

Basic Skills Quality Mark Programme - Visit Feedback Report

School name	Allens Croft Primary School, Kings Heath, B14 6RP		
Headteacher	Mrs Paula Weaver		
Deputy	Mrs Rebecca Timms		
School and/or HT email	[REDACTED]	Tel no	0121 444 2611
Alliance QM Assessor	Lynda Townsend	Visit date	6/11/2017

Purpose of Visit	Interim Support and Renewal
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The Assessor spoke with the following people

Head Teacher YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager YES
Deputy Head YES	Pupil representatives YES	EYFS Leader No	Parent representative(s) NO
SENCo No			

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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The school has made very good progress with the areas for development identified at the previous renewal visit. The first area for development has been achieved and the others revised.

<p>Suggested areas for development in preparation for the next Quality Mark visit: Set in agreement according to the priority areas in the School Improvement Plan</p> <ul style="list-style-type: none"> • Continue to develop a consistent approach to the ways we challenge the most-able pupils • Continue to improve the quality of teaching, learning and assessment to raise pupil outcomes further • Continue to implement and embed new and existing initiatives for Literacy and mathematics. (Reciprocal Reading, Read, Write, Inc, Freshstart, Performance Pedagogy - writing, White Rose Maths Hub, NCETM, Key Instant Recall Facts).
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'Good practice' identified in relation to the 10 Elements of the Quality Mark:

There is such a happy atmosphere in the school and I was made to feel extremely welcome by everyone. I spoke to the Headteacher and the Deputy Headteacher. The Deputy Headteacher, Rebecca Timms, led the meeting. She was extremely well prepared for the visit. She had prepared responses to each of the questions and she took me on a Learning Walk round the school to point out the good practice in action. It was such a pleasure to visit Allens Croft to see the superb work which is taking place. Things do not stand still at Allens Croft. The leadership team is very pro-active is constantly evaluating practice and seeking further initiatives if any existing practice is not meeting the pupils' needs. This is a very forward-thinking school.

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

Elements 1,2,3,10 (relating to Assessment, Target-setting, Planning, Monitoring and Evaluating impact)

- Priorities in SIP are identified through a thorough evaluation of provision and assessment information and currently focus on the improving trend in outcomes. Targets in the SIP always include improving outcomes for the basic skills and pupils' performance in literacy and mathematics and all staff have a responsibility for this.
- Basic Skill/ Teaching and Learning policies are in place for all to staff follow. This ensures that it is the responsibility of all staff to raise standards.
- Different groups of learners achieve well and when identified as underachieving/ underattaining, measures are put in place to support.
- Assessment of pupil achievement and attainment are monitored closely by SLT.
- Tracker and End of KS national/ individual reports allow the school to identify focus groups of learners- this then informs Pupil Progress Review.
- Target setting is well embedded and takes place on a regular basis.
- Performance Management for teaching staff is linked to the Teacher's Standards and therefore focuses on all aspects of their role. The quality of performance is therefore assessed through a range of measures including lesson observations, planning and work scrutiny and data for their pupils.
- Leaders monitor and evaluate planning and performance in the basic skills and identify next steps to raise standards further.
- Less experienced leaders are being supported in developing fully the skills they need to assist the experienced senior leaders in checking and evaluating pupils' progress and the quality of teaching. To assist with this the school has created Curriculum Teams. SLT and team leaders support other teachers within their role of leading a subject/curriculum area. Action plans and reports are completed and reviewed to ensure all objectives are being achieved.
- All staff are responsible for inputting in to SIP and for pupil progress and tracking.
- Subject Leaders deliver their reports and improvement plans to the full governing body throughout academic year.
- Subject leaders conduct regular planning and work scrutiny and also talk to pupils, providing appropriate feedback to staff. They complete a yearly audit of their subject using evidence from a range of scrutiny to identify successes and areas for further development.

Elements 4,5, (relating to underachievement or underattainment)

- The school has clear, well managed support, intervention and mentoring strategies for under attaining and/or underachieving pupils.
- **Teachers and TAs are deployed well to support targeted cohorts/needs.**
- **Baseline and Half-termly on-going cycle:** Teacher Assessment/ Testing > FROG Tracking Tool > Best Fit Judgements for all children (Below NC/ Working Towards NC/ Working at/ Working above age related >)
- Pupil Progress Reviews with Senior Leadership Team > Children identified who are not achieving are then planned into RESPONSE focus groups and interventions to support area(s) of need- reviewed at next Pupil Progress Cycle.
- **Year to Year Transition Matrices** to ensure children are on track from starting points and if not, interventions and support are put in place. Track pupils each half term to ensure they are progressing on an upward trend. Any children who have been identified as not, will be part of the focus.
- **SEND focus.** If children are considered not to be making progress over each half-term, provision is put in place to support/ identify additional needs. Use of ITPs and Toolkits would be used for children who are below their current year group curriculum with smaller/ high focused targets.
- **Most Able Focus** Within each year group, targeted pupils are identified in PPRs/ transition matrices. Differentiation in planning and RESPONSE focus groups completed. Mastery focus.
- Team leaders and phase leaders to ensure actions are in place to support staff with appropriate teaching to meet needs of more able pupils by:
 - Challenging the most able through differentiation and challenge/ extension activities to extend their learning
 - Pupils to take control of their learning by being able to challenge themselves through questioning, 'must, should, could' process and extension activities
 - Deepening thinking activities

Elements 6,7,8, (relating to Teaching & Learning, CPD)

- Staff CPD planning is well planned in line with staff needs and the SIP priorities.
- Performance management targets linked to the SIP ensure that all staff members improve their own skills, therefore impact on children's progress will be made.
- NQTs have a good support programme with trained mentor at school and ACPS have also put the NQTs on the CPTSA NQT Bespoke Programme which covers basic skills of literacy and numeracy in their programme. Two NQTs are part of Teach First programme.
- Examples of CPD carried out within the last 12 months include: -
 - Read, Write, Inc 2 Day Training for all staff- ongoing development days.
 - 2 Day Fresh Start Training for staff who are teaching groups.
 - Achievement for All training aspects - Structured Conversations/ Inclusion/ Literacy and Numeracy Focus, including learning walks.
 - Mathematics Focus- White Rose Scheme of Work/ NCETM Resources provided/ INSETs.
 - CPD for individual staff who require support in an area (Services for Education/ CPTSA, etc).
 - Word Aware - full day Training for whole school.

- Makaton Training-
- Speech and Language Training.
- Performing Pedagogy Training.
- Moderation Meetings.
- Assessment/Data and FROG Tracker training.
- There is a range of teaching approaches and learning styles as evidenced in planning and observations.
- IWB/iPad per class/ Computer suite assist with focusing on literacy and numeracy skills- daily support/ resource that all teachers use to support the teaching of basic skills.
- The School allocates a considerable amount of its budget to support English and maths.
- Books and materials are in good condition with the focus to encourage the value of books and reading both at school and at home.
- Non-negotiables and training is carried out for all staff at the beginning of the academic year and reminders throughout - for the learning environment (numberline/ hundred square/ multiplication facts/ phonics display/ word class display/ handwriting challenge area, book corner, challenge areas, etc.
- Working Walls and Learning Prompts are in use on a daily basis to support learning of basic skills.
- Celebration of children's work is evidenced through displays and star of the week/ day.
- Forest School supports learning across the curriculum - literacy and numeracy lessons take place in outdoor learning.

Element 9 (relating to involvement of parents, governors)

- Parent Consultation Meetings are organised to share/ encourage children to be involved throughout the academic year.
- Half-Termly Home Learning Activity Packs provided to all children- differentiated to support targeted groups.
- Achievement for All Training completed regarding 'Structured Conversations' with parents/carers.
- Children who have ITPs/ SEND register- targets and pupil profiles are shared with parents/carers in regular review meetings.
- Parents are well informed about basic skills provision in the school.
- Parents are very well informed about their child's progress.
- Parents Evenings/ Report Journal given to parents/ carers at the end of the year to ensure that the school continues to have an 'open door' policy and parents/carers have an understanding of their child's progress in basic skills.
- INSPIRE Literacy and Numeracy Workshops- one per term.
- End of KS Parent Information Meetings, including EYFS/KS1/KS2/ Phonics Screening.
- Literacy and Numeracy Curriculum and Year Group Long Term Planning on website for each year group.
- Read, Write Inc Parent Presentation.
- Maths Basic Skills Parent Presentation.
- Maths Calculation Policy provided to parents/carers.
- Athletics Log Ins provided for home use.

- Links on website to games that children can access.
- School Improvement Plan completed with GB and reviewed regularly.
- Section of the SIP is targeted towards GB through these objectives:
 - All new governors and governors take on a new responsibility and are appropriately trained, including safeguarding training.
 - Each Governor has an area of responsibility and challenge the school/ subject leaders regularly.
 - Timetable 'Governor Weeks' two times a year to ensure that governors come into school and challenge actions on the SIP.
 - Updates on Pupil Progress, focus on Pupil Premium, safeguarding and Quality of Teaching and Learning continue to be standing items on the agenda.
 - Literacy, Numeracy, Inclusion and Assessment Leads/Teams meet with the Full Governing Body at least twice per year, presenting their reports and action plans.
 - Governors are provided with a teaching and learning review role and attend school to complete learning walks/ meetings with team leaders.

The school has identified other areas of good practice, which they feel play a crucial role in improving pupils' outcomes in English and mathematics: -

- Achievement of Gold Arts Mark.
- Achievement of Bronze Sports Mark.
- Qualified as a Forest School- All children have weekly Forest School and Outdoor Learning Opportunities.
- Weekly Performing Arts sessions.
- Celebrate and Educate Award.
- External Peer to Peer Review with cluster schools- sharing best practice.
- Linked with CPTSA to support/ provide training for Recently Qualified Teachers.
- Numeracy Leader is completing Leadership Training.
- Achievement for All FOCUS this year - including target group and children across each cohort.

Summary:

Congratulations to the whole staff team at Allens Croft Primary School for their very good teaching of basic skills. The school was very well prepared for the visit. The school is well placed for the next renewal.

The next renewal will take place in January 2019.