and collaborate to work out the appropriate standard for that pupil. Staff also participate in moderation sessions with the local cluster of schools.
- EYFS GLD for 2017 was 69%. The school has focused on improving attainment levels across the school. The 2017 KS1 phonics-screening results were above the national figure at 84%. In Key Stage One, they achieved working at the expected level in the following: 72% in Reading, with 59% in writing and 62% in Maths. The end of Key Stage Two results for 2017 were as follows, Writing, 91% at the Expected Standard, with 39% at Greater Depth. Reading was 86% at the Expected Standard with 16% achieving the Higher Standard and in Maths 77% met the expected standard with 23% achieving the Higher Standard. GPS was 80% at the Expected Level. The combined RWM was 77%, which is above the National Expected Standard. This academic year the data indicates that the majority of pupils are making good progress and the majority of the pupils across the whole school are set to meet their Age Related Target.

Element 3 - Target setting for the improvement of the school's performance in English and mathematics

Strengths:

- Appropriate targets are set for GLD, Phonics, KS1 and KS2.
- Teacher appraisal sets targets are in place for ARE for each class.
- Phonics Screening results show an upward trend.
- Targets are set for individual pupils, in need of extra support and are based on their learning needs as identified through on going assessment. Exit data is also recorded to measure progress and effectiveness of intervention so that new targets can be set and next steps identified. Targets for English and Maths are shared with parents during termly parent consultations.
- Marking includes detailed EBIs and wishes, which target specific aspects of learning.

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- Pupils are then given time to act upon this marking so that impact is seen immediately.
- Pupils have all signed up to Times Table Rockstars, which provides the opportunity to become fluent in multiplication and division.
 - The introduction of Nonsense Spelling had a significant impact on performance in this area of the curriculum.
 - Discussion with the leadership team clearly emphasises the commitment to the development of English and Maths skills across the school.

Element 4 - Basic skills improvement planning for pupils under attaining and/or underachieving

Strengths:

- The school has very clear well managed support and intervention strategies for under attaining and underachieving pupils.
- Teachers' planning takes into account those pupils who may need extra support and the differentiation they may need. This may be in different forms and may be individual or within groups. All teachers know their classes well and modify their teaching styles accordingly to ensure good quality teaching and learning for all pupils. Classes are all organised to maximise learning for all groups including SEND - reading, writing and Maths areas, use of WAGOLLS and learning walls ensure that work displayed is current and useful for the pupils.
- Pupils are involved in evaluating their own work and progress against their targets, including daily self-assessments in Maths and self-assessment against the success criteria in English.
- The Teaching Assistants play a role in supporting all pupils, with particular emphasis on specific groups and individuals.
- All pupils on the SEND register have up to date ILPs with appropriate learning targets, which are reviewed every term and shared with parents. All pupils on an ILP have a Provision Map, which clearly shows their targets and progress over time.
- Pupils with underdeveloped speech/ language/ comprehension difficulties are referred to Speech and Language Therapy Service. Targets are set by the S & L therapist, which are then incorporated into the pupils ILP.
- Intervention strategies are used across the school such as 1 to 1 tuition, phonic support, small targeted intervention groups, SAT's booster classes taking place after school for targeted pupils, additional staff deployed following analysis of data and progress against targets, early morning interventions and the homework clubs which take place twice weekly.

Element 5 - Regular review of the progress made by pupils underattaining and /or underachieving in basic skills

Strengths:

- Each term pupils are assessed using a combination of tests and teacher assessment. This information is entered onto the data tracking and then analysed. Pupils who are under attaining are identified and highlighted according to whether they have made progress since the previous term.
- Support programmes for underachieving pupils have clear impact. All interventions are

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time limited and begin and end with assessments to measure progress made. Progress of all pupils is assessed half termly. The head teacher monitors class interventions during pupil progress meetings.

- Underachieving pupils who are identified through teachers' planning have their needs addressed within the classroom. Teaching is aimed at the targets on individual ILPs - adjusted as these are reviewed and assessed. A written record of the review is used to inform new targets. These are discussed with parents and pupils.
- The school believes that strong links between parents and school can only benefit the pupil as they see the two working together for their benefit. They believe pupils at all levels of ability achieve to a greater extent when they know that everyone is concerned and willing to support them. The school communicates with parents about all aspects of development - academic, social and behavioural. Individual parents are contacted following pupil progress meetings to discuss matters such as attendance, lack of homework and poor behaviours for learning, all are seen as factors affecting overall progress.

Element 6 - A commitment to improving the skills of staff to teach and extend English and mathematics

Strengths:

- There is a training plan for all staff based on the School Improvement Plan.
- Each member of staff discusses their achievements, issues and CPD needs with the SLT during performance management meetings, or at less formal occasions as the need arises. All teaching staff keep detailed records of their CPD and this is reviewed during performance management meetings (held 3 times per year)
- Regular INSET is held on English and Maths to review practice and improve delivery of these subject areas. Both teaching and non-teaching staff are fully involved in CPD and have clear opportunities to develop their knowledge and expertise across English and Maths skills, including in house training from the English and Maths leaders.
- September INSET training sessions were put on for the benefit of Learning Assistants to develop their subject knowledge, particularly in the area of Maths calculations and grammar. This has ensured a whole school approach and increased the subject knowledge and therefore confidence of learning assistants. All staff receive training and resource material so as to ensure they are well informed and can deliver on current developments in the curriculum.
- The school links with other schools to enable the observation and sharing of good practise. A number of staff have visited other schools during the academic year to observe good and better practice in Maths. The staff have all had the opportunity to moderate and share work in Maths and English.

Element 7 - The use of a range of teaching approaches and learning styles to improve English and mathematics

Strengths:

- Lessons cover a range of teaching styles that meet the specific needs of learners in each class or group. This is to incorporate pupil-learning preferences. Teachers use independent, partner and group work which is both guided and independent. They also

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use investigative and teacher led experiences. The school has explored a range of ways to engage pupils in learning, confirming the variety of teaching approaches on offer.

- The classroom displays include Maths and English learning walls which are used on an interactive basis within lessons. I pads have been introduced to engage learners.
- Pupils work is celebrated by being displayed in the classroom and around the school and in the newsletter on the website. Achievement is celebrated by highlighting examples of good writing and Maths work in a weekly merit assembly. Merits are also awarded for all aspects of learning- Maths, phonics, reading, writing, spelling, grammar, handwriting and presentation. In the past two years, pupils in Upper Key Stage Two have had short stories published as part of a competition. Pupils also receive awards for good behaviour and positive attitudes towards learning, which embrace all aspects of school values.
- A variety of extra-curricular clubs have enriched pupils' experiences and given them the opportunity to practise skills, one of which is the Imagineering Club.
- Homework is in place across the school, differentiated appropriately and valued by parents.

Element 8 - The use of appropriate teaching and learning materials to improve English and mathematics

Strengths:

- Resources and equipment are audited and updated annually. Staff and pupils take care of resources.
- The learning environment is supportive, e.g. learning prompts for English and Maths can be found in all the teaching areas and this is supported with a number of resources, which are used effectively.
- There is a balance of learning prompts, celebration of pupil achievement and motivational material in the classrooms. Learning is also displayed in the corridors.
- Learning walks by SLT ensure that monitoring of the use of teaching and learning materials is having the desired impact on learning and progress. The Learning Environment is assessed as part of lesson observations.
- Each key stage 1 and 2 class are allocated ICT time. Class I pads allow the pupils to access ICT throughout the week.
- The outdoor environment is used to enhance the learning.

Element 9 - The involvement of parents and carers in developing their child's English and mathematics

Strengths:

- Termly parent consultation sessions enable parents to talk with staff about their child's progress. The pupil's individual targets are shared with parents. The most recent took place in March 2018. Parents are encouraged to come into school to talk to staff, by prior arrangement, about progress or any other concerns or issues.
- A parent forum is held each half term. This allows parents to question, challenge and express views about any aspect of school life including curriculum. Both the parents and school value this.

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- In the Autumn Term, information workshops are held for parents to share information about all aspects of the curriculum with a particular focus on reading.
- Communication with parents is on a number of levels. There are newsletters to inform parents (issued every 2 weeks), about school events and successes.
- Homework is sent home weekly. Homework books have been introduced for Maths to improve the amount of homework returned and to encourage the pupils to take more pride in their homework and to show parents that completed homework is marked and valued by teachers. Pupils also have specific books for guided reading homework as well as spelling books. Pupils in KS1 have reading diaries which parents and teachers write in.

Element 10 - An effective procedure for monitoring planning and assessing improvement in performance in basic skills

Strengths:

- A great deal of emphasis is placed on English and Maths skills and the continued training and updating of staff skills helps raise standards in the classroom
- SLT and subject leaders monitor cohort and whole school results to ensure early identification of any trends that may need to be acted upon. This informs the distribution of support staff and the grouping of pupils into classes.
- Governors are well informed about planning for, and assessment of English and Maths.
- The Head Teacher produces good reports to keep the Governing Body fully informed.
- A comprehensive review and analysis of standards and school procedures take place and are reported back to the Governors.
- The Governing Body challenge the Senior Leadership Team.

Summary:

Congratulations to the whole staff team for their daily teaching of English and Mathematics. The school was well prepared, and at the time of this visit provided evidence that All Saints Primary School continues to meet the elements required for the Quality Mark.

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