

Basic Skills Quality Mark (BSQM) - Visit Feedback Report

School name St Lawrence C of E Junior

Headteacher Mr. Damian Tucker

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Alliance BSQM Assessor Dr Christine Taylor

Visit date 24/11/2016

Purpose of Visit (delete as appropriate)	Renewal Assessment
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The Assessor spoke with the following people

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

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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(assessor to delete as appropriate)	The previous development points have been considered and have been implemented
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Suggested areas for development in preparation for the next Quality Mark visit and links to the 10 Elements of the Quality Mark:

- Continue to improve standards in writing through the creative curriculum. (Element 4)
- Continue to strive for increased percentage of good or better teaching and learning towards 90% (dependent upon staffing). (Element 1 and 7)

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

- Assessment and target setting is a strength of the school and it makes use of a range of summative and formative data. Moderation takes place within the school and in reading, writing and maths with cluster schools. There are pre-topic assessments to inform planning. The school development plan and subject action plans are based on school assessment data analysis. Teachers encourage children to self-assess their own learning, and success criteria are used in every lesson. Next steps are used in marking feedback. (Element 2)
- There are school development targets for maths, writing and teaching, and these are also fed into staff appraisal targets. The school uses target tracker steps as well as individual targets for pupils. Age related expectations for English and maths are in pupils' books, and pupils are set specific targets to be working on. All staff can access individual pupil targets. There are meetings with the MLT and year groups held half termly. (Element 3)
- Data is analysed for all pupil groups across the school, in year teams and in classes. English and maths are key areas for development and there are action plans in place. Staff meetings are predominantly devoted to maths and English. The school uses mathematics and spelladrome, homework club, and maths breakfast booster groups to raise pupils progress. Parents workshops are also used to support parents in helping their children in basic skills. There are intervention groups in every year group in maths, literacy, as well as key vocabulary, occupational therapy and emotional support. Pupil premium funding is devoted to employing a maths support teacher. (Element 1)
- There are very clear systems for monitoring planning and assessing improvement in performance in basic skills. There are regular pupil progress meetings and book and planning scrutinies. There are regular subject leader discussions with the head teacher, and head teacher reports to governors on attainment and progress. All stakeholders are

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informed about the school's performance in basic skills, including parents and pupils. (Element 10)

- There are intervention groups in place for all year groups, with an extra maths teacher in Y5 and Y6. Lessons are planned with specific reference to children who have work specifically differentiated for them. Booster groups are in place, and there is input from outside agencies, with whom the school works closely. (Element 4)
- The ongoing assessment cycle is well embedded, and there are half termly assessments in reading, writing, maths, grammar, punctuation and spelling, and science. Teachers review pupil progress with their parents termly. SEND support arrangements are reviewed termly and parents are given feedback verbally and in written form. (Element 5)
- There are regular continuing professional development opportunities for staff with whole school INSET meetings, and network meetings for maths, English and assessment subject leaders, who then feedback to the whole staff. More weight is placed on the basic skills in maths and English, and the school is well resourced in these areas. The support staff training recently has included SNAP, Toe by Toe, Word Wasp, writing programmes, emotional literacy, and precision training. (Element 6)
- There are a range of teaching and learning approaches to improve basic skills. There is a regular cycle of observations, learning walks drop ins, and book scrutinies by the SLT/MLT/subject leaders. Children are involved in the marking process and are actively encouraged to respond to teacher feedback. There are table top resources for children e.g. calculation mats, topic words. There is a progressive and engaging computing curriculum and ICT is used to support basic skills. (Element 7)
- There are English and maths displays in every class to support the learning of basic skills. Resources are well stocked and cared for, including the library, where there is a librarian and many parent helpers. The classrooms have lots of practical maths equipment, and ICT equipment is well used in lessons. The ICT equipment ranges from class cameras, laptops, easi-speak microphones, class computers and interactive white boards, and alphasmarts. (Element 8)
- The school communicates with parents through a variety of mediums. There are home school contracts, reports to parents, parents' meetings termly, target tracker reports, school website, parents support booklet, SEND meetings, parent workshops on English and maths, and a parent questionnaire sent out annually. (Element 9)

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