

Record of Visit or Activity Quality Mark

School: Snaith Primary School
Date of Visit: 13th October 2015
Visitor: Kay Ray and Michelle Coates
Job title: BSQM Assessors and Improvement
Officers
Filename: 1542kray01

Purpose of visit/Contact

The purpose of the visit is to undertake a Renewal Assessment for the Primary Basic Skills Quality Mark award (BSQM).

Key Observations and Areas of Strength

School overview

This will be the school's third Primary BSQM award.

Current context including key changes

Developments of particular note over the past three years which have served to enhance the effectiveness of the school in relation to the basic skills include:

- Graded as an 'outstanding' school by the LA
- The school is continuing to grow, with new staff being appointed in teaching, non teaching and administration posts. A new building has been added for the increase in role.
- The school is oversubscribed and popular
- Leadership has been developed in all areas. Steering groups lead developments which have given ownership of aspects of school life to middle leaders.
- Senior leadership has been enhanced and there are now four members of the team, working collaboratively with Cowick Primary School.
- Lunchtime support staff are all trained TAs
- SEND provision has been further developed and enhanced
- Marking, assessment and feedback has been further developed and enhanced. The school has 'presentation books' for all pupils to showcase their work. These are enhanced through marking and feedback and response time and next steps.
- The provision for the more able has been enhanced in response to the last Ofsted report, with a large number of year 6 pupils achieving L5+ in English and mathematics.
- Enhanced provision for before and after school clubs has been introduced
- The school is a core partner in Riding Forward, the Teaching School Alliance.

The evidence base considered in advance of the visit included:

- ✓ Scrutiny of LA data including the report from the Improvement Partner
- ✓ Reference to moderation visit reports
- ✓ Study of information provided electronically in advance of the visit.
- ✓ Scrutiny of the most recent Ofsted Inspection Report – (2012)

- ✓ A visit to the school website – www.snaithprimary.org.uk

The morning visit undertaken by the assessor to see the school in action on a “typical” day, was a delightful way to sample elements of the Quality Mark in a little more depth and to affirm the continually strengthening practice in place across the school. This was supported through various opportunities during the course of the day, including:

- ✓ Discussion with teacher leading on Quality Mark
- ✓ Reference to the evidence base
- ✓ Discussions with Literacy Coordinator, SENDCo, Assessment and mathematics Coordinator, Parent Governor, Website and Computing leaders, Headteacher
- ✓ A Learning Walk throughout the school
- ✓ Discussions with pupils throughout the learning walk
- ✓ Sampling of books (e.g. to evaluate progress over time and pupil response to marking and feedback.)

The Assessor spoke with the following people

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

‘Learning Walk’ completed?	Relevant evidence-base reviewed?
YES/NO	YES/NO

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

- The School Development Plan is extremely detailed with all areas of the school addressed in terms of specific targets and success criteria. Each objective is clearly linked to actions, personnel, timescales and costings. This is updated throughout the academic year. Separate plans for English and mathematics link to the whole school plan. Actions for 2015-16 lead on from successful and completed developments in 2014-15 (observed on English plan). (1,3,4,10)
- The ethos of the school supports a kind and sharing environment. All children and staff enjoy and embrace school life with enthusiasm and are extremely well motivated to achieve their full potential through the vision and drive of the head teacher.(7)
- The whole school focus on GPS, monitored and evaluated by the literacy co-ordinator has had marked impact on spelling ability and writing results this year. ‘Big spell’ has been devised (using the principles of ‘Big Maths’). Weekly spellings tests are directly related to the work the pupils do each week and has been differentiated for all abilities, so all pupils can make small achievements, appropriate to current level of knowledge. (3,7)
- Class texts are in place with funding being allocated to improve these further. These are linked to the termly topic area and provide an engaging platform for learning. The results of a spectacular independent project (make your own book) linked to ‘The Tiger Who Came to Tea’ was on display in the very welcoming and celebratory entrance hall. Some of these were works done solely by pupils, some had been produced with parents demonstrating the positive links forged by the school. Another example is ‘Butterfly lion’ which has been used to further develop extended writing (particularly in response to reading comprehension to



- allow the most able to make even more progress), with response time tasks further enhancing the level and quality of written work. (7,8)
- Presentation books for all types of work produced, from drafting to finished pieces of work are a spectacular record of pupil progress and learning. They are a delight to read through and pupils are quite rightly proud of their achievements. (7)
 - Rubriks are being used to provide success criteria (good, great, excellent outstanding). For example when writing a short story ‘The Night the Lights went out’, pupils use the rubrics as a guide then following completion of the work the pupils self-assess against the criteria and the class teacher then moderates this.(5)
 - There are many opportunities for writing and number work both indoor and out in EYFS. The ‘Writing Shed’ in particular has been successful in motivating boys’ writing. (7,8)
 - Self assessment is being used very effectively for pupils to gain immediate feedback based upon their targets which are used extensively. All pupil have individual target cards (in the shape of pencils) which they are keen to discuss unprompted. Table targets are also used effectively to remind pupils of key success criteria. Pupils were also keen to show targets displayed on walls and a particularly visual example was seen in the reception classroom where children are making their way to the ‘castle’. (2,3)
 - Targets are individual and personalised to meet the needs and abilities of all children. There is stretch and challenge for all. (2,3)
 - The English development plan highlights the use of dictionaries and thesauruses, with online thesauruses being used alongside more traditional tomes.(1,10)
 - The Literacy Coordinator completes monitoring and evaluation which is thorough and takes place throughout the academic year. This is both formal and informal with a wide range of examples provided. (1,4,10)
 - SEND provision is a real strength. Interventions(small group or one to one) are linked to provision maps and interventions take place at various times across the school day, linked to pupils need and staffing expertise. ‘FABIs’ highlight the pupils who are not on target and interventions are put into place to address this. (3,4)
 - The SENDCo has a real overview of SEND provision with the class teacher having a silver folder that contains all the information that links to the SEND pupil, including targets which are reviewed each term, evidence of work completed, with next steps identified for pupil and teacher. (4,10)
 - Tracking and monitoring of SEND pupils is strong, with the class teacher taking the responsibility for this, further enhancing the provision made available through the support of the SENDCo. Next steps include putting the statements onto EHC plans and assessing the impact of interventions in place. (1,2,3,10)
 - All class teachers meet their class in the playground at the start of the school day and are available to speak to parents and carers. A recent questionnaire has shown that parents and carers value teaching staff being available at the end of the school day on the playground so a staff rota to meet this need is now in place. (9)
 - In the words of a parent (a year 2 girl and a year 5 girl), ‘the school is exciting and the girls enjoy it. It is a welcoming and warm environment. There is a real buzz about it’. Parents are supported with weekly newsletters containing information such as useful websites, and suggested apps to download. There are pages on the website for children to access and regular parents evenings in addition to the open door policy. The parent was totally supportive of the school, enthused about all aspects of school life and the ethos. (9)
 - The Link Governor for English, Early Years and Pupil Premium and on the Finance Committee spoke confidently about her role, the current strengths and areas for development and how she is supporting the school. For example the Governor has carried out a book look, learning walk and observed intervention groups taking place. The headteacher reports to the Governing body on progress within the school and the Governors use this report to



determine their actions across the school. (1,10)

- A creative curriculum already in place so provision is further enhancing the outcomes of pupils (7)
- TAs are deployed effectively providing targeted intervention support across the school.(4)
- Pupils take responsibility in school and are proud of their roles. ‘Shine leaders’ in Year 5 and 6 have been introduced following pupil voice. School council members are democratically appointed. There is a breadth of rewards and challenges inclusive of all and honouring former pupils eg Jonathan Newman Award for most smiley pupil. The ‘Superstars’ award board celebrates achievements and the weekly winning colour team display not only celebrates achievements but also motivates pupils to ensure their team is the next to be honoured. This is further reinforced by motivational posters designed by team captains. Pupils enjoy the sense of belonging and the strong community ethos is prevalent wherever you go in school. (7)
- Website development has further enhanced the electronic provision available for pupils, parents and carers. (7,9)
- The learning environment is rich in display. Displays in classrooms are focussed on improving basic skills eg Fred’s Phonics and sounds charts which are displayed across the school. The year 4 pupil who conducted the learning walk was particularly proud of a display in one classroom which had some ‘really good ideas for upgrading your writing’. There was some exemplary practice. Other displays also linked to and supported the current learning topic: ‘Let’s Go Wild’. There had been input from a visiting artist to enhance provision. (8)
- A whole school trip to the Yorkshire Wildlife Park was an imaginative, creative and engaging way to start a topic and from this a wealth of high quality work was seen across all classrooms. The sense of community and of working together is powerful in this school. (7)
- Assessment policy has recently been updated and following investigation and evaluations the ‘FLIC’ system for assessing is being developed. Previously ‘O-track’ has been used and is being maintained for this academic year, alongside FLIC to ensure that no children are left behind, thus allowing any apparent gaps in teaching to be identified and addressed. (2,3)
- Strengths of mathematics include the way in which the school embeds concepts so that pupils are able to use and apply mathematics in different contexts. (7)
- ‘Big Maths’ is used across the school and is both challenging and motivational for all learners. (7,2)
- NCTEM resources are being used to develop mastery level questions in mathematics which broaden and deepen the children’s understanding.(7)
- Pupil premium pupils achieve well. Teachers prioritise the marking of PP books when completing marking and feedback and intervention is swift and targeted. Any children who are below target are given a weekly intervention plan that the class teacher holds and manages. (4,7)
- A variety of carefully matched interventions are in place. Colour coding identifies groups of children, for example PP, LAC, with their interventions detailed and evidence of impact and outcomes. (4)
- CPD needs are identified through the school development plan and appraisal is linked to school improvement. This joined up approach ensures strong impact is made on key developments for the school. (6)

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

- CPD for Numicon has already been identified by the school as a next step. Embedding this into the curriculum should further enhance provision and achievement in mathematics

--

Recommendation:

The assessor would like to thank the staff and pupils for their welcome and engagement during this visit, the focussed discussions with staff and governor, the very engaging conversations with learners. The strong and comprehensive evidence base provided, meticulously presented and professionally delivered by Jenny Sherlock was exemplary. It was an absolute pleasure to visit the school. Thank you!!

The assessor strongly recommends the renewal of the Basic Skills Quality Mark for the coming three years.

Many congratulations!

Distribution:	
<i>Headteacher</i>	Mrs. K. Rowley
<i>Area Relationship Manager</i>	Matthew Harrington
<i>Other</i>	Carol Ketley

Headteacher Comments	
---------------------------------	--