



Basic Skills Quality Mark Programme - Visit Feedback Report

School name	St John the Baptist C of E Primary School		
Headteacher	Kerry Coe		
School and/or HT email	Stjohnthebaptist.school@stockton.gov.uk	Tel no	01642 607123
Alliance QM Assessor	Angela Andrews	Visit date	23. 11. 2017

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

The Assessor spoke with the following people

Headteacher and 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
---------------------------------------	---

The previous development points have been implemented

<p>Suggested areas for development in preparation for the next Quality Mark visit:</p> <ul style="list-style-type: none"> To improve inference and deduction across all aspects of reading in the curriculum. To improve attainment in Mathematics by improving problem solving and reasoning skills. Improve recall and application of Times Tables.
--

<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 is very good. The school makes use of an appropriate range of formative and summative assessment. It uses the outcomes from the analysis of data to identify and track pupils who are

Alliance for Lifelong Learning

under attaining and/or underachieving. Ongoing assessment is put on the Stockton LA Sprint Tracker. Half term assessments and attainment levels are put on Target Tracker. The Early Years Foundation Stage observations are put on Target Tracker and are also recorded in the Learning Journals. There are very good procedures for assessing the basic skills needs of pupils whenever they join the school. Pupils are encouraged to be involved in the assessment of their own progress where appropriate. The school uses information from assessments of pupils to make appropriate provision. New intervention sheets introduced in Autumn 2017 are being used to record interventions that are being carried out. (Element 2)

- Target setting for the improvement of the school's performance in basic skills is excellent. The school has targets for improving performance in basic skills that are measurable, realistic and evidence based. Targets are set at whole school, cohort, group and individual levels. Pupils are involved in the target setting process at an appropriate level. Targets are short, measurable and are in child friendly language. Individual pupil targets are shared with relevant staff. Targets have a very positive impact on learning. (Element 3)
- There is an excellent 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 school has an Infant Assessment Support class which is funded by the LA and has a class teacher and two teaching assistants. There is also a Key Stage 2 Support Base with one teacher and three teaching assistants. These pupils also attend mainstream classes where appropriate on an afternoon. The school has realistic and measurable targets for improving performance which specifically mention both Literacy and Mathematics. The inspirational Head teacher and senior leadership team are very strong and are committed to improving outcomes for pupils in basic skills. All staff members are aware of areas of improvement for the school. All plans reflect the school's commitment to equal opportunities and inclusion. The school is working towards Stockton's highly recognised Excellence in Inclusion Platinum Award. All plans have clear and specific success criteria and realistic but challenging timescales for achieving the objectives. Planning is monitored rigorously, progress and impact on pupils is also evaluated. (Element 1)
- There are excellent procedures for monitoring planning and assessing improvement in performance in basic skills. Monitoring includes self-evaluation, external viewpoints and analysis of current data and trends. Reflective evaluation sheets are filled in by class teachers each week and monitored by the Head teacher. The school's detailed Self-Evaluation Form is moderated by the senior leadership team and the School Improvement Partner. There are regular discussions by all staff during staff meetings and Pupil Progress Meetings of the progress being made to achieve the success criteria of the basic skills action planning. The Head teacher reports to the governors termly on progress and impact in basic skills. Each governor is linked to an area or subject. The governors have a specific job description which includes key questions to challenge the staff. Subject leaders write a report for the full governing body on what has been happening in their subject and an outline of their future plans. The

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

 niace
promoting adult learning

 The
Basic Skills
Agency

 TRIBAL

www.qm-alliance.co.uk

governing body are very supportive but are also very good at challenging the senior leaders on standards. The governors have received the Governors Mark Accreditation for the third time. The governors monitor the school by taking part in learning walks, book scrutiny and have discussions with the pupils and staff. All stakeholders are very well informed about the school's performance in basic skills through the school website. (Element 10)

- There is excellent planning to meet the needs of identified groups and individuals who are under attaining/or underachieving in basic skills. SEND action plans are created for children on the SEN register. Interventions are planned for SEN and non- SEN pupils to address gaps in their learning. Interventions are tailor made to meet the pupil's individual needs. All planning and provision is informed by assessment. All plans for under attaining and/or underachieving pupils are shared with their parents. (Element 4)
- There is regular review of the progress made by pupils under attaining and/ or underachieving in basic skills. Progress in Literacy and Mathematics is reviewed as part of the ongoing assessment cycle. Children, parents and professionals engage in regular shared partnerships to review progress during mid-term/review meetings. Reports are sent out at the end of each term. (Element 5)
- There is an exemplary commitment to improving the skills of all staff in the school to teach and extend basic skills. CPD for all staff is linked with planning for basic skills, Performance Management and is included in the school's staff development programme. CPD planning is based on an analysis of the needs of individual members of staff and of the school as a whole. (Element 6)
- There is a very good range of teaching approaches and learning styles to improve basic skills. Teaching approaches are based on an analysis of the learning needs of a particular pupil, group or class. There are rigorous procedures in place for monitoring the effectiveness of teaching and learning. The school has an exemplary monitoring timetable. (Element 7)
- Teaching and learning materials and the physical environment are used effectively to support learning. They are monitored regularly to evaluate their impact. The senior leadership team carry out learning walks to ensure the school is high-quality and that learning materials / challenge areas are being used. During lesson observations pupils are asked about the resources in their classrooms. Excellent Reading Comprehension materials have recently been purchased to support both pupils and teachers. Subject leaders check and purchase resources where necessary. Materials and equipment are of good quality, well maintained and reflect the needs of different groups. ICT is used appropriately 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 excellent. The school actively engages with parents and carers on how they can help to support, sustain and extend the basic skills of their child. One parent said,

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

www.qm-alliance.co.uk

"My child is in Year 6 and throughout the years has gained so much confidence and has received support and encouragement from all of the staff to reach her full potential across the curriculum."

Congratulations on achieving the Quality Mark Basic Skills Renewal Award. Very well done!

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

 niace
promoting adult learning

 The
Basic Skills
Agency

 TRIBAL

www.qm-alliance.co.uk