



**Quality Mark**  
Supporting and celebrating continuous improvement

**T R I B A L**

## Basic Skills Quality Mark (BSQM) – Visit Feedback Report

**School name** Longford Primary School, Cannock, Staffs

**Headteacher** Mrs Helen Hedar

**School and/or HT email** headteacher@longford.staffs.sch.uk

**Tel no** 01543

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**Alliance BSQM Assessor** Elaine Stevens

**Visit date** 10/01/18

<b>Purpose of Visit</b>	<b>Renewal Assessment</b>
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The Assessor spoke with the following people

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

<b>'Learning Walk' completed?</b> YES	<b>Relevant evidence-base reviewed?</b> A very detailed range of evidence which helped the assessment process. Thank you.
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### Previous development points:

- To continue to promote consistent use of marking policy.** Leaders have seen improvements over time across basic skills and there is clear evidence in children's work of staff using the agreed systems consistently within the school. It was agreed that this development point had been successfully met, however marking will continue to be a focus as new staff have joined the school.
- To continue to promote progress within EYFS.** This development point was successfully met at the interim visit. EYFS is a very high quality provision, with the leader effectively monitoring progress and attainment of all groups. Data shows significant improvement over time, with evidence in children's Progress folders. The learning environment both inside and outdoors enables all children to explore and investigate. EYFS continues to be a strength of the setting.

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3. **To continue to secure literacy skills and promote pupil achievement in writing.**  
There is clear evidence in children's books, the "Awesome Authors" displays across the school which record the progress of writing during the year and in progress data of a steady improvement over time. Whole school CPD and LA support are helping to raise the quality of teaching and learning which is reflected in the quality writing I was able to see during my visit. Although the focus on writing continues to be a focus for the school, it was agreed this particular development point had been effectively met.
  
4. **To develop teaching and learning in Maths through the use of the Numicon resources.** Staff trialled the resource and it now forms part of the materials children access to support their learning. However, the scheme did not meet the needs of the school and the decision was made to implement the White Rose materials into school. These are now embedded in practice with data reflecting the continued increased attainment over time. It was agreed during our discussions that this development point has changed from its original form, but the impact of whole school focus on raising standards in maths has been effectively met.

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

1. To continue to support the teaching of maths through the wider curriculum, in particular within the Science curriculum. Using the STEM materials leaders will ensure effective coverage of all areas of the maths curriculum. At the renewal assessment, leaders will be able to demonstrate the impact of these strategies, both in children's maths work and also in science work. ( Elements 6,7)
  
2. To further develop the focus on raising the attainment of boys writing skills across the school, beginning within the EYFS with the further enhancement of the outdoor spaces to encourage writing opportunities and embedding throughout the school the benefit of writing for a purpose. This will include the use of technology to support literacy following recent whole-school training. At the renewal assessment senior leaders will be able to demonstrate the impact of the strategies on outcomes for all children and specifically of boys. ( Elements 4, 5 , 7,8)
  
3. To continue the focus on raising the attendance of children which is having a negative impact on the outcomes for every child, but specifically SEN children. The SENCO is trialling a range of strategies aimed at increasing the attendance of focus children and at the renewal assessment the SENCO will be able to demonstrate the impact of improved attendance on outcomes for this vulnerable group of children.  
(Elements 4 and 5)

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

The school will be converting to Academy status Summer 2018 and will become part of a larger group of schools. This will enable the school to continue its journey, being able to share its good practice and to learn from other settings. Leaders at all levels are excited at the challenges ahead, with the governors committed to continue the school's improvement journey.

The Early Years provision continues to be a strength of the setting. The learning environment is vibrant and exciting, with the progress and next steps for every child very effectively tracked by staff. The EYFS lead continues to provide a very high quality provision for the children in her care and I am confident the trust schools will benefit from her expertise. Longford Primary school continues to be a caring and supportive environment for children and families, most particularly the more vulnerable families with specific needs. The parent I talked with praised the staff for their commitment to the children, being aware of their needs and having strong links with home. Children were very keen to tell me how the staff help them, particularly children who needed extra help. This partnership is helping every child to flourish and grow. I enjoyed my visit very much. Thank you for making me so welcome.

### **Elements 2, 3, 1, 10 (relating to Assessment, Target-setting, Planning, Monitoring and evaluating impact)**

- Governors and senior leaders are committed to the continued support for the needs of children and families at Longford School. The decision to convert to an academy as part of a multi academy trust will enable the governors to continue in their role, but add the support and guidance from within the trust. This will enable the setting to move forward in its provision.
- The evidence shared with me during my visit enabled me to see the effectiveness of the tracking process, with strong evidence within the EYFS of data being used very effectively to enable children to make accelerated progress.
- There are clear roles and responsibilities in place to ensure progress and attainment is monitored and evaluated. Moderation both in-house and with external partners enables judgements to be accurate and support children's progress. Within each class the working walls are being used very effectively to support learning. The "Awesome authors" displays reflect the children's progress during the year, giving clear evidence of the quality of writing from all ability groups.

### **Elements 4 and 5 ( relating to underachievement / underattainment)**

- Current data reflects the pattern of need across the school, with the large majority of children on the SEN register having moderate learning difficulty. A significant number of children have social and emotional needs which the school is supporting through their nurture provision which operates across both key stages. This is making a positive impact on children's well-being and enabling them to access the curriculum more effectively.
- The SENCO leads and monitors the work of the support staff, who have their own Performance Management process with targets to work towards. The support staff are valued by senior leaders and I was able to see the possible impact of their input

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across the school. The children I talked with felt the support staff helped those children who needed extra help and were full of praise for their work!

- The school uses "Reactive Intervention" in the afternoons, with support staff working within the classrooms, enabling the class teachers to work with focus children identified during the morning basic skills sessions. The SENCO is monitoring the strategy on outcomes.

#### **Elements 6, 7, 8 (relating to teaching and learning)**

- The school has developed a "Reading Army" of volunteers, supported through the Business in the Community project. The volunteers are providing the valuable opportunities for children to read with an adult. The school is using the Read, Write, Inc phonic resource from Nursery and into Key Stage One. Data has shown a significant improvement over time in the Year One phonic tests. There is a focus on the application of phonics in writing once children have completed the programme.
- I talked with the Maths leader who shared the continued improvements in outcomes over time. The use of the White Rose resource is supporting staff in effectively meeting the needs of all ability groups, with the impact seen in children's confidence in areas of data handling, reasoning and problem solving in particular. She monitors progress and attainment very effectively and makes good use of the PUMA tests and weekly assessments to ensure children are making expected progress.

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

- This continues to be a strength of the school. The school has a significant number of Pupil Premium families (over 30%) and is working closely with partner agencies and parents to ensure the emotional and social needs of the children are being supported. The school provides the care and support that vulnerable families need. Attendance continues to be an important focus for the school, with many of the children on the SEN register failing to access their education through poor attendance. The SENCO and her team are working closely with families to ensure vulnerable children come to school.

**Thank you for a very enjoyable visit. I continue to be impressed with your caring attitude towards children and families within your school and I look forward to my next visit.**

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