

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name Longford Primary School, Cannock, Staffs

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Alliance BSQM Assessor Elaine Stevens

Visit date 22/06/16

Purpose of Visit	Interim Support and Review
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The Assessor spoke with the following people

Headteacher and Deputy YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES as part of my walk	Governor representative(s) NO	Parent representative(s) NO

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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Current development points :

- To continue to promote consistent use of marking policy.** The school has implemented policy and practice with CPD for all staff within the school. Senior leaders monitor practice through work scrutiny with clear evidence of the impact on attainment and progress. I was able to see evidence in children's books. Teachers are trialling "Fix-It Time" which enables children to have quality reflection time to respond to teacher comments on their work. During conversation it was decided to keep this development point until the renewal visit to enable senior leaders to see consistency across the whole school, particularly with a focus on Maths.
- To continue to promote progress in EYFS, including the teaching of phonics.** EYFS has been through a period of change and there is now new leadership in place. During our conversation with the lead teacher I was impressed with her knowledge of EYFS pedagogy. She has implemented significant change which is now evident in data (2014

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GLD 49%; 2015 GLD 69%; 2016 GLD 76.7%). The teaching of phonics has been successfully embedded in daily practice and the success is evident in Y1 phonic data which continues to improve over time. During our conversation it was agreed that this development point has been very successfully met.

- 3. To continue to secure literacy skills and promote pupil achievement in writing.**
There was clear evidence during my visit of the whole-school focus on literacy and in particular in writing. Examples of high quality writing was on display across the school and is a direct result of the CPD focussed on raising attainment in writing. Senior leaders now need time for the strategies to embed in practice across the school and evidence of progress over time to be seen. During our discussion it was decided to retain this point until the renewal visit.
- 4. To develop teaching and learning in Maths through the use of the Numicon resources.** The school has made the decision that Numicon no longer meets the school's needs. Senior leaders have introduced the Local Authority scheme of work which is helping staff to plan more effectively and to ensure coverage. The whole-school focus is on the practical application of maths and this will remain until the renewal visit.

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

See above

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

The school has made significant improvements since the previous visit in all aspects of the Basic Skills elements. Support and training for middle leaders enables them to now, very effectively monitor and evaluate the provision and practice. This is now a strength of the setting.

Changes within the EYFS have had a significant impact on the attainment of the children as seen in the data and in evidence seen during my learning walk. There is a very stimulating learning environment in place for the youngest children at Longford Primary School and this will ensure that all children have the very best start to their education.

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

- There is a strong commitment from senior leaders to ensure that the school not only meets the educational and emotional needs of all children, but also instils in every child a desire to achieve above their expectations. There is a strong focus on creativity and independence and with an improving quality of teaching observed across the school, attainment continues to improve over time.
- Senior leaders are monitoring the progress and attainment of all groups and interventions are quickly put into place. There is evidence in data and children's work of the impact of their input.

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- The school has devised their own assessment system and this very effectively identifies progress and attainment for all groups across the school.

Element 4, 5 (relating to underachievement / underattainment)

- There is a plan for interventions across the school which is closely monitored by the SENCO. She works closely with the class teacher to look at the impact of the provision and is line manager to the support staff. This team is very effective in the identification and support for identified children. A wide range of support programmes ensures that children's needs are met very well.
- There are strong partnerships across the family of schools and with outside agencies who support the children and families.
- A whole-school focus on phonics and spelling has had a significant impact on the attainment of all groups due to the CPD and support given to all staff to raise skills and knowledge. The school is anticipating an improvement in data as a result of their hard work.

Element 6, 7, 8 (relating to teaching and learning)

- The teaching of a cursive script begins in nursery and is carried through the school. Handwriting is timetabled and valued by the school as an important skill. This was clearly in evidence during my walk around the school, with examples of high quality writing on display to celebrate achievement and also to motivate others.
- The quality of teaching has improved steadily over time with the impact now being seen in the data presented during our discussions. Assessments used by the school reflect progress and attainment with challenges set for the children to aim higher.
- The whole-school focus on writing includes the introduction of "Kung Fu" punctuation - which children took great delight in showing me! The school very skilfully uses elements of a number of commercial resources and adapts them to the needs of the children. These were seen during my walk and clearly impact on the quality of the writing in books and on displays.

Element 9 (relating to the involvement of parents and carers)

- Parents are actively involved in the life of the school. The "Come and Create" events are held regularly across the year and are greatly enjoyed. I particularly liked the Achievement Tree where parents can add their own comments, making them feel involved in their child's learning.
- Parent Questionnaires are very positive and the majority of parents value the work of the school. They are kept informed of their child's progress. Staff know their parents very well indeed and positive relationships have been built up over time.

I enjoyed my learning walk very much - the two Year 6 students were very complimentary about the school. They showed me around the school with confidence and good humour...please pass on my thanks to them both.

There has been significant and rapid progress in a short time at Longford Primary School and the emotional and social needs of every child are met extremely well with lively, confident and enthusiastic learners across the whole school.

I enjoyed my visit very much. Thank You.

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