



Quality Mark

VISIT FEEDBACK REPORT

School name	St. Stephen's Catholic Primary School	Visit date	27.3.2019
Headteacher	Mr. Steven Hatton	NOR	208
Telephone number	01925 630100	Assessor	Mrs. G.Tindall
Quality Mark Contact email at school/setting	ststephens_primary_head@warrington.gov.uk	Quality Mark Contact Name at school/setting	Mrs. Anne Georgiou

A brief context of the School

The school was last inspected by Ofsted in February 2009 and awarded an overall judgement of "Outstanding".

Since the previous visit a new headteacher has been appointed. (September 2018)

Visit Type <i>(Delete as appropriate)</i>	Renewal Visit (RV)
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The Assessor spoke to the following people *(delete as appropriate)*:

Headteacher and/or Senior Leaders YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governors/Trustees YES	Parent representative(s) YES

<p>Does the school meet the requirements of the Quality Mark? YES</p>	<p>'Learning Walk' completed? YES Staff at the school work extremely hard to ensure that all pupils benefit from an extremely high-quality learning environment. The commitment to supporting the acquisition of English and mathematical skills is evident in every teaching area through learning walls and prompts to support the acquisition of skills.</p>
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<p>The previous development points have been implemented. YES</p>	<p>List any noteworthy evidence.</p>
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<p>List of development points from the previous visit report and the resulting actions taken, if appropriate:</p> <ul style="list-style-type: none"> <p>• To raise standards in spelling The school continues to use Letters and Sounds for the teaching of phonics. Pupils are grouped according to ability and focussed teaching sessions led by teachers or teaching assistants are delivered. Pupils may be grouped within different age groups e.g. higher ability Reception children taught alongside Year 1 pupils, to support and accelerate learning and attainment. Spelling Shed has also been introduced across Key Stages 1 and 2. The programme is accessible to pupils both in school and at home and progress can be monitored by staff. Staff report that there has been a positive impact on standards in spelling both in KS1 and KS2.</p> <p>• To further refine school's tracking system to reflect pupils' attainment and achievement in the light of assessment without levels. The school has recently (September 2018) introduced INSIGHT to replace the previous system of tracking pupil progress and attainment within SIMS. This system has allowed senior leaders and staff to track pupil progress, analyse progress of vulnerable groups, boys and girls, EAL pupils and those in receipt of pupil premium. Early indications are that senior leaders and staff are very positive about the impact this has had on their ability to identify those children at risk of falling behind or those who are making accelerated progress. This in turn has led to appropriate timely interventions and booster groups being delivered.</p>
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Suggested areas for development (*Maximum of 3 points*), in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.

1. To embed the newly introduced SEE SAW programme as an evidence-based tracking system and extend its use to include parent's involvement.

QM Elements 1,2,5,7,8,9

2. To explore alternative evidence-based tracking systems for use in Foundation Stage and implement over time.

QM Elements 1,2,5,7,8,9

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

Quality Mark Elements

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

The school now uses INSIGHT as its tracking and assessment management system. This has ensured that Self-Evaluation is manageable and thorough. Careful analysis of data, pupil progress meetings and staff discussions all contribute to the identification of school priorities. Monitoring by senior leaders, subject leaders, school governors and School Improvement Partner supports regular assessment, evaluation and analysis of school performance.

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

Each half term, following assessment, pupil progress meetings are held to discuss individual and class progress alongside the impact of interventions. Teachers, senior leaders and Special Needs Coordinator are all involved in the process. In house and cross cluster moderation of pupils' work ensures that teacher assessment is accurate.

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

Data analysis, staff discussions and performance management targets all contribute to the target setting process for whole school, cohorts, groups and individuals.

Pupils spoken to were very clear about how marking helps them to improve their work in the form of green pen marking alongside discussions with staff. They understood how this supported them to know how to improve their work. Purple pen response time (Fix It Time) is allocated at the beginning of lessons as appropriate for this response purpose.

4. English and mathematics for all groups of pupils

The school has ensured that the needs of all pupils are met. For identified pupils in need of additional support, interventions may be accessed. Published support programmes, differentiated quality first teaching or bespoke interventions are accessed. The impact of these interventions is reviewed regularly. These interventions may be delivered by teaching assistants in partnership with class teachers. A range of other agencies are engaged with the school and include Speech and Language Therapists, Educational Psychologists, Children's Social Services, Health Professionals and Education Welfare Officers. The engagement of these other agencies is tailored to the individual needs of pupils requiring additional support.

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

The newly acquired tracking system INSIGHT, has enabled information to be readily available for staff to review the progress of cohorts, individuals and vulnerable groups.

Marking of pupils' work has been further reviewed and there is now a greater focus on immediate feedback to pupils. Feedback within books consists of green pen marking and pupils' respond in purple pen (Fix it time) at the beginning of the next session.

Provision Maps and Educational Health Care Plans are regularly reviewed involving other agencies such as Educational Psychologists, Family Support Workers, Speech and Language Therapists and Occupational Therapists, as appropriate. In addition, school provides a Nurture Group where identified pupils are supported with their English and maths development in a small group setting which promotes positive pupil well-being.

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

There is a strong commitment to staff CPD within the school. Continuous professional development is well aligned to staff's individual needs and whole school priorities.

CPD for all staff has included Anthony Reddy Maths, delivering a creative curriculum through a text book approach and Maddy Barnes GD writing training. Furthermore, a new shared reading approach has been adopted in upper key stage 2 as a result of CPD in order to promote reading for pleasure.

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

Transition meetings ensure that all staff are aware of pupils' abilities and prior attainment. Appropriately differentiated tasks are included within planning and supported activities delivered where appropriate. There are interactive whiteboards in every teaching area and computers/lpads available for whole class or group/individual use.

Working walls and learning links further support pupils and develop independence and resilience.

Pupils were extremely complimentary about the range of extended opportunities within the school such as extra-curricular activities, educational excursions and residential visits. They were also appreciative of the efforts teaching staff made by offering a range of different strategies to ensure understanding and/or providing examples to illustrate the concept being taught.

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

There are a range of interactive resources available to support pupils' learning. Examples include TT Rockstars, Read Theory, Spelling Shed and Twinkle Phonics. In addition, the school offers outdoor learning within the forest school area using the expertise of staff.

The school continues to promote and deliver the "Children's University". Children are encouraged to take responsibility for extending their skills across the curriculum through attendance at lunchtime or after school clubs or educational visits. These clubs are delivered by school staff or professionals. Attendance for one hour accrues 1 credit and those receiving 30 credits or more are entitled to attend a Graduation Ceremony. Pupil numbers involved in this have steadily increased since the scheme's introduction and many of the clubs on offer are over-subscribed. This year pupils have been able to access activities such as Reading Club, Fencing, Art, Archery, Football, Boxing, Story 'n' Chill and Computing.

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

Parents are well informed of the work of the school through a variety of ways including school website, information events and newsletters.

The school hosts two parent teacher meetings and provides an annual written report. Provision Maps are reviewed each term whilst Education Health Care Plans are reviewed with parents annually.

In addition, the school operates an open-door policy when any immediate concerns can be addressed promptly.

The school website hosts a wealth of information for parents.

The parent spoken to was very complimentary about the introduction of "Meet the Teacher" Meetings at the beginning of the school year during which staff share curriculum expectations and class routines.

Communication was also praised as, alongside the formal meetings at the school, more informal communication such as Facebook and Twitter accounts and discussions at the beginning or end of the day, enabled them to feel fully informed regarding pupil progress in all areas of development.

Children spoken to were very keen to share their views about what made their school great. Rainbow Champions, (children who go above and beyond to help others) Attendance Awards, Birthday Celebrations, Good Work Certificates are presented on Tuesdays and names of recipients included within newsletters to parents. They stated that, "This makes parents proud of us!"

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

Subject leaders have regular opportunities to monitor their subjects during management release time. Scrutiny of books, lesson observations, pupil discussions and learning walks are included within the monitoring process. From these activities, action plans are developed and shared with whole staff and leadership teams. Future school development planning is then prioritised based on data analysis, staff and stakeholder discussions.

Governors are well informed of pupil progress within headteacher reports and subcommittee meetings. They offer both challenge and support for senior leaders and this is noted within the minutes of meetings. An example of this was shared with the assessor on the day of the visit.

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

NA

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

- Spelling Shed has also been introduced across Key Stages 1 and 2. Staff report that there has been a positive impact on standards in spelling both in KS1 and KS2.
- The school has recently (September 2018) introduced INSIGHT to replace the previous system of tracking pupil progress and attainment within SIMS. This system has allowed senior leaders and staff to track pupil progress, analyse progress of vulnerable groups, boys and girls, EAL pupils and those in receipt of pupil premium.

Strengths:

- The school continues to promote and deliver the “Children’s University”. Children are encouraged to take responsibility for extending their skills across the curriculum through attendance at lunchtime or after school clubs and/or weekend classes, clubs or educational visits. These clubs are delivered by school staff or other agencies.

Additional Comments or action (if applicable)

A very comprehensive audit was sent to the assessor prior to the visit. This contained detailed information of school practise and listed evidence for each of the Quality Mark elements.

I have no hesitation in recommending that the school continues to meet the criteria for the Quality Mark for English and mathematics.

I would like to thank Mrs. Georgiou and Mr. Hatton for their warm welcome today. I really enjoyed my visit to St. Stephen’s and wish you every success for the future.