



Quality Mark

VISIT FEEDBACK REPORT

School name	Allens Croft Primary School, Kings Heath, B14 6RP	Visit date	27/11/18
Headteacher	Paula Weaver	NOR	382
Telephone number		Assessor	Lynda Townsend
Quality Mark Contact email		Quality Mark Contact Name	Rebecca Timms - DHT

Visit Type	Renewal Visit (RV)
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The Assessor spoke to the following people <i>(delete as appropriate)</i>:			
Headteacher and/or Senior Leaders	English Subject Leader	Mathematics Subject Leader	Assessment Manager
YES	YES	YES	YES
SENCo	Pupil representatives	Governors/Trustees	Parent representative(s)
YES	YES	YES	YES

Does the school meet the requirements of the Quality Mark?	'Learning Walk' completed?
YES	YES

Quality Mark Elements**1. A whole school strategy and planning to improve performance in English and mathematics**

- Priorities in SIP are identified through a thorough evaluation of provision and assessment information. Targets in the SIP include improving outcomes for the basic skills and performance in English and Maths and all staff have a responsibility for this.
- 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- these are provided to SLT/GB termly
- A range of data is analysed and shared to the appropriate audiences (staff, parents/carers, governors, external moderators)
- Personalised CPD is linked to PM targets as well as whole school actions taken from the SIP/SEF
- Staffing Structure, including Curriculum Teams and Inclusion Team supports whole school approach
- Governor training completed/ Governors attend the school and are allocated a Curriculum team and Year group- monitoring and meetings take place over the academic year, including presentations to GB
- School aims/ethos are displayed around the school and is shared with children and families- this is also included in the home-school agreement- ongoing/ work completed with children around our ethos and values

2. Analysis of the assessment of pupil performance in English and mathematics

- 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.
- Baseline activities for all new pupils, including assessing the 'attainment on entry of pupils' who join the school within the academic year
- RWInc- phonics/SPaG assessment, reading record, Polished Write and Maths assessment activities, EAL assessment tool, observations
- Standards and attainment are rising year on year- increase evident through EYFS, Phonics Screening, End of KS1 and End of KS2 results, as well as yearly cohort data
- The analysis and comparison of teacher assessment and test results assists the school in monitoring the learning across the school.
- 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.
- Pupil Progress Reviews- assessments- indicate next steps of provision and support for all children, with a focus on under achievers and under attainers.
- Marking and feedback policy- children reflect on learning from EYFS to Year 6 by ticking self-assessment visuals/ objectives/individual targets, when required.
- Moderation of teacher assessments take place half termly- both in-school/ cross key stages and externally with other schools to ensure accuracy.

3. Target setting for improvement of performance in English and mathematics

- Targets are set at whole school- SIP

- Built into Maths and English Action Plans
- Cohort Pupil Progress Reviews/Groups inform targets
- Individual staff/ pupil targets set
- Target setting is well embedded and takes place on a regular basis.
- Marking and feedback policy informs targets - children reflect on learning from EYFS to Year 6 by ticking self-assessment visuals/ objectives/individual targets, when required.
- Moderation of teacher assessments take place half termly- both in-school/ cross key stages and externally with other schools to ensure accuracy.
- The objective tags will provide the children an opportunity to choose their own targets to focus on, when appropriate
- Target marking- learners to have time with adult to assess their own progress in more detail

4. English and mathematics for all groups of 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.
- Pupil Progress completed half-termly to identify children who are under attaining and underachieving
- 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.
- 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.
- 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.
- 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/carers are invited to attend half termly meetings to create and update IIPS.
- Different intervention strategies are used across the school to support learning-precision teaching- pocket folders- RWInc- Fresh Start, Direct Instruction, S&L, 1st Class at Number

- 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.

5. Review of the progress made by all groups of pupils in English and mathematics

- Pupils make at least good progress across the school
- Evaluation of outcomes/actions for each term to check for pupils at risk of falling behind
- Under-attaining pupils are identified in pupil progress meetings and additional support will be put in place depending on their level of need
- A variety of assessment tools and tracking systems identify underachievement (FROG data tracker/RWinc/Testing/Fresh Start/S&L) (Best fit judgements/transition matrices)
- Identified children who are either underachieving or under attaining are focused on and actions are in place to support their needs
- Baseline and ongoing assessments for interventions – half- termly, or earlier if appropriate, including daily AfL
- Pupils who have been selected for the Achievement for All initiative make at least good progress
- Timetables for RESPONSE Interventions, RWInc- Fresh Start, Direct Instruction, S&L, 1st Class at Number
- Case Studies of individual children show impact and progression.
- 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.
- Pupil Feedback Questionnaire and minutes of meetings with pupils' impact on improving practice e.g. target setting system and marking
- Individual Inclusion Plans are reviewed termly, or when required, with parents, children and staff.

6. A commitment to improving the skills of all staff in the application of English and mathematics in the school

- Staff CPD plan within the last 12 months include: - Read, Write, Inc Development Day Training for all staff involved in programme- 2 additional ongoing development days throughout academic year/ Achievement for All training aspects – Structured Conversations/ Inclusion/ English and Maths Focus, including learning walks/ Word Aware - full day Training for whole school- embed in Curriculum/ Speech and Language training& support- weekly basis /Performing Pedagogy Training/ Moderation Meetings. / Assessment/Data and FROG Tracker training.
- 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/ team
- 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 termly basis for the academic year. Completed with the HT.

- NQTs have a good support programme with the trained mentor at school, completing training and external training, where required/ Teach First (2017-2018)
- CPTSA/SCITT trainee teachers and Straight to Teaching
- Maths Lead- completing NPQSL
- Mathematics Focus- White Rose Scheme of Work/ NCETM Resources provided/KIRFs
- INSET/ Training Days linked to English and Maths/ Data)

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

- Policies and non-negotiables include resources and provision
- Includes home school links (Home learning packs/ Reading diaries)
- Cross-Curricular learning- including English and Maths alongside topic and Performing Arts
- Non-negotiables and training are carried out for all staff at the beginning of the academic year and reminders throughout - for the learning environment (number line/ hundred square/ multiplication facts/ phonics display/ word class display/ handwriting challenge area, class library, SPaG display) for use of Read, Write, Inc, use of White Rose hub, teaching of mastery in maths
- Working Walls and Learning Prompts are in use daily to support learning of basic skills.
- Celebration of children's work is evidenced through displays and star of the week/ behaviour zone boards
- Outdoor Learning supports learning across the curriculum – English and Maths lessons
- Topic Days 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.
- Hippodrome Theatre production for each year group- followed by workshops- used as a stimulus for learning-
- The curriculum is stimulating and engaging with a wide range of visits or visitors to support learning- 2 trips per year as well as local authority visits, wow moments and parent workshops.
- 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.

8. The use of appropriate teaching and learning resources to improve English and mathematic

- Non-negotiables and training are carried out for all staff at the beginning of the academic year and reminders throughout - for the learning environment (number line/ 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 Observations and monitoring shows that effective use of the teaching materials throughout the curriculum.
- Leaders share best practice with other schools/ network (AGHY Peer to Peer/ ACCC/Bellfield)
- Ready, Steady, Go approach in Maths (Concrete, Pictorial, Abstract)
- ICT is an integral part of the teaching in school, IWB, iPads, ICT suite, computers for Times table Rockstars/ Espresso/ RWInc Books
- Books and materials are in good condition with the focus to encourage the value of books and reading both at school and at home, including Reading Diaries

- Effective use is made of teaching materials throughout the school/ Smart Board Presentation to support planning
- The school is well resourced for all pupils and Pupil Premium Funding and the budget is spent effectively to ensure the most amount of impact is made.
- Interventions include the use of resources such as - Precision Teaching/ Direct Instruction/ 1st Class at number/ speech and language/ Fresh Start/ RWInc/ KIRF/Numicon
- Working Walls and Learning Prompts are in use daily to support learning of basic skills.
- Celebration of children's work is evidenced through displays and star of the week/ day.
- Differentiated resources and materials support tasks set for groups/ individual learners- focus on visual learners/ needs.

9. The involvement of parents and/ or carers in developing their child's English and mathematics

- Home-school agreement between parents and teachers
- Parent questionnaire responses show high levels of satisfaction
- Parent Consultation Meetings are organised to share/ encourage children to be involved throughout the academic year.
- Open Sessions and parent meetings are carried out termly and journal reports completed every term.
- Parent and Child Lunch provides an opportunity to talk to teacher about child's 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 understand their child's progress in English and mathematics skills.
- INSPIRE Literacy and Numeracy Workshops- one per term. INSPIRE workshops for literacy, numeracy, basic skills take place throughout each academic year, evaluations are completed and are used to improve further- increased uptake.
- End of KS Parent Information Meetings, including EYFS/KS1/KS2/ Phonics Screening.
- English and Maths Curriculum and policies on the website
- Read, Write Inc Parent Presentation, Maths Basic Skills Parent Presentation.
- Maths Calculation Policy provided to parents/carers. Parents spoken to say this helps them support their child maths skills.
- Times tables Rock stars Log Ins provided for home use.
- 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.
- Speech and Language Therapist is on site- weekly to support teaching and learning.
- Friends of Allens Croft Coffee Afternoon- 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.
- Whole school Questionnaire completed by parents and then evaluated so actions could be put in place to improve further
- SLT complete inductions to new parents/carers and learners, the prospectus is handed out and is on the school website.

- 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 data and safeguarding training.
- Each Governor has a year group and curriculum team responsibility- attends meetings/ completes learning walks to support
- Pupil Progress, focus on Pupil Premium, safeguarding and Quality of Teaching and Learning continue to be standing items on the agenda.
- Peer to Peer Review- completed in September 2018 has enabled leaders to share good practice with other schools at the same time moving own practice on
- RWInc/Fresh Start Development Days and support- 3 times per year
- Maths Team to attend Maths Hub (Bishop Challenors) Network Meetings. Impact has been to develop the skills of the maths leaders further, which they have then shared with staff in school
- Speech and Language therapist on site 2 days per week

10. An effective procedure for monitoring, planning and assessing performance in English and mathematics

- 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 curriculum 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, as well as have training from School and Governor support.
- Lead Governors for English and Maths work alongside the linked leader in the school and meet at least every term to update and monitor basic skills and complete learning walks.
- External Reports- e.g. AGHY Peer to Peer Review/BEP/ External Moderation
- Any issues raised from all monitoring is addressed and reviewed regularly.
- SLT attended training in FFT/Families of Schools Data
- Internal and External Moderation has ensured staff are secure in the judgements of assessments

Secondary Quality Mark - Element 11 (*Provision to enable students to gain appropriate national accreditation in English and Mathematics*).

A brief summary of the strengths/ developments since the last visit: -

- Continued improvement in results and quality of teaching.
- Leaders working well in teams. There are 4 staff in the English team. They lead on Reading EY & KS1; Reading KS2; Writing; Spelling, Grammar and Punctuation. There are two staff in the maths team.
- Pupils' books reflect good progress.
- School continuously focuses on improving.
- Pupils are given many opportunities in class to respond to teachers' questioning and develop their thinking
- Parental engagement opportunities. Whilst I was visiting the school there was a Parents Workshop taking place in Year 3 on maths and another workshop for younger children on architecture. They ensure parents are up to date in the teaching methods used by the school, so they can help their child at home.

Additional Comments or action (if applicable)

Congratulations to everyone at Allens Croft for gaining the renewal of the Quality Mark for English and mathematics. My thanks to Rebecca (DHT), Paula (HT), the staff pupils, parents and governors for making me so welcome and my visit so enjoyable!