



Quality Mark

VISIT FEEDBACK REPORT

School name	The Deanery C of E Primary	Visit date	09/12/18
Headteacher	Mrs Jayne Lockett	NOR	469
Telephone number	0121 351 6441	Assessor	Haydn Moss
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A brief context of the School (*Information concerning Federations/MATs etc.*)

The Deanery C of E Primary is a two-form entry school with a 52-place nursery. The school is a single academy trust and is a member of several school networks. As part of the Sutton Consortium the school takes part in Peer to Peer reviews which scrutinise and examine school systems and procedures. A range of Teaching and Learning groups meet through these school networks and regularly share 'good practice' and have opportunities to visit other schools. The school was last inspected in June 2013 and was graded as 'Outstanding'.

Visit Type <i>(Delete as appropriate)</i>	Renewal visit (RV)
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The Assessor spoke to the following people (*delegate as appropriate*):

Headteacher and/or Senior Leaders YES	English Subject Leader NO	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governors/Trustees NO	Parent representative(s) YES

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

*Assessors to complete the boxes below using **brief bullet points** and delete those elements not relevant to this visit.*

- *For an initial assessment, **ALL** elements must be reviewed, and evidence recorded.*
- *For a renewal visit those particular elements relating to the rising trends of good practice should be recorded.*
- *For an ISAR visit only those elements discussed during the informal meeting need to be recorded.*

Quality Mark Elements**1. A whole school strategy and planning to improve performance in English and mathematics**

- The school's Christian vision and ethos are reflected throughout the school's environment and is driven by the Head Teacher and Senior Leaders. This has greatly impacted on the children's attitudes to learning and fostering a whole school community family. The children's behaviour was impeccable – all children were polite and well mannered.
- The overall School Improvement Plan is formulated in collaboration with all staff and governors. It is well structured through identifying priorities and clear actions and is carefully monitored to record impact.
- Intent, Implementation, Impact plans (iii) are written for each Year group based on data analysis and the needs of the children. Each plan carefully demonstrates clear actions with well-defined success criteria – these plans are regularly monitored and evaluated through annotation to demonstrate progress for all the school's stakeholders.
- Performance management is clearly linked to improvement priorities in English and mathematics. All staff are set targets that link to the Impact plans and are linked to the progress of targeted groups of children. This ensures that all staff are accountable for the achievement of their children.
- The Governors have an accurate account of the school's current performance and its priorities enabling them to challenge the Senior Leadership Team and hold them accountable.
- The school promotes equal opportunities through its ethos and inclusive policies that are demonstrated around the school.

2. Analysis of the assessment of student performance in English and mathematics

- Formative assessments are on-going through an effective marking and feedback policy.
- Pupil's performance is measured through achievement against age-related milestones (Chris Quigley curriculum) – this uses common learning objectives for all year groups and carefully tracks progress.
- Teacher assessment data is carefully analysed and is undertaken at different times of the year by different key staff. All staff have a good understanding of their own class data. From this data staff identify which children require further support, differentiation, additional resources or alternative groupings.
- Summative assessment is collected through a range of published tests (QCA, NFER, Testbase) and national testing. All data is analysed by subject leaders to identify gaps and trends.

- Each term, the assessment leader compiles a whole school report to be shared with staff which will look at the progress of year groups, individual children and named performance management children.
- Moderation takes place for mathematics and English across a cluster of local schools and with the Local Authority, which ensures that judgements made are secure and impacts on raising standards.

3. Target setting for improvement of performance in English and mathematics

Maths Lead

- Formative Assessments occur through Rising Stars, and tracks the children through the SIMS numerical system, this generates progress and attainment. Teachers analyse the progress of different groups and targets are set for each child.
- Children's targets and progress against them are shared with all staff and parents through consultation meeting where underperformance is identified and barriers to learning are discussed. Planning is then adjusted, and the curriculum is adapted to ensure that these individual children make progress.
- Evidence from children's books show they are given many opportunities to peer and self-assess. This enables children to check if they have achieved the learning Objectives set.
- Performance Management objectives are linked to individual pupil progress and target setting. This ensures that all staff are accountable for the progress of their children.

4. English and mathematics for all groups of students

- The SENCo has overall responsibility for monitoring planning, progress and implementation of strategies for children with additional needs.
- Individual plans are created for individual children's needs and targets and interventions are carefully monitored to record individual pupil progress. The Birmingham Continuum Tracker is used to track progress and identify targets.
- The school supports a broad and rich curriculum through the Arts and participating in sports, and this provides opportunities for all children to 'shine' and develop their interests and skills especially developed through its enrichment programme.
- On-going staff training reflects the needs of children and the strategies and interventions used throughout the school.
- The SENCo is undergoing renewal accreditation in order to ensure that up-to-date information and 'good' practice is shared with all.
- The school is 'Dyslexia' and 'Autism' friendly and provides a range of resources to help these children by adapting the curriculum.

5. Review of the progress made by all groups of students in English and mathematics

- All stakeholders are aware of the different groups of pupils within their class e.g. SEN, Pupil premium.
- The progress of groups is reviewed regularly and these are updated by class teachers, reviewed by Inclusion manager and discussed in Pupil Progress meetings with SLT

- Moderation processes occur in house by looking at the data of identified children. Information is shared at staff meetings to plan new strategies. Critical analysis takes place and as a result practice is improved.
- Monitoring processes include planning and book trawls (moderation) and learning walks. Link governors for English and mathematics examine progress, planning and expectations. Reports are generated and shared with the Full Governing Body.
- Daily assessment by teachers and children through self and peer assessment enable individual progress to be monitored and next steps to be set.

6. A commitment to improving the skills of all staff in the application of English and mathematics in the school

- Professional development opportunities are identified through the staff's performance management objectives. Whole school as well as personal professional development are taken into consideration when identifying needs.
- An overall CPD plan is in place that reflects the school's priorities and needs. For example, there has been recent training on autism reflecting the needs of some individual children.

7. The use of a range of teaching approaches and learning styles to improve English and mathematics

- The library and reading corners have been developed in all classrooms to encourage the children to access books and develop a 'love of reading'.
- Separate areas are used to support the teaching of intervention groups for each year group. They are well resourced and provide excellent support for targeted children.
- There is a whole school focus for progress to be based on the 'Depth of learning' rather than just the quantity of information.
- A wide variety of teaching styles are used to address learners needs. Visual, auditory and kinaesthetic approaches feature throughout their teaching.
- Planning shows differentiation for all groups of learners including those who are more able and those that require additional needs.
- Opportunities in writing are developed through a cross-curricular approach.

8. The use of appropriate teaching and learning resources to improve English and mathematics

- The physical environment and displays are used effectively to stimulate, support and reinforce understanding and celebrate learning. 'Working Walls', displays and other visual resources provide a range of strategies to help the learning process.
- Assessment for Learning strategies are consistent throughout the school. The use of highlighters is used by both teachers to show children that they have achieved a learning objective and to identify how they could improve their work.
- Targets are displayed at the front of children's English books identifying the objectives achieved through work completed. New targets are set every term and children highlight these in their work.

- Technology is readily available to support and engage children and is used effectively to support the development of skills.
- An emphasis on verbal feedback has been developed throughout the school to support the children's learning further.
- Examples of good quality writing are on display throughout the school celebrating children's work and showing 'What a good one looks like'.
- The Children's SEF is a powerful tool that enables them to analyse the school's practice and gives them the opportunity to put improvements forward. This has resulted in changing whole school practice for example a change to 'Big Write'.
- Enrichment afternoons provide a range of subjects and skills for the children to access. Languages, film animation, a range of arts, music and sports are provided to extend the breadth of the curriculum.

9. The involvement of parents and / or carers in developing their child's English and mathematics

- Homework for English and mathematics is given on a weekly basis, this is supported by an online resource - 'Times-tables Rockstar's' and 'MyMaths' which has recently brought a competitive element to learning multiplication facts.
- Reading journals are used to promote communication and support reading comprehension.
- Parents evenings occur twice a year and the school operate an open-door policy where targets and progress are shared with both parents and children
- Parents come in to the school share curriculum coverage and workshops are organised to support both English and mathematics throughout the year. The workshops include phonics, curriculum information on strategies used and SAT's support.
- A range of events, concerts and sporting opportunities are in abundance. Both parents and children commented that this was a strength of the school.
- Communication is strong, and questionnaires are sent out to parents once a year, giving opportunities to feedback if they wish.

10. An effective procedure for monitoring, planning and assessing performance in English and mathematics

- The Governors have a good understanding of progress against the school's priorities through its monitoring of its Improvement Plan. The plan is risk assessed through annotation and this has impacted on rapid progress being made against its priorities.
- All governors have access to training which enables them to extend their individual knowledge and to become more effective in their roles.
- The governors through their Standards Committee, analyse data, discuss contextual information and carry out Learning Walks. This enables them to have first-hand knowledge of current practice and issues facing the school and ask challenging questions.
- An audit tool has been used by the governors to identify strengths and areas to improve.

Secondary Quality Mark - Element 11 (*Provision to enable students to gain appropriate national accreditation in English and Mathematics*).

A brief summary of the strengths/ developments since the last visit.

The Deanery Primary is an Outstanding school with a strong Christian ethos and caring atmosphere and the Head Teacher and the Senior Leadership Team provide strong leadership. There was a wide range of evidence across the ten Elements to renew this Quality Mark. There will be an interim visit in 18 months' time and a full review in three years' time – well done!

Additional Comments or action (if applicable) *Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.*