

Basic Skills Quality Mark Programme – Visit Feedback Report

School name Sexton's Manor Primary School

Headteacher Mrs D C Knight

School and/or HT email head@sextonsmanor.p@talk21.com

Tel No 01284
754371

Alliance QM Assessor Elizabeth Pitcher

Visit date 16.05.14

Purpose of Visit	Renewal Assessment
-------------------------	---------------------------

The Assessor spoke with the following people

Headteacher & Deputy YES	Literacy & Numeracy Subject Leaders YES	Teaching Assistants YES	Assessment Manager YES
SENCo NO	Pupil representatives YES	Governor representative: Chair YES	Parent representative YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
---------------------------------------	---

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
--	---

'Good practice' identified in relation to the 10 Elements of the Quality Mark:
Sexton's Manor Primary School clearly demonstrates that it meets the Quality Mark Ten Elements and is therefore eligible to achieve its fourth Renewal Award.
The efficient and effective headteacher and deputy lead the team in a strong commitment to improving standards of the basic skills, as reflected in the School Improvement Plan, with its clear and concise focus on positive learning outcomes. Pupil progress tracking systems are well established, which enables the school to maintain a clear overview of attainment and achievement of all learners, supported by regular and rigorous analysis of a range of formative and summative data. This translates into target setting at a range of levels, including curricular targets for reading, writing and mathematics, which are embedding in

Alliance for Lifelong Learning

practice across the school. Subject leaders take a strong lead in the development of basic skills through systematic monitoring. (Links to Elements 2, 3, 1 & 10).

Provision mapping as an intrinsic element of intervention, which leads to tailored support for underattaining and underachieving learners, who are well supported to achieve small steps to success, as documented in the clearly written IEPs. A range of intervention strategies are planned and delivered through effective partnership between teachers and teaching assistants. Pupils are offered a choice of relevant resources to take account of different learning styles. For example, number lines, 100 squares and Numicon help to develop numeracy skills and interactive and multisensory phonic activities leads to progress in literacy. (Links to Elements 4 & 5)

Consistent approaches are a key strength of this successful school. For example, Rainbow Writing, related self-help learning prompts and key questions are prominently displayed in all classrooms to encourage independence. The emphasis on *Building Learning Power* and *Thinking Skills* is integrated into the core philosophy for good learning, both in the indoor and outdoor environment. The pupil voice is valued. Pupils know and understand the structures for good learning, and can talk about *how* they learn as individuals, as they enthusiastically share their work. The planning and implementation of a broad, balanced and varied curriculum - alongside topical themes and The Mantle of the Expert - is set within a vibrant and engaging learning environment. Learning objectives and success criteria have become a part of day to day teaching and learning, which supports pupils through their personal learning journey. The systematic teaching of synthetic phonics from EYFS onwards means that pupils are equipped with the tools to emerge and develop as successful writers and readers. An excellent range of resources are well used to match all learning needs, including the effective use of IT across the curriculum, with plans in place to introduce iPads to further enhance learning. The school will soon be investing in a range of texts, chosen by the pupils which will increase the reading repertoire. Next-step marking, self-assessment and peer-assessment is developing across the school, which allows progress to be regularly and systematically demonstrated. Well organised Assessing Pupils' Progress (APP) processes fully support this ongoing cycle. There is keen commitment to providing staff with relevant CPD, which has been particularly important for shared understandings and cohesion. The 'Talk for Writing' training has impacted positively on writing across the year groups. (Links to Elements 6,7 & 8)

All stakeholders are valued. Parent/carer partnerships are welcomed and fostered through a range of events e.g. the phonics and numeracy workshops aimed at supporting their child's learning, within a holistic approach to ongoing child development. Governors undertake their roles and responsibilities thoughtfully and work closely with the school. The inclusive ethos of this highly professional learning community ensures high quality provision, progress and practice is maintained. (Links to Element 9)

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

Build on existing strengths by

- The embedding of self-assessment processes and specifically in relation to teachers' next step marking - with time to improve - in order to deepen pupils' ability to take ownership of their own learning. (Links to Element 2)

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

www.qm-alliance.co.uk