

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name Sacred Heart Catholic Primary School
Headteacher Mrs Colleen Everett
School and/or HT email sacredheart_primary@warrington.gov.uk **Tel no** 01925 633270
Alliance BSQM Assessor Penny Johnson **Visit date** 14.06.17

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

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) Yes

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

- To develop further greater depth in writing consistently across the school.
- To maintain the upward trend in English and maths at KS1 with attention on increasing the % of Pupil Premium pupils at ARE.
- To maintain the upward trend in phonics.

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES School Improvement plan; Subject leader action plans and folders. Pupil tracking system across all areas. Children's books. Self evaluation documents.
---------------------------------------	---

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

- Sacred Heart Catholic Primary School demonstrates that it meets all criteria of the Quality Mark's 10 Elements. The school has had staffing changes to the senior

Alliance for Lifelong Learning

leadership team since the last renewal of the Quality Mark and there have been significant changes in some areas since the last Quality Mark Assessment. All the evidence provided and the learning walk around the school gave a very positive picture of the quality provision in place within the school.

(Element 1)

- Tracking of children's progress has changed greatly to reflect the new curriculum and higher expectations from all parties. Teachers now take ownership of the progress their pupils make and are held accountable for the learning in their classrooms. Teachers feed results and ongoing assessments into the tracking and data system for interrogation by the senior leaders and ultimately the headteacher.

(Element 2, 5 & 10)

- The new assessment and tracking system allows the headteacher to target those pupils who are falling into the achievement gap in English and maths. This allows these pupils to be supported in their learning in lessons and accelerated progress can now be seen.

(Element 2,3,5 & 10)

- The impact of these interventions is showing in the school's results at the end of Key Stage tests and internal testing. Many areas are above national expectations and there is convincing evidence of an improving trend in outcomes for pupils and groups of pupils.

(Element 2, 3,5 &10))

- The Pastoral manager's role has developed greatly over the past 3 years. Interventions and teaching assistant support is co-ordinated by the pastoral manager who meets regularly with the senior managers to identify those pupils needing support, maps provision, questions what has already been tried and puts actions into place. TA's are timetabled to deliver specific interventions within a Key Stage or year group.

(Elements 4,5 &7)

- The visual impact around the school is of a very high quality. Displays show a high degree of focus on the basic skills for reading and writing. The school is embracing the whole curriculum to give pupils a wide breadth to their learning while ensuring that reading, writing and maths run through all lessons and topics, for example "Where My Wellies Take Me".

(Element 7 & 8)

- Staff CPD has been very comprehensive. This has been delivered internally by senior key members of staff and has been strengthened by outside expertise bought in to train staff in various strategies for reading, writing and maths.

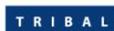
(Element 6, 7 & 8)

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

 niace
promoting adult learning

 The
Basic Skills
Agency

 TRIBAL

www.qm-alliance.co.uk

March 2013

- The children's books show that high expectations are the norm. Writing and grammar have been a focus for improvement across the curriculum. Marking is informative and time is given to verbal feedback to show pupils how they can improve their writing.

(Element 2 & 5)

- The school has taken strategies to enrich and enthuse the pupils, YR2 were having a Sing a Story session acting out a story to music, played and sung by the teacher on the piano to stimulate their creative writing ideas. Teacher input supported the pupil's grammar and writing planning and was shown to be highly effective.

(Element 7 & 8)

- The learning atmosphere throughout the school was very focused, pupils were actively engaged and all those pupils spoken to could tell me what they were learning and how they were doing.

(Element 1,2 & 5)

- The pupil's books show that a very high standard of work is expected and non-negotiables are clear in all year groups. Marking was seen to be used very effectively and pupils could tell me what various marking was for and how it moved their understanding on. They know what to do if they were unsure of a new concept, talked about support from teachers, small group work, pre and post learning and were very clear about how they learnt best. They are obviously very proud of their school and relationships with staff were very good.

(Element 3, 4,& 7)

- Reading has been a focus with new initiatives now showing impact. CLIMB was introduced to encourage parents to read at home with children. Guided reading is now very structured to reflect good practise in each class with a carousel of reading activities reinforced with adults as much as possible. Reading scores, comprehension skills and writing have all improved using this approach.

(Element 7,8 & 9)

- Hot and cold writes have been introduced to improve writing levels and evidence in the children's books shows a high expectation and quality writing can be seen. This has been a school wide strategy, children know what they must do and high quality writing is now being produced. Part of this approach is the effective use of working walls for the writing process.

(Element 7 & 8)

- Pre and post learning has been introduced in maths to ensure pupils are at the right starting point for each new concept in maths. This has enabled teachers to assess the pupils understanding at the beginning of a specific learning objective in maths and plan for the correct input. This strategy has had an immediate positive impact with a 5.5 progress measure for last year in maths. 91% of pupils were at ARE with 41% exceeding, significantly above the national figure.

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

www.qm-alliance.co.uk

March 2013

(Element 3,4,5 & 7)

- The introduction of Mastery Files for all staff has had a very positive impact on the challenge in maths. A suite of documents in the files gives each year group teacher the correct level of mastery materials to use in the teaching of maths and maths Mastery stickers provide challenges for each child to complete at the correct level. This has impacted greatly on the pupil's ability in maths across the school.

(Element 6,7 & 8)

- The school does not have its own Nursery and takes in pupils from a variety of settings, this impacts on GLD outcomes, however a focus on basic skills has raised GLD to 64% in 2016 and shows a strong upward trend over several years. RW and Phonics scores are now in line with national at KS1, and show a steady upward trend over time.

(Element 1, 3 & 5)

- Information sharing with parents has been enhanced using Face book, Twitter and See Saw. This has proved very successful with pupils able to upload their work to show parents at home, comments can then come back from parents to share in school. Parents attend workshops to help them understand what is being taught in school and how they can help their children. Parents comments were very positive about all aspects of school life.

(Element 9)

I would like to thank the children and staff for welcoming me into the school and making my visit a very enjoyable event.

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

www.qm-alliance.co.uk

March 2013