



Quality Mark

VISIT FEEDBACK REPORT

School name	Snaith Primary School	Visit date	29/01/19
Headteacher	Mrs. H. Calpin	NOR	312 (excluding nursery)
Telephone number	01405 860452	Assessor	Kay Ray & Michelle Coates
Quality Mark Contact email	snaith.head.primary@eastriding.gov.uk	Quality Mark Contact Name	Jenny Sherlock

A brief context of the School (*Information concerning Federations/MATs etc.*)

The school is a larger than average primary school in a small town in the East Riding. There is a below average proportion of pupils eligible for pupils premium. The school is a strategic partner for the Riding Forward Teaching School Alliance

Visit Type <i>(Delete as appropriate)</i>	This is the fourth renewal visit for the school.
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The Assessor spoke to the following people (*delegate as appropriate*):

Headteacher and/or Senior Leaders YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENDCo YES	Pupil representatives YES	Governors YES	Parent representative(s) YES

<p>Does the school meet the requirements of the Quality Mark? YES</p>	<p>'Learning Walk' completed? YES</p>
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<p>The previous development points have been implemented. YES</p>	<p>List any noteworthy evidence. NUMICON is being used effectively and appropriately to support pupil development in mathematics. The lead teacher also delivers CPD to upskill other staff in school and beyond.</p>
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A brief summary of the strengths/ developments since the last visit:-

'Let's Shine' is the motto at Snaith Primary School and pupils are given a wealth of opportunities to use their individual skills and talents at every opportunity to develop basic skills. Learning is exciting and inspirational and pupils and staff strive for the highest possible standards across the curriculum.

Thorough monitoring and evaluation the curriculum has sharpened even further opportunities to embed basic skills across all subjects. The Curriculum Innovation Group work together across phases in joint CPD days so practice continues to be shared and evolve.

Staff paired observations which have been cross year group using a coaching model have had high impact with much being learnt and implemented in classrooms - teachers strive for the very best and are always eager to make the learning experience even more positive

Further tweaks to the FLIC assessment system (which was in its infancy during the previous BSQM visit) ensure robustness, efficacy and efficiency. As with everything at Snaith Primary School however, developments evolve due to constant reflection and evaluation, particularly by the inspirational headteacher.

A reading audit personalised for the pupils provides a widening and broadening knowledge of texts with appropriate vocabulary.

Reading buddies read three times per week providing positive role models. Less able upper key stage 2 working with year 1 has had a very positive impact on both groups of pupils.

Incentives for home reading have proved motivating and impacted positively on achievement. There are more opportunities for reading in school than ever before to ensure all pupils have a rich and varied experience with the written word which is further enhanced by discussion. Topic based reading at home followed by discussion the following morning has been particularly well received.

A senior leader for each curriculum planning team considers development of basic skills in terms of key concepts, vocabulary in each area.

A new system for nursery interventions which will be carried forward into reception – sharing of best practice.

Much more evaluative practice ensures interventions are tightly focussed.

Termly support plans are being continually evaluated to ensure they are parent friendly with smart, clear outcomes.

The outdoor area is used to support the teaching of basic skills and interventions. The sensory aspect of this reaps dividends for many children.

- A distinguishing feature at Snaith Primary is the strong team ethos within the school. All staff speak with passion and enthusiasm and are absolutely focussed on securing the best possible outcomes for pupils. The team presented an overwhelmingly positive and engaging overview of their roles and how the school has developed over the last 3 years to support the development of the basic skills of all pupils.
- Joint staff meetings, planning sessions and CPD across schools are a real strength. A wide range of CPD is delivered for staff using a range of providers as well as using internal good practice.
- Governors are fully committed to supporting the school and are assigned to key areas of the school improvement plan which link to basic skills.
- The school provided an outstanding evidence base for all aspects of the assessment criteria. The evidence base was very clearly sign posted, which enabled effective triangulation from the learning walks and discussions.
- The clear vision and ethos of the HT and SLT is consistently applied across the school permeating through provision, physical learning climate, and approaches to education.
- The marking and feedback process is effective in enabling pupils to make further progress by using the 'polishing pen'.
- Teaching and learning is a strength of basic skills across the school; with the use of learning objectives and success criteria (good, great, outstanding) moving learning forward.
- CPD is linked to performance management, aligned to the school development plan and linked to the strengths of the individual teachers and TAs.
- Performance in basic skills, particularly focussing on reading is integral to performance management for all staff. This is monitored by SLT and also subject leaders.
- Links with external agencies are a strength of the school. For example, pupils with SEND are extremely well supported in school with external support aligned to the individual needs of the pupils.
- Pupils take responsibility in school and are proud of their roles. 'Shine leaders' in Year 5 and 6 take on roles connected with behaviour, community and curriculum. School council members are democratically appointed. There is a breadth of rewards and challenges inclusive of all. Pupils enjoy the sense of belonging and the strong community ethos is prevalent wherever you go in school.
- A wide range of extra-curricular activities enhance the strong provision across school and allow many opportunities for pupils to apply basic skills. These include many sports (the school was recently awarded the Gold Award for Sport due to child and teacher led initiatives) as well as board games including chess, Blog Club, cookery, choir and Lego.
- The learning environment is rich in display. Displays in classrooms are focussed on improving basic skills. There was some exemplary practice.

Suggested areas for development (*Maximum of 3 points*), in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.

- 1. Element 7: The use of a range of teaching approaches and learning styles to improve English and mathematics.** Continue to focus on further developing provision for reading in line with the school development plan.

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

English lead

- The lead for English spoke with confidence and passion regarding the vision for reading across the school – a progression in skills cross matched with statutory requirements is resulting in an exciting curriculum driven by high expectations.
- All staff have an appraisal target related to developing reading – a key area for further development.
- Pupils are regularly and robustly assessed and interventions put in place immediately.
- Pupils enjoy the books they are reading from the new reading scheme and pupils have noticed the focus on reading to a higher more challenging level and appreciate how effective the interventions have been.
- A focus on reading out loud has had evidenced impact on fluency. Assessments have taken place 6 weeks apart to assess impact.
- In KS2 there are 13 different activities going on every week to support reading such as extra-curricular, class text reading aloud and discussion. In addition to the work in class these strategies are particularly supporting boys to achieve higher standards in reading in KS2.
- Opportunities are provided in school for bridging the gap through interventions and reading buddies for pupils who do not read regularly at home.
- A focus on enjoyment of reading inspires the children to take pleasure from books.
- CPD undertaken by the lead for English on Raising Attainment in Reading has resulted in many new ideas which will be shared and built into teaching across the school through joint planning of lessons which continues to be a strength for developing teaching of the basic skills.
- A focus on thinking skills and using Bloom's taxonomy supports teachers in communicating high expectations for pupils, particularly in relation to their developing a love and

understanding of words.

- The home school reading diary is an excellent resource to support parents with questions to ask about reading, word lists and recommended age appropriate book lists.
- Read, Write, Inc - (nursery, reception, year 1 and year 2) and a new phonic based reading scheme for which support on the website can be accessed by parents is having impact with basic skills.
- The purchase of dyslexia friendly books is supporting children with additional needs to access and enjoy a range of reading material.
- New differentiated resources for reading comprehension are supporting skills progression in reading.
- Interventions are targeted and implemented by the teaching team, tracked very effectively by SLT and reviewed every 6 weeks to ensure success.
- A Reading Record Challenge has been motivational right across the school.
- High quality challenging texts are used for pupils in whole class reading teaching. Reading and writing are closely linked to allow pupils to demonstrate their deeper understanding of writing and how this links to reading.
- Motivational and emotional discussion and debate follows reading of texts in year 6. This opens up their eyes to the world and broadens their horizons.
- Whole school tracking – PIRA is done termly throughout school and raw and standardised scores are tracked by the English lead to ensure children are following an upward trajectory and to also track the impact of interventions.
- A rigorously implemented GPS programme has seen results improve year on year and the impact is visible through talking with pupils.
- The previous spelling scheme has been replaced with the ‘No Nonsense’ Spelling Scheme – children have a variety of strategies for learning spelling after teachers specifically teach the spellings by dissecting the words. Spelling books, word puzzles, spot the mistakes, Spelling Frame (for example) are all used to enrich the teaching of spellings.
- Interventions for spelling are short term and focussed.
- A new NFER test for spelling is collated and tracked to see the steps of progress pupils are making.
- Half termly GPS assessments are completed across the school.
- Good, great and outstanding criteria are used for writing.
- FLIC objectives have been revamped to create working towards, expected and greater depth criteria to support teachers to assess and target interventions even more effectively.
- Displays rich in vocabulary are displayed again reflecting the high expectations – book and online thesauruses are being used effectively and this is leading to pupils using and adopting a wider range of vocabulary.
- Book audits check progress impacting on further progress.
- Age appropriate books with appropriately challenging levels of vocabulary are selected for each class. The English lead knows the impact a large and sophisticated vocabulary has on lifelong prospects and is determined that all pupils will attain as highly as possible.

SENDCo

- The SENDCo spoke confidently and passionately about how the school supports individual pupils within school.
- PIVATS gives a much more accurate progress measure and presents a very clear picture of how much progress is being made and in which particular area. Pupils are closely monitored regarding progress and attainment.
- Parents and carers are provided with summaries of which objectives are being met and next steps – 5 written communications are provided every year in addition to meetings and parents' evenings. The school has an open door policy for parents to drop into school whenever they have concerns.
- A lead TA has undergone training to help support the SENDCo and this has been valuable in further upskilling other TAs.
- Specific CPD is provided for teaching and support staff to meet the needs of specific pupils in preparedness for the child entering that class such as the child referred for an autism spectrum diagnosis.
- Additional testing resources such as dyslexia screening allows for accurate assessment resulting in the targeted interventions and support.
- There are 44 pupils on the SEND register with 5EHs. There is a strong relationship with parents and other agencies and this, along with the strengths of the team in school, ensures SEND pupils' individual needs are met to enable them to make good progress with basic skills.
- The silver files which were being used at the previous visit have now become expanded lever arch files to enable more comprehensive records to be kept and shared with members of staff, outside agencies and parents. These are used constantly.
- The records are also used effectively by the Educational Psychologist to ensure support is provided as quickly as possible.
- There is a nominated teacher who has had CPD to develop effective family links which again ensures pupils are supported as effectively as possible to develop basic skills.
- Policies, links to the local offer and details of interventions are available on the school website to further support parents.
- Cluster work alongside SENDCos is established and develops opportunities to share resources and build expertise across the schools with Snaith Primary hosting the most recent meeting.
- A specialist HLTA supports pupils to use Numicon as appropriate in the classroom in addition to intervention groups.
- The SENDCo delivers CPD on Numicon to teachers across the region as part of the Teaching School Alliance.

Mathematics lead

- White Rose Hub guidance and materials suited the vision of the school and have been a driver for development of mathematics teaching since 2017. All staff have received CPD and are confident in delivering the materials into their teaching effectively. The White Rose question types, increased focus on reasoning, use of Blooms taxonomy and progression of questions are all having an impact.
- The progressive questioning format is supporting higher ability pupils improve their progress in

maths and reflects the high expectations of the school.

- To promote mathematics the school has run a programme of 'Maths ambassadors' – 10 year 4 pupils went to a different primary school and delivered a series of workshops. This year, 2 pupils from each year group will be the ambassadors.
- Reasoning was identified as a key area for development and has been a focus since the last BSQM award. Children are now working with greater independence on varied representation of basic skills and fluency which they are clearly applying to reasoning and problem solving. Their books demonstrate this along with high levels of challenge and work that is well presented and set out.
- Same day interventions are flexible to suit the children's needs
- New resources - Classroom Secrets – compliment the White Rose materials and provide extra practice for fluency and stretch and challenge.
- Pupil confidence has increased.
- Mathematics and Times Tables Rockstars are used for motivation and engagement.
- Big Maths is still being used effectively for developing fluency in basic operations and complements the new materials perfectly to enhance provision for developing basic skills.
- Mixed ability mathematics teaching across the school is being rolled out with the White Rose Maths materials supporting this. Maths buddying has been an effective way of developing pupil independence. Questions are represented in a variety of different ways and this allows pupils of differing abilities to access the questions.
- NUMICON is supporting the teaching of maths for EYFS and KS1 as well as the less able in Year Three and Four. This practical element supports pupil progress well.
- The process for developing the individual subject action plan for maths feeds from the whole school action plan, national actions, identified areas from monitoring of pupil workbooks such as developing independence or a focus on a certain mathematical area.
- Evidence in the beautiful presentation books shows how maths is effectively incorporated across the curriculum. Links to topics such as the Vikings allows them to practice their maths in different real life situations.
- PE lessons have been linked to maths and the outdoor area is further used to support the teaching of maths such as children taking part in time trials and using the data to reinforce place value, statistics and graphing as well as how to live a healthy lifestyle.
- A mathematics 'selfie' competition allowed pupils to think about how maths is linked to real life situations and engaged pupils in thinking about mathematics on a daily basis.

Parent Governors

- The governors spoke confidently and enthusiastically about their roles in school
- They are involved in the evaluation process and the setting of the SIP at the beginning of the year at a school improvement evening involving every member of staff in school.
- Termly updates are then tied into the SIP and workbooks are regularly shared.
- Staff are very helpful, pupils all have their own individual targets and the governors have a clear understanding of pupil progress. Exemplification of writing supports governors' development in understanding expectations.
- Governor CPD is matched to need and roles.

- Teams of governors are linked to each school improvement point and work together effectively to ensure the teaching and learning of basic skills is as effective as it can possibly be.
- Relationships are very positive but governors are not afraid to challenge

- Parents are well informed. Teachers and SLT are welcoming and available daily
- Opportunities to celebrate progress, support children to develop their basic skills such as advice and prompts for supporting reading are frequent and welcome.
- The focus on problem solving (and opportunities to apply this in real life at home), Times Tables Rockstars and the topics which incorporate all subjects are motivating pupils at home and the enjoyment of their learning is evident. Homework is viewed as a very positive supplement to pupils' learning.
- Provision of the Calculation policy, for example, gives suggestions for parents as to how they can incorporate basic skills at home.
- Parent workshops take place at the same time as Parents' Evenings so that parents who are already in school can attend. These have recently focused on Maths and times tables, reasoning and problem solving, spelling strategies and e-safety.

Quality Mark Elements

1. A whole school strategy and planning to improve performance in English and mathematics

- The School Improvement Plan is extremely detailed and includes priorities to raise standards even further and improve progress in basic skills. These also feed into the action plans of English and mathematics subject leaders. The school's monitoring and self evaluation schedule uses a variety of evidence (eg data analysis for standards and progress, discussions from pupil progress meetings/staff meetings, book scrutiny). Outcomes from internal and external monitoring inform the priority areas and targets across basic skills. 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 2018-19 lead on from successful and completed developments in 2017-18.
- Along with other whole school agreed strategies, the school focuses on improvement of basic skills through teacher appraisal targets which are clearly linked to English and Mathematics improvement priorities
- 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
- Data analysis of attainment and progress informs future provision for all pupils with interventions put in place targeted specifically at pupils to narrow the gaps in basic skills. Ongoing assessment, and results from tests, inform lesson plans and other group sessions. Pupils are involved in discussions about their own learning and next steps. Pupil progress meetings also monitor this.

2. Analysis of the assessment of student performance in English and mathematics

- Use of FLIC allows ongoing formative assessment leading to summative assessment to identify progress and next steps.
- 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 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 and other materials to support learning displayed on walls.
- A wide variety of evidence from monitoring activities is used and reviewed to evaluate mathematics and English provision and performance (e.g. book audits, learning environment monitoring, pupil voice, teacher assessment, AFL discussions with staff, lesson observations and drop ins, data analysis from tests, moderation)
- Individual in-class data also monitors daily progress, eg, spellings, times tables, Big Maths. And this is supplemented with half termly and termly assessments in Reading, GPS, Writing and Maths, White Rose end of unit assessments in Maths are completed before and at the end of units.
- There is close data analysis by the SLT to track progress across the school and identify intervention needs. Each member of the SLT has a focus area to monitor and track.
- Varied and rigorous assessment procedures, tracked by SLT capture where the pupils are at any point across the academic year and enhance the provision for basic skills.

3. Target setting for improvement of performance in English and mathematics

- Targets are individual and personalised to meet the needs and abilities of all children. There is stretch and challenge for all.
- Targets are regularly reviewed using AfL and summative data.
- Targets are referred to in marking and in individual teachers' planning.
- Individual pupil targets are set for each child from Y1 to Y6 in reading, writing and mathematics. The previous year's data also informs targets to attempt to narrow the gaps, raise attainment and improve progress.
- Individual pupil targets inform information shared with Parents and Carers at the start of the year and are updated at appropriate points during the year. Pupils are encouraged to contribute to these targets with information regarding their needs.

4. English and mathematics planning and intervention for all groups of pupils

- Interventions are reviewed every 6 weeks and planned according to the data and assessment analysis priorities for pupils in English and mathematics. Appropriately trained staff are timetabled to deliver the interventions
- Same day interventions for mathematics are flexible to meet the needs of the pupils
- Interventions are rigorously overseen by the headteacher who astutely evaluates needs and tracks progress.
- EHC plan reviews ensure evaluation of progress made against previously agreed outcomes is recorded. Support required for the next 12 months is then agreed and recorded to help pupils achieve the agreed outcomes
- Greater use of practical resources through NUMICON ensuring pupils develop a greater understanding of concepts whilst engaging them in learning as well as promoting reasoning

and independence

- Pupil premium pupils are closely monitored by SLT through data analysis, monitoring of interventions and pupil progress meetings. This is overseen by a nominated governor.

5. Review of the progress made by all groups of students in English and mathematics

- The School Improvement Plan priorities are based on the previous year's data for attainment and progress in English and mathematics along with a review of planning and teaching in these subjects. The SLT and staff evaluate what works well and needs to continue, what needs to be introduced, what is having no impact and then take the appropriate action.
- The Headteacher's termly report to governors shows progress against School Improvement Priorities. Governors are given the termly attainment and progress data for all groups of pupils. Governors are actively involved in monitoring and evaluation and are made aware of the quality of teaching across the school in mathematics and English

6. A commitment to improving the skills of all staff in the application of English and mathematics in the school

- Evaluation of the quality of teaching in school based on monitoring evidence over the year and the impact of teaching on learning, standards and progress is used to identify strengths and areas to develop.
- Support and training for teachers is undertaken through an appropriate provider or developed in house and linked to the school development plan.
- The school is a member of Riding Forward Teaching School Alliance and staff attend relevant CPD that links to priority areas.
- Further support is provided, from a range of sources, for members of staff when needed based on evaluation of personal and professional needs identified through appraisals, school and joint monitoring and evaluation work and LA monitoring
- Staff are encouraged to reflect on their own practice, try out new ideas, often in collaboration with colleagues and then feedback to inform future teaching and learning
- All staff have appraisal with training and personal development considered. Opportunities are provided for staff to share their teaching strengths and expertise during training days and staff meetings as appropriate
- Lessons observations, learning walks and book audits are conducted as part of monitoring and evaluation. Strengths and areas for development are discussed with staff.
- The Headteacher keeps a record of CPD (all of which is linked to the school development plan) undertaken and attended and this is shared with Governors

7. The use of a range of teaching approaches and learning styles to improve English and mathematics

- 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.
- Support staff are effectively deployed in lessons and in leading interventions. They are involved with, and provide, feedback during and after lessons and interventions. This informs planning and assessment.
- A variety of teaching approaches are used to engage all learners and make sure they are

actively involved in their learning.

- Pupils are encouraged to use and apply their mathematics and English skills in other areas of the curriculum as well as in their home learning tasks each term.
- Pupils are encouraged to use a variety of resources including working walls, displays, tool kits etc to become more independent learners

- **The use of appropriate teaching and learning resources to improve English and mathematics**
- Adults are allocated to support pupils according to the needs of those pupils and the expertise of the adults
- Technology is used to enhance teaching and learning of basic skills. For example, Times Tables Rock Stars has been introduced across the school to develop pupils' instant recall skills. This can be used at home. A wide range of technological devices and APPs are used to support pupils in their learning
- Staff across the school are encouraged to share resources, ideas, information and planning as well as best practice.
- The adoption of the White Rose materials responds to an area of identified development and impact is clearly visible in workbooks.
- Displays within classrooms and in communal areas around school support and reinforce learning – children discussed how these are used effectively.
- Interactive resources are used daily within classrooms. This includes discrete skills based lessons, hands on learning, written work and cross-curricular theme work.
- Specialist resources are used for specific Intervention programmes, eg, Numicon.
- Use of outdoor space to inspire learning – the area adjoining the reception classroom is particularly rich in experiences to support the development of basic skills.
- Use of visits and visitors, eg whole school trip to Yorkshire Sculpture Park has inspired a wealth of engaging and high quality cross-curricular work.

8. The involvement of parents and / or carers in developing their child's English and mathematics

- Parents and Carers are regularly involved in understanding their child's learning and progress, particularly in basic skills. Much information is sent home or available on the website to encourage them to support with work at home regarding basic skills.
- The school website has useful information for Parents regarding basic skills and suggestions for how they can support their children at home.
- Parents and carers receive two written reports per year and are invited in to pupil progress meetings where teachers share information about current standards and progress in reading, writing and mathematics as well as personal targets for the next term: strategies are discussed to enable the child to make progress at home as well as at school. This is supported through carefully chosen homework activities linked to Literacy, mathematics and cross curricular activities.
- Pupils have own their personal log in for 'Times Tables Rock Stars' which can be accessed at home as well as in school
- Family home learning is encouraged in homework tasks and activities are linked to different areas of the curriculum so that children are able to practise and apply their skills
- Parents and Carers are informed if their child needs additional support in English and mathematics either by the Teacher at the Parents' Evening or by the SENDco. Individual pupil support documentation can be shared and shows all support that has been given. EHC plans and reviews

show the nature and duration of the support to be provided and discussions take place regarding how parents or carers can help

- Many opportunities, for Parents and Carers, to come into school are provided. These allow them to take part in sessions linked to how to support their children with mathematics and English as well as see it being put into practice in the classroom.

9. An effective procedure for monitoring, planning and assessing performance in English and mathematics

- Data analysis takes into account attainment and progress and targeted interventions are timely and focussed so that impact is maximised.
- The curriculum and impact of teaching is regularly monitored by the Headteacher, governors and subject leaders.
- Staff are encouraged to take on responsibility in the school so that the Headteacher can be strategic in her lead role
- Outcomes of monitoring and evaluation are shared and reviewed with appropriate stakeholders to keep them updated and well-informed. They can then take appropriate action to help secure improvement and check agreed action has taken place and is having positive impact

Additional Comments or action (if applicable) *Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.*

The school is to be commended on the organisation of the evidence provided, the thorough preparation leading up to the visit and the warm welcome from all the team at Snaith. The tour conducted by pupils was particularly delightful.