

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	15/1/2016

Purpose of Visit	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			
SENCo YES	Pupil representatives YES	EYFS Leader YES	Parent representative(s) NO

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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The previous development points have been addressed and the impact is being seen in pupil outcomes. These will continue to be a focus for monitoring and further development work. The school is particularly strong in a number of keys areas which reflect all aspects of the BSQM and is very proactive in self-evaluating what works well and what can be improved upon and looking for ways to improve and build on current practice.

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.

- Consolidate and enhance the improving progress being made by pupils in their mathematics work by: ensuring pupils have more opportunities to develop their mathematical thinking, investigation and calculation skills, and apply them across the full range of the subjects being taught.
- 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

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

The Deputy Head Teacher, Mrs Rebecca Timms had compiled a very extensive self-audit and folder of documentation against all the 10 BSQM standards. The evidence explained exactly how the school meets all the standards. This was extremely thorough. She also provided a thorough update of progress against the areas for development from the previous review. The timetable planned for my visit also enabled me to triangulate statements by meeting the Head Teacher, pupils, staff, leaders and conducting a Learning Walk around school.

The Head Teacher and Deputy Head Teacher provide strong leadership and have a clear vision for the role the school plays in the education of the child through tracking the pupils progress and attainment, basic skills and the curriculum, substantiated by the appropriate deployment of resources. The school motto "Inspire, Aspire, Achieve", values, ethos and equalities are prominently displayed in school and serve to promote the school philosophy and vision. The vision is communicated well to staff, governors, pupils and parents all of whom have a key input into school improvement in order to raise outcomes further. Staff ideas and suggestions for further improvement are taken on board and as a result staff have ownership of initiatives and strive hard to ensure they have impact.

There is a very welcoming atmosphere from the moment you arrive in the school and all the pupils appear happy, settled, engaged in their learning and well supported. The new National Curriculum is becoming embedded and has raised expectations in the basic skills alongside the school developing the application of these across the curriculum. The assessment system is well thought out and comprises regular tests and check-ups in reading, writing, maths, SPaG and phonics. Moderation meetings internally and externally assist teachers in making their judgements of assessments in the core subjects.

There is a real rigour to the teaching of the basic skills in reading, writing, maths, phonics and SPaG, which is clearly evident across the whole school and reflected in pupil outcomes and the results. This rigour is evident through the effective use of the regular assessments to inform planning and next steps, the work seen in the pupils' books, the understanding shown by the children of the skills they are developing and in the learning environment. Expectations for the quality of teaching is underpinned by non-negotiables for all staff to ensure consistency in approach. It is clear that much CPD is devoted to improving the quality of teaching. All children and staff feel valued and praised. Everyone with whom I spoke to commented on the positive ethos within the school and numerous comments were made about the positive experience in all aspects of school life. Pupils spoken to say that they valued the staff, the support they are given and the progress they make in their learning.

The staff have excellent relationships with the pupils and this was evident in the pupils' attitude to those around them and their learning. Children are very clear of expectations and there was clear evidence of differentiation.

There is a range of different teaching styles, which was demonstrated as being very

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effective. Objectives and success criteria for lessons are shared with the pupils and there is clear evidence across the school of pupils knowing how to self-assess their work/learning against the success criteria. Regular feedback from marking identifies gap tasks and next steps and the pupils have an input into their next steps.

Dedicated staff support the needs of all individuals. Assessment is continuous and informs planning with a range of assessment strategies used as evident in the information provided. This data gives a picture of strengths and weakness for individuals and this information is used to inform future planning, learning and teaching. Pupils at risk of falling behind are well catered for through the RESPONSE groups, likewise, DSEN pupils are well catered for with quality first teaching provided by class teachers and teaching assistants with specialist knowledge. Pupil progress is tracked rigorously and plotted on VENN diagrams for Reading, writing and maths regarding meeting expectations to highlight those needing extra support albeit all pupils are targeted to attain well and make better than expected progress.

A discussion with the pupils about their books shows that they are well aware of their learning through the skills, knowledge and understanding they are developing. They have a good understanding of the marking system and know how to self assess against specific success criteria. Pupils are also very clear about their next steps and expectations.

Literacy and numeracy continue to be the main focus of the School Improvement Plan. The English, Maths, Inclusion, EYFS, Assessment leaders work alongside their colleagues to share their skills and develop good and consistent practice across the school. Throughout the visit there was clear evidence of the leaders' aspirations to continue to raise outcomes for all pupils in the basic skills. The leaders report regularly to the governors to enable them to play a role in school improvement. The application of maths skills, knowledge and understanding in problem solving and real life situations is an area identified for development, together with challenge for the most able and continuing to improve the quality of teaching, learning and assessment.

The school makes effective use of outside organisations to improve the school further, for example, the Colmore Partnership Teaching School Alliance (CPTSA), where leaders from Allens Croft attend network meetings with leaders from CPTSA to develop resources/materials e.g. Step Up assessments and have tailored CPD.

There is a great deal of provision to enskill parents, through induction meetings, workshops, resource materials, programmes on the website all of which impact well on pupil outcomes as evidenced in the evaluations the school collects as well as pupil performance.

The Inclusion Leader gave a very thorough account of the rigorous processes the school has in place for early identification of pupils' needs and the provision quickly put in place and targets set on the Individual Target Plans. Record keeping is a real strength of the school to track progress and effective use is made of outside agencies e.g. Pupil and School Support (PSS) to enhance the provision as well as CPD for staff to develop their specialised skills to meet the pupils needs. The school buys in the expertise of a psycho-therapist for pupils with emotional and social needs and this has a positive impact on developing pupils attitudes to

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learning. As a result of this pupils with DSEN clearly make progress in the basic skills dependent on their needs. Since January, 2016, the school has opened up its Resource Base to provide provision for children across the city who have cognition and learning as a special educational need.

The visit has identified many strengths, including the following:

Element 1 - A whole school strategy and planning to improve performance in basic skills

Strengths:

- 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 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.
- INFORM Tracker System has allowed the school to transition from levels to assessment without levels- although it is still in the transitional period.
- INFORM tracker and End of KS national/ individual reports allow the school to identify focus groups of learners- this then informs Pupil Progress Review.
- Literacy and Numeracy Reports, include data analysis across the whole school, the performance of groups of children, and identify in-school provision and additional tuition for individuals/ groups of learners.
- Planning is monitored for each year group each half term- this is against Books/ Environment checks/ Basic Skills Non- Negotiables/ Teaching and Learning observations.

Element 2 - An analysis of the assessment of pupil performance in basic skills

Strengths:

- The analysis and comparison of teacher assessment and test results assists the school in monitoring the learning across the school.
- All year groups are baselined and together with ongoing assessments the results are used to plan next steps for classes, groups and individuals and monitor progress
- A detailed assessment tracking system is in place, supporting pupil progress throughout the school, (the INFORM tracker).
- Summative and formative assessment is ongoing- through AfL, NC Step Up documents, guided reading folders, questioning, peer/self assessment, target marking. Assessments are completed half termly and recorded on the INFORM tracker.
- Moderation of teacher assessments take place half termly- both in-school/ cross key stages and externally with other schools to ensure accuracy.
- Pupil progress reviews are held with all teachers highlighting both progress and attainment each term and identifying pupils who need further support and interventions. Outcomes of the meetings are presented to the SENCo and English and maths leaders.

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- High level of support/ RESPONSE groups/ interventions to support all learners in basic skills- progress tracked through PPRs. IIPs and ITPs are created and discussed with pupils, staff and parents/ carers.
- Learners are involved in the assessment of their own progress through e.g. Marking policy- children reflect on learning from EYFS to Year 6 by ticking self-assessment visuals/ objectives.
- Target marking- ensures learners to have time with adult to assess their own progress in more detail.
- Information is also used from learners assessments to make appropriate provision.
- The school has introduced RIC- which is a whole class guided reading session- assess together/ improve skills.
- Parents are informed of their children's outcomes in English and Mathematics.
- Assessments are detailed and thorough, and include expectations for all year groups.
- Pupil outcomes across all key stages are rising each year.

Element 3 - Target setting for the improvement of the school's performance in basic skills

Strengths:

- There are very good pupil tracking records for individual pupils and analysis of cohort performance.
- Discussion with leaders and evidence provided clearly emphasises the commitment to the development of the basic skills across the school.
- Target setting is well embedded and takes place on a regular basis.
- Predictions for future achievement are formulated by all staff, taking into account the specific cohort of children, but also incorporating a 'value-added' element.
- Targets in the core subjects are set for all cohorts, with progress being tracked throughout the school year.
- Targets are set for individual children, based on their learning needs as identified through ongoing assessment.
- Pupils use a range of strategies to assess their own performance.
- 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.
- Self evaluation and reports reflect that target setting is well embedded in literacy and numeracy across the school on all levels- from school- class- groups of learners to individuals.
- All members of staff, governors, pupils and parents have an input into improvement plans leaders to staff- pupil voice and parents/carers.
- Year group weekly discussion logs to ensure openness and consistency.
- Interventions are well embedded to support individual on their personal targets, for example, Digismart/ Success@ Arithmetic/ DI/ Precision teaching/ Project X/ S&L They are constantly evaluated for impact.
- The school works work in partnership with the CPTSA to share good practice. This has been beneficial to both settings as we have worked alongside a cluster of schools to produce 'Step Up' assessment without levels toolkits for staff and children.

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

Strengths:

- The school has clear, well managed support, intervention and mentoring strategies for under attaining and/or underachieving pupils.
- Planning takes into account those pupils who need extra support and the differentiation they need.
- The assessment and review process involves parents, pupils and school staff and has clear outcomes which impact upon the learning needs of pupils.
- Pupils who are on the additional needs register have current and up to date IIPS/ITPs Toolkits linked to basic skills.
- All IIPS/ITPs are monitored half termly- updated regularly.
- Parents are invited to attend half termly meetings to create and update IIPS.
- Planning takes into account ITP objectives and activities are differentiated effectively.
- Different intervention strategies are used across the school to support learning- precision teaching- pocket folders- Digi Smart- Success at Arithmetic, Direct Instructional.
- Observations are carried out for intervention and focus groups for literacy and numeracy.
- Additional teachers and support staff have been deployed in different cohorts to address identified gaps in attainment.

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

Strengths:

- Under attaining pupils are identified in pupil progress meetings and additional support will be put in place depending on their level of need.
- Monitoring and evaluation procedures of under attaining and/or underachieving pupils are comprehensive.
- Provision plans are reviewed regularly.
- Children and parents are involved in the review process.
- A variety of assessment tools and tracking systems identify underachievement.
- Identified children who are either underachieving or under attaining are focused on and actions are in place to support their needs.
- Literacy and numeracy reports updated half-termly, alongside data.
- Individual Inclusion Plans are reviewed termly, or when required, with parents, children and staff.
- Parent's Open Sessions Record kept to support evidence.
- Case Studies of individual children show impact and progression.
- Interventions reviewed at end of programme against baseline assessment, as well as being reviewed on a weekly basis.
- The INFORM Tracker is used to identify underachievement.
- Phonics Assessment/ Maths Basic Skills Tracker/ Guided Reading Assessment Folders/ Writing Booklet/ Numeracy Progression Tracker are all in place to support effective teaching and learning/ close the gaps.

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

Strengths:

- Staff CPD planning is well planned in line with staff needs and the SIP priorities.
- Training needs of all staff including support staff are identified and addressed. Audit is taken of staff needs in key areas to support subject knowledge.
- 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.
- Performance Management Targets are implemented and reviewed on a half termly basis for academic year 2015- 2016 (previous year- 3 times).
- 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.
- Members of SLT and Middle Leaders are completing NPQSL.
- Identified teachers have completed Outstanding Teacher Programme through CPTSA.
- Support Actions Plans are/ have been in place for identified teachers where leaders support, mentor or coach staff with identified needs- through team-teaching, modelling of lessons, planning support or subject knowledge support- ongoing.
- Training/ Blocked Insets for literacy and numeracy and inclusion.
- Observations are completed in triads with either members of SLT/ or other teachers.
- Internal peer to peer support is provided e.g.-Mike Hughes Day on High Quality Teaching and Learning.

Element 7 - The use of a range of teaching approaches and learning styles to improve basic skills

Strengths:

- There is a range of teaching approaches and learning styles as evidenced in planning and observations.
- Books show children respond to the teachers feedback the following day or target marking takes place with the children so that they are involved.
- Self and peer assessment is part of the marking policy where children evaluate their own and others work.
- AFL supports learning throughout lesson, with key questions in planning and on display
- There is a range of teaching strategies in place to support all learners- Visual-practical-concrete- abstract thinking.
- Latest OFSTED(January 2015), local authority visits and monitoring of teaching and learning clearly shows that a range of learning styles are supported throughout the school and needs of the children.
- The curriculum is stimulating and engaging with a wide range of visits or visitors to support learning- 3 trips per year as well as local authority visits, wow moments and parent workshops. Visitors per class are approx. 1 per term and there are additional whole school visitors throughout the academic year.
- Topic Days are held throughout the year and children help plan their topics.
- Observations and monitoring evidence that there are a range of teaching approaches to support all learners.

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- IWB/IPads 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.

Element 8 - The use of appropriate teaching and learning materials to improve basic skills

Strengths:

- 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.
- Effective use is made of teaching materials throughout the school.
- The school is well resourced for all pupils and Pupil Premium Funding and Budget is spent effectively to ensure the most amount of impact is made.
- Interventions include the use of resources such as - Digismart/Success@ Arithmetic/ Precision Teaching/ Direct Instruction/ etc. have all the required resources available.
- ICT is an integral part of the teaching in school, IWB, iPads, ICT suite, computers for SUMDOG/ Espresso/ Bug Club.
- 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.
- Environment Walks are carried out regularly - baselined and then half termly across the whole school and in intervention rooms.
- 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.
- Whiteboard resource folders/ personalised books are in place for each child with visual support- literacy and numeracy.
- Differentiated resources and materials support tasks set for groups/ individual learners- focus on visual learners/ needs.
- Teaching and learning Policy, Literacy Policy and Numeracy Policy are reviewed in the cycle and updated.
- Forest School supports learning across the curriculum- literacy and numeracy lessons take place in outdoor learning.
- Observations and monitoring shows that effective use of the teaching materials throughout the curriculum.

Element 9 - The involvement of parents and carers in developing their child's basic skills

Strengths:

- Parents are well informed about basic skills provision in the school.
- Parents are very well informed about their child's progress.
- Open Sessions and parent meetings are carried out termly and journal reports completed every half term.
- Parent and Child Lunch provides an opportunity to talk to teacher about child's

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- progress/ look through books and journals.
- Parents Evenings/ Report Journal given to parents/ carers at the end of the year to ensure that we continue to have an 'open door' policy and parents/carers have an understanding of their child's progress in basic skills.
 - Curriculum Topic Map sent out to parents at the beginning of each half term and it is also available on website.
 - Speech and Language Therapist is on site- weekly to support teaching and learning.
 - IIPs/ ITPs completed/ with parents and shared together with child on a regular basis.
 - INSPIRE workshops for literacy, numeracy, basic skills take place throughout each academic year, evaluations are completed and are used to improve further- increased uptake.
 - Open Coffee Mornings are organised weekly to encourage parents/carers to come to the school and talk about their children- a member of SLT/ Governor attends the session to offer support and to deal with any questions, etc.
 - Parents have an input into the SEF/School Improvement Plan and progress is reported to them.
 - Whole school Questionnaire and homework questionnaire are completed by parents and then evaluated so actions could be put in place to improve further - adapted homework policy.
 - SLT complete inductions to new parents/carers and learners, the prospectus is handed out and is on the school website.

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

Strengths:

- Leaders monitor and evaluate planning and performance in the basic skills and identify next steps to raise standards further.
- 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.
- Middle Managers have an overview of Raise Online/ FFT and input to SEF/SIP - focus numeracy basic skills.
- Monitoring of lessons and work takes place regularly to identify good practice and further actions to raise standards. Staff readily address areas for development and are well supported by leaders in doing this.
- The SLT and leaders produce reports to keep the Governing Body fully informed. Governors are well informed about planning for, and assessment of, basic skills. SLT meet with key governors each term for a day to go over SIP and other key developments in school.
- Lead Governors for literacy, numeracy and inclusion work alongside the linked leader in the school and meet at least every term to update and monitor basic skills and

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complete learning walks.

- Governors are researching into applying for Governors mark in future- Ofsted evidence of their involvement.
- Raise Online Training is carried out and self evaluation of our school/ compared to others.
- Parent Questionnaire reflected a positive evaluation with an action plan put in place for areas of development.
- External Reports- e.g. Colmore Teaching School Alliance indicate that the standards of basic skills are continually improving. The SI Adviser, acts as a critical friend and suggests areas to further improve.
- Peer to peer reviews are carried out with cluster of schools involving HT/ DHT.
- Issues raised from all monitoring is addressed and reviewed regularly.

Summary:

Congratulations to the whole staff team at Allens Croft Primary School for their daily, very good teaching of basic skills. The school was very well prepared for the visit. A wide range of up to date evidence had been gathered against each of the Quality Mark standards. The synopsis of developments in each area was particularly useful.

The school clearly meets the standards required and the Quality Mark has successfully been renewed.

The next renewal will take place in January 2019.

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