

Basic Skills Quality Mark Programme – Visit Feedback Report

School name St Peter's C of E Primary School

Headteacher Mrs B Flitcroft

School and/or HT email stpeter@sthelens.org.uk

Tel no 01744678630

Alliance QM Assessor Mr David Woodhouse

Visit date: 7th February 2014

Purpose of Visit <i>(delete as appropriate)</i>	Renewal Assessment
--	---------------------------

The Assessor spoke with the following people

Headteacher and/or Senior Leaders	Literacy Subject Leader	Numeracy Subject Leader	Assessment Manger
YES	YES	YES	YES
SENCo	Pupil representatives	Governor Representative	Parent representative(s)
YES	YES	YES	YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
---------------------------------------	---

- Suggested areas for development in preparation for the next Quality Mark visit:**
- Continue to implement new technologies to enhance learning and develop pupils' skills as independent learners.
 - Continue to develop strategies that encourage pupils to read a wide range of authors for pleasure.

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

- The school has a very effective system for tracking pupil progress. A unique feature is the progress graphs that Key Stage 2 pupils have in their English, Maths and reading books which show the trajectory of their progress in terms of sub levels. The two lines of trajectory compare the national expectation of progress (two levels during Key Stage 2) with the aspirational expectation of progress at St Peter's (3 levels of progress.) Class teachers have dedicated time each term to discuss individually with pupils the progress they have made referring both to their progress graphs and work in their books. The visual representation of expected and aspirational progress is also used on parents' evening to explain children's progress. This is a unique example of best practice (Element 1 and 2)
- Pupils' can record their progress towards achieving a sub level by gaining stickers when they master a specific skill within that sub level. The sticker goes on a learning ladder in their books until all the rungs are full. This is an attractive and visual way of indicating small but significant steps in learning. (Element 3)
- Pupil's progress books clearly demonstrate progress over time. Starting in Reception and continuing until the end of Year 6, a piece of work is selected to be included in each term in each pupil's progress book. As well as demonstrating progress this book is a wonderful record of each child's educational experiences throughout their time at St Peter's. (Element 10)
- In September children in each year undertake an age appropriate assessment in English and Maths which enables the school to identify if any pupils have regressed over the summer holidays in aspects of their knowledge and understanding so the school can then take any necessary corrective action. (Element 5)
- The school has a comprehensive intervention programme which targets both pupils who may need additional support to make expected progress and more able pupils to support them in achieving their full potential. A senior leader in the school both co-ordinates these programmes and teaches on a number of these intervention programmes. The approach to intervention is an example of best practice. (Element 4)
- The progress of pupils with special educational needs is tracked with the same detail as for other pupils and well-tailored interventions are provided through provision mapping to ensure they achieve their full potential. (Element 2)
- Younger children in both Early Years and Year 1 are well supported and develop as confident writers. For example children exploring the story of 'The Three Little Pigs' were happily engaged in a range of independent and adult supported activities that helped them to understand story structure including: retelling the story with an adult using pictures on the interactive whiteboard; acting out the story with pig and wolf masks supported by adults; building a house that couldn't be blown down and sequencing pictures from the story and writing their own captions to the pictures.

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

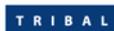
www.qm-alliance.co.uk

(Element 8)

- The school has a guiding principle that all writing should have a purpose and that young children should have many opportunities and readily available resources to write both indoors and outdoors. Children enjoyed writing just before Christmas to the elves, who assist Father Christmas, and then receiving a reply. Reading and writing are well supported by opportunities to talk which is supported by additional adults. (Element 7)
- The school has focused upon providing increased opportunities for extended writing across the curriculum. Some good examples were seen in History from upper Key Stage 2 pupils who had written some moving poetry about soldiers surviving in the Second World War. Their poems displayed both a good knowledge of history as well as understanding of the thoughts and feelings of soldiers at that time. (Element 7)
- Different year groups in Key Stage 2 have pen pals and regularly exchange letters with pupils in schools in other parts of the country. As well as providing a purpose for independent writing this activity also provides opportunities for pupils to learn about different communities and cultures to their own. (Element 7)
- Children were very positive about studying different aspects of maths and why it was important to know about maths in everyday life. Pupils have a Maths Activity book which records through calculations, prose and photographs the various applications of maths they have undertaken. The photographs capture the sense of enquiry and fun the children experienced during these activities. This is an example of best practice. (element 7)
- The school invites visitors into school to talk to pupils about aspects of maths, including place value in everyday life. For example a visitor from the Chamber of Commerce showed pupils her payslip and explained that she hoped to buy an expensive pair of shoes at the end of the month when she was paid. At first glance of her pay slip she seemed to the children to have plenty of money to do this but she then pointed out that they would have to subtract her monthly outgoings. Having done subtracted the regular bills and food costs and realising she couldn't afford the shoes this month the pupils worked out how much she would need to save and how long it would take. Pupils not only applied their maths but also learnt about the need to budget and save. (Element 8)
- In pupils' books there were some good examples of pupils not only solving mathematical word problems but also devising their own similar word problems for other pupils to solve. This was increasing their understanding of the importance of mathematical vocabulary such as 'estimate' and 'now calculate'. (Element 7)
- The school's implementation of new technologies has included training for staff so that effective planning for learning outcomes accompanies the pupils' obvious enjoyment. For example, children in Year 4 who each had a mini-i-Pad were using software called 'The Epic Citadel' which, in realistic 3D, enabled pupils to direct where

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk



www.qm-alliance.co.uk

they wandered through the medieval streets of the citadel. This activity was accompanied by a teacher-led activity which extended the pupils' vocabulary. A final activity required the pupils to write a description of settings such as the marketplace and castle walls. Children were also very enthusiastic about using the 'Angry Birds' software which required the application of their maths skills. (Element 6 and 8)

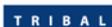
- Some members of staff have been trained in Philosophy for Children which is currently being introduced throughout the school; this will undoubtedly develop children's ability to present a measured point of view and respond to the views of other pupils. The thinking skills work being developed by the Year 6 teacher has great potential to develop children's ability to explain and justify their views when speaking. (Element 7)
- The school has established good communication with parents through a variety of methods including newsletters that parents can receive as an email. A parent governor said the walks organised by the school were popular as they were both educational and an enjoyable social activity for the family. (Element 9)
- Most recently the school has established a Twitter account which enables a senior teacher to tweet to parents who may not be able to get into school during the school day information they can receive on their smart phone or tablet including news about whole school events, class activities and examples of pupils' work. (Element 9)

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

 niace
promoting adult learning

 The
Basic Skills
Agency

 TRIBAL

www.qm-alliance.co.uk