

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name Beeches Infant School

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Alliance BSQM Assessor Nigel Edge

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Visit date 15th March 2018

Purpose of Visit	Renewal Assessment
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The Assessor spoke with the following people

Headteacher and/or Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager YES
SENCo NO	Pupil representatives YES	Governor representative(s) YES	Parent representative(s) YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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The previous development points have been considered have been implemented

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

- To refine the tracking criteria for the mastery maths curriculum.
- To embed effective questioning for all teaching and support staff to achieve pupil independence.
- To enhance play facilitation within our outdoor provision in EYFS.

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

There is a warm welcome from the moment you enter the school. The Head Teacher together with the Deputy Head Teacher and the Leadership Team demonstrate a clear vision for the role the school plays in the education of the whole child. The school has developed a balanced curriculum that encourages all the children to become independent learners. The social, emotional and academic development of each individual pupil is an important focus. The school has invested in pastoral support and the children and their families are well cared for by the pastoral support worker under the direction of the Leadership Team. The displays are of a standard that reflects the quality of the work taking place in the school and all classrooms have working walls that support learning. The staff, both teaching and non-teaching have good relationships with the pupils in their care and this was evident in the pupil's attitude to those around them and their learning. Everyone with whom I spoke commented on the positive ethos within the school and numerous comments were made about the friendly atmosphere. Parents commented, "Beeches School is a supportive and caring environment, where children learn and the teachers enable the children to leave the school with confidence in their own ability." There is a firm commitment to creating a caring environment, where individual needs are met.

There was a range of different teaching styles, which were demonstrated as being effective. Children were very clear of expectations and there was evidence of differentiation and challenge and the children are encouraged to be involved in their next steps through both verbal and visual prompts. A positive feedback and marking system is in place and has recently been reviewed and updated. Teachers' marking gives pupils a good idea about how well they are doing and how they can improve their work. The children articulated their enthusiasm and appreciation for the school. During discussions with children they were happy to talk about how they enjoyed coming to school and felt valued by all their teachers. They understood the routines found across the school. They talked about the way they worked in the classroom. They understood about Learning objectives and understood the marking policy and explained how they used the verbal feedback by teachers to help them move forward.

Staff have high expectations of pupil's performance and continuously seek new practice to improve and build on this, promoting independence. Assessment is continuous and informs planning with a range of assessment strategies used. This is an information rich school where data is interpreted and used effectively to personalise individuals learning opportunities. Pupil Progress meetings ensure that pupil progress is maintained and that any interventions are timely and appropriate to the individual's needs. This data gives a picture of strengths and weakness for individuals and this information is used to inform future planning, learning and teaching. Maths, Writing and Reading continue to be the main focus of the School Improvement Plan. Maths improvements are being addressed through mastery, particularly focusing on reasoning and problem solving across the whole school.

The English and Maths leaders are valued team members who work alongside their colleagues to share their skills and develop good and consistent practice across the school. Throughout the visit there was clear evidence of some good inclusive practice. The inclusion agenda is wholeheartedly supported through an ethos of well-embedded values and there are structures and systems in place, to ensure an open dialogue with all stakeholders, to continue

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to improve the experiences for all pupils. This is driven by the SENDCO. The school supports pupils across the school in a variety of ways: one-to-one in-class help and withdrawal groups. Pupils are keen to learn and are happy to be a part of any withdrawal group. Staff are aware of what is required to help the children achieve their potential. The atmosphere is calm, purposeful and focused on learning. The intervention programmes that have taken place have had a positive impact upon learning. All pupils are provided with educational experiences both on and off the school site, supported by out of hours clubs that are fulfilling and challenging so that every pupil can reach their full potential with enthusiasm and confidence.

Pupil Premium funding is used to employ additional staff in order to improve opportunities for personalised learning and accelerating progress across the school. This enables staff to focus on the individual and group needs of disadvantaged children. As a result the gap between pupil premium and non- pupil premium children has narrowed.

The school is participating in the Rights Respect schools award (RRSA), which provides a framework for pupil participation based on the UN Convention on the right of the child. This is embedded in the curriculum. The staff work with the children in an inclusive way to ensure that their views are heard and valued in decision-making. This is aimed at boosting their sense of security and their self-confidence. This opens the way to developing and applying the skills, language and concepts that empowers them to claim their rights and to advocate for the rights of children everywhere. There is a firm commitment to creating a caring environment, where individual needs are met.

Many strengths have been identified at this visit, including the following:

Element 1 - A whole school strategy and planning to improve performance in basic skills

Strengths:

- The School Improvement Plan is a clear and informative. Priorities are identified through a thorough evaluation of provision and standards.
- A Teaching and Learning policy linked to the Feedback and Marking policy is in place, both of which are reviewed and monitored regularly along with all policies and, more importantly, practice to ensure good learning.
- Basic skills are a focus for all monitoring of the quality of teaching and learning led by the school leadership team. The SLT and other leaders lead INSET for staff in basic skills with a specific focus on the areas for improvement identified through monitoring and data analysis. Regular SLT meetings are held to evaluate the impact of School Improvement Plan.
- Support programmes for underachieving children have clear impact.

Element 2 - An analysis of the assessment of pupil performance in basic skills

Strengths:

- The analysis and comparison of teacher assessment and test results assists the school in monitoring the learning across the school.
- Assessments are detailed and thorough, and include expectations for all children.
- There is a moderation programme to verify teacher assessment; this includes working with other schools within the local area.
- Pupil progress meetings are held with all teachers highlighting both achievement and

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- attainment on a regular basis and are part of a rolling programme.
- Book scrutinises are carried out and also cross-referenced with planning.
 - Children across the school use self and peer assessment as part of the wider feedback on learning policy.
 - Children respond to feedback by making small improvements. (gap tasks)
 - Pupil progress meetings monitor pupils' progress; data is examined and children's progress is discussed - with a focus upon underperformers and as a result of these analysis actions are then generated.
 - Early Years staff have used baseline assessment and Development Matters criteria to assess children on-entry, track progress and have robust moderation with other schools
 - Regular moderation takes place between year groups.
 - EYFS GLD for this year was 58%, this has shown an improving trend. The school has focused on improving attainment levels across the school. The 2017 KS1 phonics screening result were above the national figure at 84%. In Key Stage One, they achieved working at the expected level in the following: 77% in Reading, with 71% in writing and 73% in Maths. This academic year the data indicates that the majority of children are making good progress and the majority of the pupils across the whole school are set to meet their target.
 - At the end of KS1 2017 the gap for disadvantaged pupils was broadly in line with national DA and significantly above in writing: Specifically, at expected levels in maths -3% writing +5% and reading +1%

Element 3 - Target setting for the improvement of the school's performance in basic skills

Strengths:

- Targets in the core subjects are set for all cohorts, with progress being tracked throughout the school year. Teachers' marking gives children targets and next steps to move learning on.
- Targets are set for individual children, in need of extra support are based on their learning needs as identified through on going assessment.
- Talk for Writing has had a positive impact on learning and progress.
- Discussion with the leadership team clearly emphasises the commitment to the development of the basic skills across the school.

Element 4 - Basic skills improvement planning for pupils underattaining and/or underachieving

Strengths:

- The school has very clear well managed support and intervention strategies for under attaining and/or underachieving pupils.
- Targets are set for reading, writing, speaking and listening and maths reflecting assessment as required for individual children.
- Teachers' planning takes into account those children who may need extra support and the differentiation they may need. This may be in different forms and may be individual or within groups.

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- The Teaching Assistants play a role in supporting all pupils, with particular emphasis on specific groups and individuals.
- All classes have identified both under attaining and underachieving children to target with intervention opportunities. Both teachers and TAs lead intervention groups
- Support plans for individual pupils are written by class teachers using the continuum to set targets in conjunction with advice from outside agencies for those children with complex needs.
- All children identified as SEND have either needs based plans or individual learning plans. Where appropriate for the identified need, plans contain specific targets for development of basic skills. SEND children's parents are informed of their child's specific needs and the provision being put into place by the school through specific meetings and parent evenings. Parents are kept informed of progress towards targets agreed. These targets are reviewed and amended each term and shared with parents. Children with EHCP also have an annual review to discuss progress towards agreed targets.

Element 5 - Regular review of the progress made by pupils underattaining and /or underachieving in basic skills

Strengths:

- Children's progress is discussed at termly pupil progress meetings and decisions are made about groupings and intervention for children underachieving.
- Each term children's levels are decided using a combination of testing results and teacher assessment. These are put onto "O track" and are analysed. Children who are under attaining or underachieving are identified and highlighted according to whether they have made progress since the previous term.
- Children's progress in writing is assessed using the writing standards. They are assessed against age related expectations. The results of these assessments inform teachers planning and set targets for the next assessment.
- Children are also assessed against a set of age related year group targets in maths.
- Beeches School believes that strong links between parents and the school can only benefit the child as they see the two working together for their benefit. The school believe children at all levels of ability achieve to a greater extent when they know that everyone is concerned and willing to support them.

Element 6 - A commitment to improving the skills of staff to teach and extend basic skills

Strengths:

- The school is working collaboratively with other local schools (TALKing Heads, BEP), which provides staff with CPD opportunities and the opportunity to share expertise. The school is involved with BEP reviews, which has provided the HT & DHT with leadership CPD and has provided the school with targets to further improve. This has led to more robust monitoring of pupil premium interventions and expenditure.
- Staff CPD needs and opportunities are well planned. An example is Maths mastery training programme 6 x 2hr twilight sessions for teaching staff.

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- Training needs of all staff including support staff are identified and addressed.
- There is a training plan for all staff based on the School Improvement Plan.
- Both teaching and non-teaching staff are fully involved in CPD and have clear opportunities to develop their knowledge and expertise across the basic skills, including in house training from the English and Maths leaders. This ensures a whole school approach and gives a clear focus for future monitoring. Consistent reviews of White Rose Maths and Talk for Writing reflecting on good practice ensure a consistency of teaching in the classroom.
- Appraisal is linked to pupil progress and assessment data.

Element 7 - The use of a range of teaching approaches and learning styles to improve basic skills

Strengths:

- A range of teaching and learning styles are clearly evident. The curriculum is stimulating and engaging, including a wide range of visits and visitors to support learning.
- The classroom displays include maths and English learning walls which are used on an interactive basis within lessons.
- All provision is well planned and pupil progress is thoroughly assessed, with good communication with parents, through newsletters and regular meetings, including reports on children's achievement.
- Forest school has had a positive impact, particularly in areas such as pupil engagement, self-esteem and team work. It provides an ideal opportunity for pupils to develop social skills, work collaboratively and solve problems in real life situations.
- A variety of extra-curricular clubs have enriched pupils' experiences and given them the opportunity to practise skills
- Homework is in place across the school, differentiated appropriately and valued by parents. Homework is age appropriate with a variety of online activities to support learning. e.g. Bug club.

Element 8 - The use of appropriate teaching and learning materials to improve basic skills

Strengths:

- The learning environment is supportive, e.g. learning prompts for English and Maths can be found in all the teaching areas and this is supported with a number of resources, which are used to supporting learning effectively.
- All classes use the library regularly, as all children are encouraged to read widely for pleasure.
- There is a balance of learning prompts, celebration of pupil achievement and motivational material in the classwork. Learning is also displayed in the corridors.
- Learning walks take place throughout the year, by both SLT and Governors. The Learning Environment is assessed as part of lesson observations.
- The Outdoor environment is used to enhance the learning. A new outdoor stage/interactive learning zone has just been introduced to add to the exciting outdoor provision.

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- ICT is integrated into classrooms all classes have 6 laptops throughout the day and 2 dedicated iPad sessions.

Element 9 - The involvement of parents and carers in developing their child's basic skills

Strengths:

- Parents are well informed about basic skills provision in the school.
- Parents feel valued and are very pleased with relationships and communication between school and home.
- The school has an open door policy where parents are able to speak to class teachers on the door at the beginning and end of the school day.
- Parents are very supportive of school and the majority seek to support their children's learning by assisting with homework, reading, attending school events and parent's evenings
- Parents are very well informed about their child's progress and about children's transition from class to class.
- Workshops take place on a regular basis.

Element 10 - An effective procedure for monitoring planning and assessing improvement in performance in basic skills

Strengths:

- Governors are well informed about planning for, and assessment of, basic skills.
- The Head Teacher updates the SEF as part of a rolling programme and produces good reports to keep the governing Body fully informed.
- There is a very thorough monitoring programme in place.
- The Governing body challenge the Senior Leadership Team.

Summary:

Congratulations to the whole staff team for their daily, good teaching of basic skills. The school was well prepared for the visit. Beeches Infant School continues meet the standards required for the Basic Skills Quality Mark.

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