

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	OUR LADYS CATHOLIC PRIMARY SCHOOL		
Headteacher	Hayden Boyle		
School and/or HT email	Haydn.Boyle@knowsley.gov.uk	Tel no	0151 477 8220
Alliance QM Assessor	JANICE RACZKOWSKA	Visit date	31.03.15

Purpose of Visit	Renewal Assessment
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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(s) YES	Parent representative(s) YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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<p>Suggested areas for development in preparation for the next Quality Mark visit:</p> <ul style="list-style-type: none"> • Raise the profile of classroom reading areas to support the school's drive to encourage more pupils to read for pleasure. Discussion with pupils suggests they view looking at books from the classroom as more of a time-filler or holding activity (Element 7) • Monitoring of pupils' learning is robust; ensure that targets in workbooks are consistently dated to confirm pupils' pace in learning, according to agreed policy (Element 3)

<p>'Good practice' identified in relation to the 10 Elements of the Quality Mark:</p> <ul style="list-style-type: none"> • There is a secure range of evidence of how the planning, monitoring and evaluating of literacy and numeracy are robust. An action plan for basic skills and effective use of data enable staff to be fully aware of what needs to be done to raise standards. The school improvement plan is very comprehensive and detailed and has clear targets of
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improvement which can be monitored and evaluated for impact. School policies for literacy and numeracy are up to date as staff are coming to terms with current changes to the national curriculum expectations. Overall, pupils' attainment is strong and where there has been a dip in standards the school has been proactive in organising intervention or reviewing teaching and learning to reduce gaps in learning. Effective use is made of data and information about pupils to regularly track progress. Several staff have changed the year group they teach since September 2014 and this has proved beneficial for professional development and resulted in a thorough reflection of policy and practice. School leaders present as knowledgeable and active, and show to be very aware of whole school issues. There is a robust monitoring policy whereby curriculum leaders and senior leaders regularly complete lesson observations book and data audits and learning walks. There are effective systems in place to also monitor any intervention programmes on offer to confirm they positively impact on the learning of targeted pupils. Discussion with a member of the governing body confirms that governors are kept fully informed about standards in basic skills and are also involved in monitoring and evaluation of policy. (Element 1, 2, 3, 10)

- There is a secure collection of evidence to show how the school works hard to meet all pupils' learning needs in literacy and numeracy. Effective lines of communication between leaders, staff, parents and pupils ensure that all stakeholders are aware of targets and where to improve. An active SENCO organises frequent discussions with staff about pupils' progress and what strategies should be put in place to close any learning gaps. Since the last renewal there has been increased emphasis on pupils becoming more independent and aware of their next learning step. The marking policy has been reviewed and includes colours to help pupils quickly recognise where they have achieved the lesson objective or where they need to improve. The school utilises every possible space in the school for support groups and intervention sessions. Effective support staff are strategically deployed to work with small groups. Links with the local high school and a cluster of schools has provided valuable support in delivering sessions for pupils who may achieve L6 in SATs and allowed several opportunities to share good practice and moderate standards. The recent introduction of times tables and spelling sessions at the start of the day is said to be motivating more pupils from all groups to be more confident and successful in those areas; various awards can be gained and are celebrated by the whole school in assembly. (Element 4, 5)
- The school continues to invest in continuous professional development in order to deliver quality first teaching. Newly Qualified teachers confirm they have had access to useful training about literacy and numeracy. There is a good sense of shared accountability for raising standards. Recent national changes to the curriculum and staffing have encouraged staff to work co-operatively for pupils' benefit. Good use has been made of the experiences of teachers who are designated KS1 and KS2 moderators. Areas for development from the last Ofsted inspection in October 2013 where the school was judged as good for overall effectiveness have been fully addressed; pupils show to work more independently, staff are more data aware, and there is a continual focus on questioning pupils to ensure learning is secure. The

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learning environment is vibrant and very literacy and numeracy rich. Classrooms have several common elements including prominent teaching and learning aids, working walls, book areas and pupils' targets. Effective use is made of photographs and displays to show how basic skills are practised in other curriculum subjects and topics. During a learning walk, pupils presented excellent behaviour and were engaged in their Read Write Inc groups and lessons. Organised areas in classrooms support class routines to ensure the optimum time for learning. Resources for literacy and numeracy appear plentiful; the school is considering increasing its classroom ICT equipment with iPads at some point in the future. Discussion with pupils shows that they enjoy their lessons and recognise how staff help them in basic skills. They present as articulate and sociable and can describe what they have been learning and why homework is important and needs to be completed. Older pupils say they enjoy helping their peers and receiving supportive comments about their work when it is marked. Pupils show to appreciate the breadth of exciting opportunities on offer at the school; Y6 pupils were particularly enthused about their involvement in a production of *Hamlet* in a Liverpool theatre and later at the local high school. (Element 6, 7, 8)

- Discussion with a parent and governor evidences that there is a strong partnership between home and school for the benefit of pupils. Parents receive regular updates about their child's learning and have recently been given access to an online termly assessment report which comments on progress, attendance to date, attitude to learning and next targets; the report is a very effective tool in establishing parents as partners in learning. Parent questionnaires confirm how parents continue to be very supportive of the school. Several workshops and stay and share sessions are organised throughout the year to inform parents of how pupils learn and also develop their own skills to support their child at home. The school website is very informative; year group newsletters are interesting and encourage parents to be involved in school life and learning. (Element 9)

There is good evidence that the Our Lady's Catholic Primary school has improved basic skills policy and practice since the last renewal. Staff show to work hard to ensure pupils' needs are addressed and present as a strong, proactive team.

Congratulations on renewing the award!

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