

Basic Skills Quality Mark Programme – Visit Feedback Report

School name Sexton's Manor Primary School

Headteacher Mrs D C Knight

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Alliance QM Assessor Elizabeth Pitcher

Visit date 19.05.17

Purpose of Visit	Renewal
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The Assessor spoke with the following people

Headteacher YES Dep. Headteacher YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES Teaching Assistants YES	Pupil representatives YES	Governor representative YES Chair	Parent representatives YES

'Learning Walk' completed? Brief overview	Relevant evidence-base discussed? YES
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✓ The previous development point has been considered and is being implemented	The previous development points were considered but were not felt appropriate to implement at present N//A
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'Good practice' identified in relation to the 10 Elements of the Quality Mark:
Sextons Manor meets the expectations of the QM requirements and is therefore eligible to achieve its 4th Quality Mark Award.
The promotion and improvement of basic skills lies at the centre of this positive learning community, which is set within an inclusive ethos. Effective whole-school strategic planning is a key strength of the school, with clear collaboration between the headteacher, the deputy head, teachers and governors. This partnership ensures that the improvement of the basic skills is a shared responsibility, centred on monitoring and evaluation in relation to impact measures and pupil outcomes. The recently introduced online assessment system fully

supports this process and is already proving to be a valuable and manageable tool because it provides a clear and concise overview of pupils' progress and attainment in relation to age related expectations. The triangulation of pupils' work, their perceptions and the online system means that teachers can demonstrate both qualitative and quantitative evidence in order to make accurate assessment judgements. In-school and external moderation is well organised to verify teacher judgements, which impacts on future effective planning, teaching and learning. Skilled governors provide good support by working closely with the school within a strong partnership at all relevant levels. (Links to Elements 2, 3, 1 & 10)

Effective leadership and organisation of intervention for those underattaining and underachieving pupils across the school, leads to good communication between teachers and teaching assistants. This means that the vulnerable learners are provided with a clear structure of support, aligned to Pupil Passports. Pupils' targets are concise and measureable and notably, the personal pupil profile page reflects a personalised and holistic approach to learners' and value is placed on the pupil voice. A range of teaching approaches and resources are adopted and adapted to match the group or individual so that learning is accessible. For example, phonic resources are tailored to ensure precision teaching towards smaller steps to success. This raises self-esteem and promotes confidence. Monitoring and evaluation processes permeate throughout the school, involving staff and both pupils and parents. (Links to Elements 4 & 5)

CPD is tailored to the needs of the school and the individual. Collaborative approaches towards adult learning are promoted. For example, the lesson study model is leading to shared understandings of good practice. The whole school development of guided reading is appropriately focusing on the structure of the teaching sequence and the promotion of independent reading skills. Good plans are in place for the promotion of reasoning and problem solving which will promote the National Curriculum expectations, with its increased emphasis on pupils' ability to reason mathematically and problem solve by applying understanding. Motivated pupils enjoy learning for a purpose which is enhanced through the development of ICT. Pupils enthusiastically talk about their learning and use a range of styles to access new learning. They know which resources to use to be successful and are motivated to carefully present their work. One child was particularly enthusiastic about having a pen licence, which supports good handwriting and presentation. Self- assessment is a part of day to day practice in relation to clear success criteria and they understand their steps to success. The Learning Journeys for the EYFS are well documented. (Links to Elements 6, 7 & 8)

The school continues to be highly committed to involving parents in their child's learning. For example, a wealth of curriculum workshops, information sharing, home learning guidance and opportunities for regular visits to school are a regular feature of life at Sexton's Manor. (Links to Element 9)

Suggested areas for development in preparation for the next Quality Mark visit:

- To embed the new assessment system and monitor for its effectiveness (Links to Elements 2, 3, 1 & 10)
- As a longer term strategy, build on existing strengths by the further development of parent partnerships e.g. reading and/or maths cafes, involving parents/carers and pupils in learning together. (Links to Elements 7, 8, & 9)

Alliance for Lifelong Learning

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