



**Quality Mark**  
Supporting and celebrating continuous improvement

**T R I B A L**

## Basic Skills Quality Mark Programme – Visit Feedback Report

School name: Glen Park Primary

Headteacher: Anthony Hutchings

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Tel no:

01752 302600

Alliance QM Assessor: Karl Sweeney

Visit date: 28<sup>th</sup>

March 2014

Purpose of Visit <i>(delete as appropriate)</i>	PQM 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 NO
SENCo NO	Pupil representatives YES	Governor representative(s) YES	Parent representative(s) YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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<i>(Assessor to delete as appropriate)</i>	There were no previous development points.
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Suggested areas for development in preparation for the next Quality Mark visit: • N/A
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<p><b>'Good practice' identified in relation to the 10 Elements of the Quality Mark:</b></p> <ul style="list-style-type: none"> <li>The school is larger than average primary school on the outskirts of the city with a roll of 360 expected to increase to 425 over the next five years. There have been a number of staff changes recently, including the appointment of a new head teacher in September 2012.</li> <li>Children at the school make good progress overall.</li> <li>A well organised learning walk of the school showed a wide range of evidence supporting the school's QM bid beginning with an integrated activities area between</li> </ul>
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the EYFS and Y1 teaching rooms allowing for creative play, challenge activities and generally supporting a smoother transition from foundation to Y1. Also evidenced was a range of carefully structured interventions for those pupils at risk of not reaching expected outcomes including the deployment of specialist HLTAs in designated quiet spaces around the school and the successful integration of routine assessment of progress into teaching and learning.

- The 'Read Write Inc.' programme is used throughout KS1 to great effect (as evidenced by parental testimonies and in interviews with pupils) as is the Accelerated Reading programme which allows pupils to progress through levelled reading schemes whilst self-assessing online. The system allows staff to centrally monitor pupil progress and allows pupils and parents with internet access at home to reinforce learning at school. Those without access have the use of the school's ICT suite out of school hours and at lunchtimes.
- Literacy 'Toolkits' to help pupils independently progress in their sentence construction from EYFS to KS 2 and use of 'Talk for Writing' was in evidence during the learning walk. These were clearly enjoyed by pupils and are used to develop pupils' confidence in writing.
- 'Building Learning Power' is being developed as a unifying framework throughout the school with staff collectively prioritising those elements they regard as most important for Glen Park's pupils. 'Learning Trees' are being used to support this and are a feature of the classroom environment.
- A key strength of the school's approach to literacy is the use of creativity, topics such as Fairtrade, persuasive writing based on reading of 'The Firework Maker's Daughter' and the 'Diary of Anne Frank' and even bread making - essentially the maintaining of a truly broad and balanced curriculum to give reading and writing context and life.
- 'Pin point' marking is used as a way of ensuring greater frequency and targeting of feedback to pupils and is something valued by pupils themselves.
- Numeracy is similarly well delivered, organised and tracked. Observed teaching demonstrated the effective use of interactive software with pupils manipulating number graphics to complete addition and subtraction problems and clearly enjoying their learning. The 'Abacus' scheme is being rolled out across the school in preparation for the new NC requirements and has an online element which will make it accessible to most pupils at home and via the ICT suite. Pupils are set in maths from Y1 to Y6. There is an understanding within the SLT that enhancing of work on numeracy is not being progressed at the same rate as is the case with literacy but this is a conscious decision based on the perception that too much change at once could prove detrimental to rates of progress. The development of numeracy, especially with a view to the demands of the new curriculum is however under way and on track to be rolled out across the school over the coming months.
- Scrutiny of the school's SEF and SDP revealed a clear, honest and aspirational self - assessment and plan, based on Ofsted areas for development, the SLT's own sense of the needs of their pupils and the explicit ambition to move from 'good, to 'outstanding 'by the time of the next inspection. Rigorous analysis of pupils' progress data in literacy and numeracy across all sub groups allows clear focus in terms of staff allocation and organisation of accelerated learning for targeted groups. All planning

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reflects and incorporates the school's agreed three priorities - the improvement of transition from EYFS to Y1, the improvement of learning skills and learning culture and the target of 80% of pupils writing at their age appropriate level.

- Examination of pupils' workbooks shows a consistent approach to marking and target setting with pupils clear about their levels of attainment and what they need to do to improve.
- Teachers' Planning folders were examined and revealed a consistent and coherent approach from EYFS to Y6 with staff using margin notes in their lesson plan templates to reflect on how each lesson went and what needs to be adjusted to make it better next time. Crucially this uniformity of approach still allows for the focus to remain on individual pupils and their learning journey, a feature which reoccurs throughout the school community and its work.
- Discussion with the Literacy and Numeracy Subject leads showed that they are very clear indeed about the targets they are striving towards and the means to be employed in order to achieve them. There is a passion for their work and real sense that it is valued by both pupils and parents, a perception which I am able to confirm based on the discussions I had with a selection of both. Work on preparing for the new curriculum was a clear priority and was well under way at the time of my visit with certain classes being selected to trial new teaching materials and resources.
- A meeting with parents (one of whom was a governor) demonstrated a genuine partnership between school and home and in particular an appreciation of the fact that staff 'go the extra mile' for each pupil and are always happy to discuss their progress in detail with each parent. Parents were particularly impressed by the increasing use of internet based literacy and numeracy tools ('Accelerated Reader' and 'Abacus' respectively) allowed them to work together with the school on securing the greatest rates of progress possible for their child. They were also acutely aware of how 'reading, writing and mathematics are made fun' by the use of a creative curriculum which uses other topics to bring literacy and numeracy to life. Parents had particular praise for the 'Read, Write Inc.' programme with one saying "When my son started Y1 I would never have imagined that he could have reached the level he's at now - and I know that's to do with 'Read Write Inc.'" The integration of governors into the performance management of the staff was highlighted by the head as one area for development.
- Pupils from Y1 to 6 with whom I spoke clearly value their school, their own work and their progress in reading, writing and maths. One commented 'I love learning' while another said that 'teachers just seem to make it fun'. Pupils' oracy skills were extremely well developed and it was clear that they are learning well because of the way their school is organised and resourced. They all agreed that the way their work is marked and in particular the use of 'pinpoint' marking made it easier for them to understand where they are in their learning and what they had to do to improve.
- **As a result of this assessment I strongly recommend that Glen Park Primary School be awarded the Primary Quality Mark.**

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