



Quality Mark
Supporting and celebrating continuous improvement

T R I B A L

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name	St Michael's C.E. First School Stone , Staffs ST15 8QB		
Headteacher	Mrs J. Wass Miss A Whitney (Deputy / Senco)		
School and/or HT email	headteacher@st-michaels.stone.staffs.sch.uk office@st-michaels.stone.staffs.sch.uk	Tel no	01785 354111
Alliance BSQM Assessor	Elaine Stevens	Visit date	24/11/16

Purpose of Visit	Renewal Assessment
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The Assessor spoke with the following people

Headteacher and/or Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governor representative(s) YES	Parent representative(s) NO

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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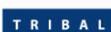
Previous development points:

There have been a significant series of change to the senior leadership team since the previous visit. The Headteacher and Deputy were not part of the staffing structure at the previous interim or renewal visits. However, our initial discussion had the focus of the previous development points and their relevance to the school as it is now.

- To develop the use of success criteria within learning objectives.** The new leadership team needed to focus on the implementation of the new curriculum, and together with the governing body, to put into place plans for rapid improvement to attainment and practice. The high expectations of the Head are ensuring that there is challenge evident within lessons. Children are involved in the marking and feedback process, particularly in Literacy. During our discussion it was agreed that this aspect is now embedded in practice and the development point has been effectively met.
- To review the marking policy and ensure consistency across the school of policy and practice.** Senior leaders have focussed on ensuring consistency of approach

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across the school in developmental marking and high quality feedback. A programme of CPD and support in class has helped to embed agreed policy into practice. In my conversations with children they were clear about the purpose of the pink and green marking key. The school has had new staff appointed and the continued focus within the CPD programme ensures marking and feedback remain high profile for the school. This point has been very effectively met.

3. **To develop the use of working walls in school.** During our discussions it was clear that this point was no longer relevant to the school. There are agreed non-negotiables about the displays across all classes. The school uses "Talk for Writing" and evidence of children's work was seen in every room, forming a vital part of the environment for learning. The learning environment in every room was of a high standard, with a strong focus on Literacy.
4. **To extend the use of Maths mats/Table tips sheets to support learning.** This is no longer relevant to the school as their classroom practice has moved on considerably. (see point 3)
5. **To introduce the SIMs tracking package to support Assessment for Learning.** The senior leadership team have addressed Assessment without levels very effectively. The Staffordshire grids have been adapted to suit the needs of the school. There are clear processes now in place to monitor progress and attainment of all groups across the school, with Pupil Progress meetings linked to analysis of data. Leaders are part of cross-school moderation as part of a cluster of 8 schools. This aspect of assessment is firmly embedded in practice.

Suggested areas for development in preparation for the next Quality Mark visit and links to the 10 Elements of the Quality Mark:

The senior leaders have had to implement significant change to bring about rapid improvement over a short time. There is clear evidence in the short-term action plans of the changes to practice and provision. "Talk for Writing" strategies and support for Guided Reading are raising standards in Literacy and was evident in the data shared with me during my visit. The following development points were agreed during our discussions.

1. As part of the planned Literacy planned focus, to embed the teaching of cursive script and agreed spelling strategies across the school and be able to evidence the impact of these strategies on outcomes in both national data and children's work, over time.(Element 6, 7, 8)
2. In the provision for Maths, to ensure that challenge and the next steps to learning are evident in the marking and feedback strategy across the school, enabling all children to make accelerated progress in Maths. (6, 7, 8)

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3. To further develop the potential for outdoor learning across the school. The site has an amazing potential and the Headteacher is passionate about the use of the outdoor spaces to enhance the learning opportunities for all children. I look forward to seeing the changes on my next visit - in particular to the development of Forest School provision. (Element 6, 7, 8)

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

There is a strong caring and supportive ethos within the school. Children and staff are respectful and confident. During my conversations with the children they talked about respecting others and in particular helping those children who found learning difficult. One child described the school as "safe" and "exciting". When I asked him to explain, he said "the teachers keep me safe so that lessons can be exciting". Across the school the significant number of children with SEND have their needs met exceptionally well. Inclusion is a part of the threads that run through all practice and provision at St Michael's First School.

The exceptionally high expectations from leaders at all levels, translates into high quality work on display in classrooms and around the school. The whole-school focus on raising standards in Literacy is clearly evident in the children's work in progress being used effectively by staff and children to further improve outcomes.

Elements 2, 3, 1, 10 (relating to Assessment, target-setting, planning, monitoring and evaluating impact).

- The school is involved in a very supportive partnership with other settings which is ensuring that assessment processes are robust. The on-line systems effectively show progress and attainment for all groups across the school.
- Pupil progress meetings accurately track individual progress and interventions are put into place quickly to ensure accelerated progress for the identified children.
- Governors are fully involved in the life of the school and have a clear understanding of performance which is informed through regular meetings and visits. In my conversation with the governor she talked with confidence of the role of the governors, who are encouraged to use their skills and knowledge to support the school. The Evaluation and Strategy committee meet regularly and report on the impact of strategies to raise standards.

Elements 4, 5, (relating to underachievement /underattainment)

- The SENCO is also the deputy and has made significant changes to policy and practice in a short time to effectively meet the needs of children with wide-ranging needs. Changes to paperwork, strategies and practice across the school is having a positive impact on progress and attainment.
- Whole school CPD programmes ensure high quality First Teaching is in place, with effective interventions monitored by the SENCO. Performance Management procedures are in place for support staff which ensures high quality provision makes a difference to learning outcomes.

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- Strong links with outside agencies and with parents ensures that children with learning difficulty are having their needs met extremely well.

Elements 6, 7, 8 (relating to teaching and learning)

- CPD and support has been given to postholders which enables them to very effectively lead and manage their subject. There are half-termly action plans in place which focus attention on raising attainment.
- Guided Reading is very effectively taught in a "carousel" every day. Staff have visited other schools in the partnership to share good practice and this has impacted on the quality of provision within the school.
- "Talk for Writing" is having a positive impact on the quality of writing in school - I was very impressed with the quality of writing on display and in children's books. During my learning walk I was able to observe lessons in progress as well as evidence on display -reflecting the high quality writing taking place.
- The school has worked with the LA and partners to ensure the maths provision has sufficient challenge. The school has adapted a number of strategies and resources to more effectively meet their needs. Numicon is used to support the calculation policy and to give children resources to support their concrete operations.

Element 9 (relating to relationships with parents and carers)

- Relationships are strong between home and school, with links being built from sound practice in the EYFS. Parents are encouraged to visit school for meetings and workshops, enabling parents to be more involved in their child's learning journey.
- This is a popular school and is held in high regard. The caring and inclusive ethos has encouraged parents with children who have specific learning needs to join the school community.

I had a very enjoyable time in your school and I look forward to seeing the continued journey your school is making. Thank You.

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