

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	St. Michael's CE Primary School		
Headteacher	Mrs Ann-Marie Grant		
School and/or HT email	head@stmichaels.wandsworth.sch.uk	Tel no	020887 47786
Alliance BSQM Assessor	Mrs Rekha Bhakoo CBE	Visit date	6 th June 2018

Purpose of Visit	Renewal Assessment
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Headteacher and 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

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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<p>Context: St Michael's CE Primary is a highly successful, oversubscribed two form entry school.</p> <p>The school was last inspected under a Section 8 Inspection by Ofsted in November 2008 when it was judged to be 'Outstanding' and this judgement is supported from external monitoring from the School's Link Inspector. The Church School Inspection (SIAMS) undertook a review in March 2017 and also confirmed that the school continues to remain outstanding.</p> <p>Suggested areas for development in preparation for the next Quality Mark visit:</p> <ul style="list-style-type: none"> To continue to embed the "Cornerstones" topic-based curriculum across the school in order to ensure that the curriculum maintains its broad and balanced structure enabling all pupils to transfer skills learnt in literacy and numeracy and apply these to other areas of the curriculum. Elements 1, 3, 7. To continue to strengthen Maths Mastery teaching across all key stages with a view to becoming a Maths Mastery Lead school. Elements 1, 7.

<p>'Good practice' identified in relation to the 10 Elements of the Quality Mark:</p> <ul style="list-style-type: none"> The information provided for the assessment visit by the Headteacher, the Deputy Headteacher

and the Assistant Headteachers was extremely detailed and meticulous. At all levels, the leadership and management of basic skills provision are very impressive. Planning for improvement is based upon accurate self-assessment and rigorous monitoring. National changes to the curriculum and assessment were seen as an opportunity to further improve the quality of teaching and learning and to research best practice. Preparation for the renewal visit was extremely thorough and reflected the deep commitment of the school towards the teaching of basic skills. Elements 1, 6, 7, 9.

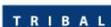
- The school is a calm and nurturing environment with attractive, highly inclusive, colourful and rich displays which celebrate pupils' achievements and are a testament to the impressive cross-curricular work that the children are engaged in. The high quality writing displays showed that pupils take pride in their work. The school is well resourced and the environment is conducive to developing a positive learning atmosphere. There are clear expectations that the learning environment is tidy, organised, stimulating and celebratory of pupils' work and achievements. Elements 1, 4, 7, 9.
- Assessment is accurate and data is used to carefully track all pupils. The school has a robust strategy that supports the assessment of pupil performance in the basic skills. This includes target setting, planning, analysis and consideration of formative and summative assessment including teacher assessment, pupil tracking, provision mapping and School Development Planning. All Stakeholders, at all levels, are involved in this process. The school uses an electronic data management system called "Target Tracker" to facilitate the effective tracking of progress and attainment for all pupils. PQM Elements 2, 3, 5.
- The school is highly inclusive. Intervention programmes are timely and effective and cover a wide range of need. Interventions are constantly reviewed for their impact. The school is highly effective in identifying, baselining, planning, assessing and tracking the progress and performance of pupils with SEND, EAL, PPG, boys and girls. Learning plans and targets are fully in place to ensure that different groups of pupils, particularly the most vulnerable, make good progress from their starting points in basic skills. Elements 3, 4, 5, 10.
- The school has effectively put into place a range of measures to challenge and prevent under attainment and these include the introduction of Maths Mastery, Big Write, Quality Teach First and a considerable investment in the CPD programme to drive pupils' progress even further. Elements 1, 4, 5.
- Training and support are in place to support teaching and support staff to meet the needs of the children in basic skills as well developing the professional skills of all staff. There is a strong culture amongst staff of sharing good practice and children's work. Internal, external and inter-school moderation is part of regular practice and is embedded throughout the school. Teachers' planning is focussed and adaptable to ensure it meets pupils' needs. Elements 1, 6, 7, 8.
- The school builds a solid foundation for pupils' literacy and numeracy skills as pupils are given regular tests in spellings and multiplication tables to ensure that the foundations of basic skills are reinforced. Targets are used to support pupils' learning and senior leaders and faculty leaders scrutinise pupils' work and conduct regular, timely audits to ensure continuity, consistency and high quality work is maintained. The school used the principles of Growth Mindset to support the way in which pupils think about learning and this is having a positive impact on pupils' learning attitudes and behaviours. Elements 1, 2, 8, 10.

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- The pupils are rightly proud of their school and all agreed that they are given many opportunities through the regular use of the school Library, educational visits and the variety of clubs which are available, to develop their basic skills as well as developing their interpersonal skills. The school is proactive in enabling pupils to support the local community for example the pupils regularly donate food to the local Food Bank. The pupils displayed positive attitudes to learning and they are both polite and courteous. Element 7.
- Reciprocal reading is successfully delivered in Key Stages 1 and 2. Pupils read widely and report that they enjoy reading and read regularly in school and at home. The pupils have a mobile library which is taken out at playtimes to allow them to read books if they wish during their free play times. Jolly Phonics resources are used in the Early Years and Letters and Sounds resources are used in KS1. These resources support the development of reading and writing and have been successfully embedded resulting in the schools' Phonics results in 2017 being well above the national average at 96%. Read Write Inc is used in KS2 as an intervention tool to support writing for pupils who require additional support. The "Big Write" model for writing that the school has adopted ensures that all pupils are given access to book-centred, grammar and punctuation-rich, genre-based teaching that has been successful in maintaining the high quality writing that is produced by the all groups of pupils. Elements 1, 5, 8.
- Maths is taught systematically inclusive of maths mastery techniques and the school is part of the local Maths Hub. The senior leaders are continuously striving to improve provision in the teaching and learning of Maths and are planning to have training session on Bar Modelling in the new academic year in order to strengthen teaching in this area. PQM Elements 1, 2, 4, 5, 10.
- The school is committed to providing a broad and balanced curriculum for all pupils to enable them to develop into well-rounded citizens who are able to transfer skills learnt in Literacy, Numeracy and ICT across other areas of the curriculum. In order to strengthen this further the school has introduced a topic-based curriculum based on "Cornerstones" which includes more opportunities for pupils to develop basic skills across the whole of the curriculum. Elements 1, 3, 8.
- The school has a very rigorous planned procedure for monitoring and evaluating the effectiveness of its plans and the quality of its teaching and learning. It triangulates all the evidence available to make judgements, including the use of data, pupils work, assessments, lesson observations and pupil voice. Element 10.
- Resourcing is of a high quality, as is the learning environment. ICT provision is an inbuilt curriculum entitlement across the school for all pupils in order to enhance their basic skills acquisition. ICT resources include laptops, iPads, interactive boards and other digital communication equipment to enhance and enrich pupils' development in the use of technology. The school also employs a specialist IT teacher who comes in regularly to teach coding and ICT. Element 8.
- Governors are fully involved in the school and visit the school on a regular basis to talk to curriculum leaders and monitor the progress of the School Improvement Plan, basic skills and curriculum plans as well as looking at the progress of different groups of pupils. Governors provide effective challenge and support to ensure that progress in the basic skills is made by all pupils. School leaders and governors have clear targets for improving performance in basic skills. Governors are regular visitors to the school including attendance at staff meetings and they are also very clear that the school provides a broad and balanced curriculum to ensure that pupils are well-rounded individuals by the time they leave school. The Governing Body is well informed

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through detailed termly reports from the Headteacher. Element 10.

- The school has developed an extensive range of strategies to engage parents & families to ensure that they are given the opportunity to actively play a part in supporting their child's learning and progress. Parents and carers are welcomed into the school and their contributions valued. The school reported that the most recent parent questionnaire analysis showed that 100% of parents would recommend the school to others. Parents are invited to support the learning of pupils by supporting on school trips and helping in class. Information evenings and parent workshops take place regularly and formal parent consultation meetings are used to share targets with parents/carers, celebrate achievement and discuss concerns or areas of success. The school has introduced a termly report to parents which outlines scaled/standardised scores and parents have greatly appreciated this information. Parents are given end of year written reports as well as the opportunity to attend termly parents' evenings to discuss the progress of their child. Parents are given regular updates through the newsletter and the very formative and comprehensive school website. Element 9.
- The school leaders are committed to developing the school further and as a result the school is outward looking, reflective of its practices and determined to continue to develop and strengthen the basic skills acquisition for all groups of pupils. Element 1.

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