

## Basic Skills Quality Mark (BSQM) – Visit Feedback Report

**School name** St Augustine's First School, Pipe Hay Lane, Draycott in the Clay, Staffs

**Headteacher** Ms Sarah Robson

**School and/or HT email** office@st-augustines.staffs.scg.uk

**Tel no** 01283

820365

**Alliance BSQM Assessor** Elaine Stevens

**Visit date** 3/3/16

<b>Purpose of Visit</b>	<b>Renewal Assessment</b>
-------------------------	---------------------------

The Assessor spoke with the following people

<b>Headteacher and/or Senior Leaders</b> YES	<b>Literacy Subject Leader</b> YES	<b>Numeracy Subject Leader</b> YES	<b>Assessment Manager</b> YES
<b>SENCo</b> YES	<b>Pupil representatives</b> YES	<b>Governor representative(s)</b> YES	<b>Parent representative(s)</b> YES

<b>'Learning Walk' completed?</b> YES	<b>Relevant evidence-base reviewed?</b> YES
---------------------------------------	---

There has been significant change for the school since the last visit, with the Headteacher now Executive Head of three small schools in the local area. Each school has a Head of school and together with subject leaders, work together across the Federation to ensure high quality provision is in place.

Funding from the LA has enabled the Federation to access bespoke training to meet the needs of the group and has enabled staff to develop skills and knowledge in basic skills.

When I talked with a group of children I asked them to describe their school. One boy used the words "amazing" and "like home" - and this is the feeling I had as I spent time in this setting.

The school continues to be an impressive setting with committed leadership and passionate staff and parents who provide a very high quality learning experience for all the children at St. Augustine's. Well done!

**Previous development points:**

- To introduce reading ages alongside reading levels.** The Head is also the English lead for the school and works across the newly formed Federation of 3 schools to

Alliance for Lifelong Learning

ensure high quality provision for Literacy is in place. The school has now put procedures into place to assess children's reading ages regularly and to identify underattainment. This is now embedded in practice.

2. **To introduce spelling ages.** The school has trialled a number of resources which failed to give staff an accurate picture of children's attainment and progress. The decision has been made to adopt a spelling programme across the federation. This will give a more accurate analysis and next steps. As this is still in its early stages of implementation, it was agreed to keep this development point until the next visit, by which time leaders will be able to evaluate the impact of the programme.
3. **To audit assessment for maths.** New procedures have been implemented across the federation and are now successfully embedded in practice.

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

1. To continue to embed the teaching and support for Maths across the federation with a particular focus on Enterprise across all year groups within the schools, bringing real-life Maths into the curriculum provision. (Element 6, 7, 8,)
2. To introduce a programme to support the teaching and assessment of spelling consistently across each of the schools and to monitor the impact on progress and attainment. (Element 6, 7, 8)
3. To embed and consolidate the new assessment system in place within EYFS to support the acquisition and exemplification of basic skills. (Element 2, 10)

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

A strength of the setting is the caring ethos evident as you walk around the school. In conversation with parents and with children it was clear the school is more like part of the family with strong and supportive relationships and time to listen...

The support in place to very effectively meet the needs of all groups was evidenced in the accelerated progress made by SEND pupils. The Senco knows the children extremely well and has built relationships with parents and other professional partners to support the child. Her challenge is now to widen her brief as the Senco for all three schools - and to build the same quality provision and relationships as is evident at St Augustine's.

There are very close working relationships within the Federation, sharing good practice and supporting teaching & learning. Staff from the school lead by example and are having a very positive impact on the other schools.

Having spent some time observing the Early years practice and talking with the lead,

Alliance for Lifelong Learning

both the practice and recording of progress and attainment is of exceptionally high quality and will have a very positive impact on the EYFS provision across all three schools. It was lovely to see such attention to detail in recording children's achievements...Well done!

**Element 1, 2, 3, 10 relating to Assessment, Target-setting, Planning, Monitoring and evaluating impact)**

- There is a strong commitment from senior leaders to ensure that the school not only meets the educational needs of the children, but also instils in each child a desire to achieve above and beyond their expectations. The strong focus on independence offers all children an outstanding learning experience.
- Children at all levels have their individual needs met very effectively, with strong links between home and school helping to ensure children make accelerated progress over time.
- The school improvement planning process involves all staff and governors and focuses on identified issues. A very thorough self-evaluation process and targets set for all staff enable standards of provision to remain high quality and relevant to the needs of the children.
- The new assessment system enables staff to monitor progress very closely and interventions are put into place to fill any gaps in learning. "I can" targets are in each child's books and help to focus learning in basic skills. The children I talked with were able to talk with confidence about their targets and achievements. They knew what they needed to do to improve their work and what their next steps were.
- The "Ten Book Reading Challenge" is very successfully supporting more able readers in widening their reading experiences. The whole-school focus on Poetry was effectively raising its profile - with children participating in performance poetry across the school in the weekly assembly time. A book club run by y4 children is very successful with children sharing a book together. This impacts on raising the profile of Literature across the school.
- Children's work is regularly moderated across the Federation with subject leaders sharing good practice and making accurate judgements of children's attainment.

**Element 4, 5 (relating to underachievement / underattainment)**

- The high quality support provided by the Senco ensures that children with specific needs are making accelerated progress over time. The provision of a teaching assistant with the specific role of implementing the interventions with identified children -gives a consistently high quality provision to the children.
- Close relationships between the Senco, parents and outside agencies help to support the child and ensure their needs are very effectively met.
- The school is working on a programme to support children with Autistic tendencies / ADHD. The "Turnabout" programme supports the development of auditory and visual memory skills and there is evidence of significant impact across the Federation.
- The school has been awarded "Dyslexia - Friendly "status, and the challenge for the Senco is to put the same high quality provision into place across the Federation with a view to these achieving the award. She is now looking at aiming for the enhanced

Alliance for Lifelong Learning

[enquiries@qm-alliance.co.uk](mailto:enquiries@qm-alliance.co.uk)

**niace**  
promoting adult learning

**The Basic Skills Agency**

**TRIBAL**

[www.qm-alliance.co.uk](http://www.qm-alliance.co.uk)

October 2014

status within St. Augustine's.

- Feedback from parents has led to the introduction of termly report cards - and parents were very supportive of these in our conversation. They feel far more involved in their child's learning journey and know how to support their progress.

#### **Element 6, 7, 8 (relating to teaching & learning)**

- Subject leaders work very closely with staff across the federation to ensure the same high quality provision is in place. Regular meetings, book trawls, observations and professional conversations are helping to provide high quality teaching & learning.
- I talked with the children about the use of technology in school, they described how they use i-pads in research and the computer suite to help their learning. They were very knowledgeable about e-safety and older children had made posters to show younger children how to keep safe on the internet. They talked about using e-mails to contact their partner schools and were eagerly waiting for their first replies!
- Within the EYFS both nursery and reception children use the same spaces, which provides challenges for staff in the continuous provision while offering opportunities for children to develop and share learning experiences. During my walk I saw all children engaged on tasks and enjoying their learning with conversations and sharing of resources in evidence. The outdoor spaces offer children opportunities to take their learning outside if they choose.
- Elsewhere in school children were confident and enjoying learning, and volunteered to talk about their learning with me.

#### **Element 9 (relating to the involvement of parents/carers)**

- This is a strength of the setting. Staff, children and parents all talked about the school being part of the family - and this was felt very strongly as I talked with each group.
- The school works very closely with outside agencies to support families. The Senco has strong working relationships with professional who support individual children.
- Homework is well-received and valued by parents who support the school. It is linked to current themes. There is also access to an on-line site which provides a "games-approach" to maths which is very popular in school.
- Regular opportunities for parents to see their child's progress and share information are in place, with workshops to explain new initiatives. Parents are kept very well informed of current issues.

**I had a lovely time at St Augustine's school and enjoyed sharing the achievements of staff and children. I look forward to my next visit. Thank you.**

Alliance for Lifelong Learning

[enquiries@qm-alliance.co.uk](mailto:enquiries@qm-alliance.co.uk)

**niace**  
promoting adult learning

**The Basic Skills Agency**

**TRIBAL**

[www.qm-alliance.co.uk](http://www.qm-alliance.co.uk)

October 2014