



## Basic Skills Quality Mark Programme - Visit Feedback Report

<b>School name</b>	Our Lady of the Assumption Catholic Primary School		
<b>Headteacher</b>	Mrs K. Connelly		
<b>School and/or HT email</b>	admin@ourlady.coventry.sch.uk	<b>Tel no</b>	02476 466655
<b>Alliance QM Assessor</b>	Nigel Edge	<b>Visit date</b>	14.03.16

<b>Purpose of Visit</b>	Renewal
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The Assessor spoke with the following people

<b>Headteacher and Senior Leaders</b> YES	<b>Literacy Subject Leader</b> YES	<b>Numeracy Subject Leader</b> YES	<b>Assessment Manager</b> YES
<b>SENCo</b> YES	<b>Pupil representatives</b> YES	<b>Governor representative(s)</b> YES	<b>Parent representative(s)</b> YES

<b>'Learning Walk' completed?</b> YES	<b>Relevant evidence-base reviewed?</b> YES
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**Suggested areas for development in preparation for the next Quality Mark visit:**

- To ensure that children use and apply their knowledge of gaps to their independent writing across all curriculum areas.
- To continue to raise attainment in reading through phonological awareness and reading skills
- To ensure that children are secure in the basic maths skills in order that they reach their age related expectation.

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

The Head Teacher and Deputy Head Teacher provide strong leadership and have a clear, vision for the role that the school plays in the education of the whole child. The passion and enthusiasm for the established philosophy is to be commended. The Spiritual, social, emotional and academic development of each individual pupil is an important focus. There was a warm welcome from the moment you enter the building. The staff, both teaching and non-teaching have developed very good relationships with the pupils in their care and this was evident in the pupils attitude to those around them and their learning. The outside environment of the school is used to enrich the curriculum as an alternative source of learning. You are met by displays sharing achievements and children's work as well as displays celebrating recent events. Everyone articulated their enthusiasm and appreciation for the school and felt valued as an individual. Pupils spoken to say that they valued the staff. One pupil described the teachers as "Helpful and kind". The school supports pupils across the school in a variety of ways: one-to-one in-class help, withdrawal groups, and targeted groups. A positive marking system is in place to inform next steps. Teachers' marking gives pupils a good idea about how well they are doing and how they can improve their work. Disadvantaged children are targeted through personalised learning, which is funded through Pupil Premium and this is helping to close the gaps both academically and socially.

All staff work with pupils to improve their basic skills across all areas of the curriculum. Staff are aware of what is required to help the children achieve their potential. 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. Realistic, challenging and measurable targets are set for each individual pupil. Pupils interviewed were able to verbalise their understanding of the progress they have made. Children are encouraged to be involved in their next steps through both verbal and visual prompts. Pupils are involved in target setting and are well used to self-assessment using a variety of strategies. There was evidence of peer support, which children demonstrated. Pupils are keen to learn and are happy to be a part of any withdrawal group.

English and Maths continue to be the main focus of the School Improvement Plan. Maths improvements are being addressed across the whole school and Reading continues to be the main focus in literacy. There has been an investment in reading materials. The English and Maths Leaders are a strength of the school, well supported by the Assessment manager. Together they are valued team members who 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 some excellent inclusive practice. The inclusion agenda is wholeheartedly supported through an ethos of well-embedded values and there are good structures and systems in place to ensure an open dialogue with all stakeholders to continue to improve the experiences for all pupils. Objectives and outcomes were clear to the children and are displayed around the school in a variety of ways.

All pupils are provided with educational experiences both on and off the school site that are fulfilling and challenging so that every pupil can reach their full potential with enthusiasm and confidence. This was demonstrated across the whole school. The learning environment is continually being developed and enhanced in order to provide an excellent learning facility. The school has invested in pastoral support and a mentor and the children and their families are well cared for by the Integrated Services and Well-Being Manager.

The parents commented highly on the relationships that the staff have with the children. They said

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they knew the teachers valued their children and one parent commented that "The school is a warm and supportive environment. The staff are friendly and approachable and do their very best for the children, they go above and beyond what is expected to ensure every child achieves to the best of their ability."

Many strengths have been identified at this visit, including the following:

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

#### **Strengths:**

- School Improvement Plan - this is a clear, precise and informative document.
- Priorities in SIP are identified through a thorough evaluation of provision and standards.
- The plan includes expectations regarding on pupil outcomes.
- Comprehensive assessment procedures - very good use of tracking systems.
- Support programmes for underachieving children have clear impact.
- A marking and feedback policy is in place and is reviewed and monitored regularly along with all policies and, more importantly, practice to ensure good learning.

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

#### **Strengths:**

- A thorough and detailed tracking system is in place, supporting pupil progress throughout the school.
- There is a range of assessment strategies used across the school.
- Assessments are detailed and thorough, and include expectations for individual pupils.
- Pupil progress meetings are held with all teachers highlighting both achievement and attainment each half term.
- Book scrutinises are carried out and also cross-referenced with planning.

### **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 the senior staff clearly emphasises the commitment to the development of the basic skills across the school.
- Targets are set for individual children, based on their learning needs as identified through on going assessment. The children make progress by having realistic achievable targets, they can say what they can do and what they need to do next.

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

#### **Strengths:**

- The school has very clear well managed support and mentoring strategies for under attaining and/or underachieving pupils and an excellent provision map and tracking system.
- The assessment and review process involves parents, pupils and school staff and has clear outcomes which impact upon the learning needs of pupils.
- SEN provision plans are detailed and focused on specific learning needs where necessary.
- The provision made for more able pupils has clear impact upon basic skills performance.

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

#### **Strengths:**

- Foundation Stage profiles are detailed and provide a wide range of evidence across the different areas of learning.
- 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.

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

#### **Strengths:**

- Staff CPD planning is well planned. Training needs of all staff including support staff are identified and addressed.
- There is a training plan for all staff based on the School Improvement Plan.
- Monitoring systems are comprehensive and have clear outcomes. Support staff are fully involved in CPD and have clear opportunities to develop their knowledge and expertise across the basic skills. Including In house training from the English and Maths coordinators to maintain standards and share new resources.
- Planning is monitored on a regular basis.
- Good quality support staff are in place for a number of support programmes set up in school.
- Performance management is linked to pupil progress and assessment data.

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

#### **Strengths:**

- The curriculum is stimulating and engaging, including a wide range of visits and visitors to support learning.
- Homework is in place across the school, differentiated appropriately and valued by parents.
- Inclusion is a distinct feature of the school.
- A range of teaching and learning styles is clearly evident.
- Pupils are clearly proud of the work.
- Teaching quality is monitored formally and informally, as part of a comprehensive monitoring plan.
- All provision is rigorously planned and pupil progress is thoroughly assessed, with good communication with parents, through regular meetings including detailed reports on children's achievement.

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

#### **Strengths:**

- The learning environment is supportive, e.g. staff have developed learning prompts for English and Maths and they can be found in a prominent place in all the teaching areas.
- A wide range of resources are in use, supporting learning effectively.
- Books and materials are in good condition. With the focus to encourage the value of books and reading both at school and at home.

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- Children's work is celebrated through displays in shared areas and classrooms.
- There is a whole school approach to the learning environment, which is very apparent.
- The Outdoor environment is stimulating and is enhancing the learning. Including the garden areas which support the curriculum based around nutrition.
- Children have a good understanding of their school, and show obvious pride in their surroundings.
- Effective use is made of teaching materials throughout the school.

### **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 pleased with relationships and communication between home and school and they feel valued.
- Parents are very well informed about their child's progress.
- All classes have opportunities to showcase their learning and activities through assemblies.
- Parents are very well informed about children's transition from class to class.

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

#### **Strengths:**

- Governors are very knowledgeable and are well informed about planning for, and assessment of, basic skills.
- The Head Teacher produces excellent reports to keep the governing Body fully informed.
- There is a very thorough monitoring programme in place.
- The Governing body challenge the Head Teacher and Senior staff.

#### **Summary:**

Congratulations to the whole staff team for their 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 continues to meet the standards required and the Quality Mark has been achieved.

The next renewal will take place in March 2019, with an informal interim support and review visit taking place in 18 months time.

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