

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	Oakdene Primary School		
Executive Head teacher	Mrs Liz Bramley		
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Alliance QM Assessor	Angela Andrews	Visit date	04.07.2016

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

Executive Head Teacher/ Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governor representative YES	Parent representative YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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<p>Suggested areas for development in preparation for the next Quality Mark visit:</p> <ul style="list-style-type: none"> • Continue to improve mathematical reasoning skills throughout the school. • Continue to improve instant recall of multiplication facts within three seconds. • Continue to develop higher order reading skills such as inference and deduction in order to increase pupils' understanding of text.

<p>'Good practice' identified in relation to the 10 Elements of the Quality Mark:</p> <ul style="list-style-type: none"> • An analysis of the assessment of pupil performance in basic skills in the school is outstanding. All performance data available is used to evaluate the school

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performance. From the data whole school plans are devised and these inform curriculum areas plans, year group plans or vulnerable group plans. Formative assessment is on going and is the responsibility of all class teachers. In the EYFS regular observations inform next steps and the use of the STEPS tracker generates additional targets. In Year 1 to Year 6 pupils work is assessed and the outcomes are tracked on the electronic Target Tracker. Moderation takes place within school and members of staff attend local cluster moderation meetings. The school uses the outcomes from the analysis of data to identify and track pupils who are under attaining and /or underachieving. The Target Tracker easily identifies these pupils. As a result there is a rapid response through differentiated quality first teaching as well as interventions to narrow the gaps. The school has exemplary procedures in place for assessing the basic skills needs of pupils whenever they join the school. Pupils are involved in the assessment of their own progress by the use of success criteria and the green and orange dot system in Mathematics. The school uses information from assessments to make appropriate provision. The assessment, marking and feedback policy has been updated this year. (Element 2)

- Target setting for the improvement of the school's performance in basic skills is outstanding. The school has targets that are quantifiable, measurable and evidence based. Targets are set at whole school, cohort, group and individual levels. The school introduced a new tracking and target system to focus more on the new curriculum and age related expectations in order to identify groups. There will be a whole school review of data at the end of July to create new targets for new classes and groups in September. Individual pupils are involved in the target setting process at an age/stage appropriate level through discussion. Pupils have targets in their books and quality marking and feedback of work informs next steps. In the EYFS there are Learning Journal Time Discussions on a Friday which include talking about what children want to do in the next week. Individual targets are shared with relevant staff. Outside agencies involved with any pupil are also made aware of the targets. Targets have a very positive impact on learning. Oakdene Primary is a very high achieving school which achieved outstanding in all categories during the last Ofsted Inspection. (Element 3)
- There is an outstanding whole school strategy and planning to improve performance in basic skills. It is based on self evaluation and takes into account the performance and needs of different groups of pupils. The Self Evaluation Form is in place and it directly feeds into the School Improvement Plan. They are regularly reviewed and monitored by the governors and The School Improvement Partner who also liaises with the Local Authority. The School Improvement Plan is a very detailed document that is annotated throughout the year to ensure it remains current and forward thinking. There are detailed Mathematic and English Action Plans in place. The school's commitment to equal opportunities and inclusion is outstanding. The school sets realistic but challenging time-scales for achieving the objectives of action planning. There are clear success criteria and the progress and impact on pupils learning is also evaluated rigorously. (Element 1)
- The school has outstanding procedures for monitoring and evaluating its strategic

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approach and assessing progress and impact of its plans. Monitoring includes self-evaluation, external viewpoints and analysis of current data and trends. The school's procedures include regular discussion by all staff of the progress being made to achieve the success criteria of basic skills action planning. The Executive Head teacher gives a report once a term to the governors. This includes data, developments and standards in Literacy and Numeracy. The governors support the school but can also challenge the leaders on the data and standards if required. There are designated subject governors who monitor by going on Learning Walks and carrying out a scrutiny of books. The subject leaders also report to the governors and give presentations about standards, data and developments. All stakeholders are informed about the school's performance in basic skills through the website and newsletters. (Element 10)

- Basic skills improvement planning for pupils under attaining and/or underachieving in basic skills is outstanding. There is specific planning to meet the needs of identified groups and individuals. Teacher's planning includes differentiation for groups of children. Interventions for under attaining and /or underachieving pupils are planned and delivered by either a teacher or a teaching assistant. The school uses Project X Code for reading and the Numicon Project for mathematics. They are national intervention programmes and their impact is measured regularly. Planning and provision are effectively informed by assessment. All pupils are aware of what they have to do to improve their basic skills. Identified pupils have agreed targets in their support plans based on information from discussion with class teachers, parents and pupils during the review process. Support plans are shared with pupils, parents and any members of staff working with the pupil. Pupils, parents and other professionals engage in a shared partnership to review progress. Parents are invited to review progress towards targets including pupils on support plans once a term and through regular discussions and parent consultation meetings. (Elements 4 & 5)
- The school's commitment to improving the skills of all of the staff to teach and extend basic skills is outstanding. The school has achieved an, 'Investors in People Gold Award.' It is totally committed to include all staff in CPD in order to improve outcomes for pupils. CPD is linked to planning for basic skills and is included in the school's staff development programme. CPD planning is clearly based on an analysis of need of individual members of staff and of the school as a whole. Teachers and teaching assistants fill in a self analysis questionnaire about what they feel their individual training needs are. Outcomes of appraisals, new initiatives and classroom observations are also used to identify the training needs of individuals and the whole staff. The dynamic Senior Leadership Team research relevant local and national CPD to fulfil requirements. (Element 6)
- The use of a range of teaching approaches and learning styles to improve basic skills is outstanding. Teachers and teaching assistants are encouraged by Senior Leaders and governors to trial and adopt the most effective ways to improve basic skills. Teaching approaches are based on an analysis of the learning needs of a particular pupil, group or class. This motivates pupils and impacts on the school's data and positive behaviour. There are systematic and rigorous procedures in place for moderating the

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effectiveness of teaching and learning. Senior Leaders monitor planning, lesson observations and scrutiny of work once a term. The School Improvement Partner can also be included in this monitoring. (Element 7)

- The use of appropriate teaching and learning materials to improve basic skills is outstanding. Classrooms and shared areas are spacious and are well set out. There are exemplary outdoor classrooms throughout the school and a forest area. Materials and equipment are of good quality, sufficient in quantity and are well maintained. A fund raising event has provided £1,500 worth of new library books for September. Materials also reflect different groups of pupils. Monitoring takes place by members of staff to evaluate their impact. An exemplary range of ICT is being used very effectively to support and improve teaching and learning in basic skills. (Element 8)
- The involvement of parents and carers in developing their child's basic skills is exemplary. The school actively engages with parents and carers on how they can help to support, sustain and extend the basic skills of their child. This is done through curriculum information on the website, newsletters, Play and Stay Days in Nursery and homework projects and tasks with a basic skills focus. After school clubs take place to improve basic skills such as the Maths Club, Computing Club and the Book Club. Induction procedures are exemplary. The school regularly consults parents and carers to seek their views about their child's progress in basic skills. One parent said, "I have two children in school, one in reception and one in Year 3. I am delighted with the progress both of my children have made in both Literacy and Numeracy. This is largely because of outstanding teaching and resources." (Element 9)

Congratulations to the pupils, staff, parents and governors of Oakdene Primary School on achieving the Quality Mark Basic Skills Initial Assessment Award. Very well done!

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