

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name	Knypersley First School Biddulph, S.O.T ST8 6NN		
Headteacher	Executive HT - Mrs A. Rourke Associate HT - Mrs L. Goodyear		
School and/or HT email	office@knypersley.staffs.sch.uk headteacher@knypersley.staffs.sch.uk	Tel no	01782 297900
Alliance BSQM Assessor	Elaine Stevens	Visit date	9/11/16

Purpose of Visit	Initial 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 YES	Pupil representatives YES as part of my learning walk	Governor representative(s) YES	Parent representative(s) YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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Knypersley First School is a dynamic and inspiring setting with staff who are passionate about the children in their care and who work extremely hard to meet the needs of every child. During my visit I was privileged to see children engaged in their learning, showing self-confidence and resilience. A creative curriculum and stimulating learning environments enable children to explore and experience learning opportunities within a safe and caring setting.

It was an absolute pleasure to spend time in your school - thank you for making me so welcome.

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 provide high levels of challenge within the planning to effectively meet the needs of all groups within school and to inspire every child to achieve. For leaders at all levels to monitor and evaluate the impact of this strategy over time on the progress and attainment for all children. (Elements 1, 10, 7)
2. To embed recent changes made to the Maths curriculum provision and for leaders to monitor outcomes over time for all groups of children across the setting. (Element 7, 8)

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

The provision and practices for the support of SEND pupils is of exceptionally high quality. The tracking and monitoring systems are very thorough, with staff at all levels aware of the ability and potential of the children in their care. Very thorough processes are in place to track progress and the support pathway enables the school to take action swiftly and effectively, to meet the needs of children. I was able to talk with senior leaders and also support staff who work directly with the children and their depth of knowledge and commitment to the children was exemplary.

There is a consistency of practice which I observed during my learning walk across the school which, most certainly has a significant impact on the very high standards in basic skills. All adults have high expectations in the work children produce - from Nursery through to Year 4 to challenge and inspire every child.

Element 2, 3, 1, 10 (relating to Assessment, Target-setting, planning, monitoring and evaluation)

- During my conversation with governors they took time to explain how they are involved in the improvement planning process. School now has a three - year strategy for improvement, with an Action Plan in place which is monitored regularly by senior leaders and governors. There is clear evidence of a strong working relationship between the partners for the benefit of the children and parents.
- The quality of assessment procedures is high quality and very accurately records the progress and attainment of all groups. Staff at all levels are able to very accurately analyse the information to plan the children's next steps. During my visit I was able to share evidence in data, marking of children's work and in conversation with children about their next steps. Whole-school and cross-federation CPD enables staff to be able to meet the needs of all children very effectively indeed.

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- Regular assessments, testing and moderation exercises enable accurate judgements to be made for all groups. The assessment and recording of progress of SEND pupils is very high quality and is led very effectively by the SENCO and senior leaders.
- Senior leaders have rigorous systems to monitor classroom practice, with staff training very accurately meeting the identified needs of all staff. The SIP identifies areas of action following on from the monitoring and evaluation of strategies in place.

Elements 4, 5 (relating to underattainment / underachievement)

- This is a strength of the school's provision. The SENCO and her team of dedicated staff are very effective in the initial assessment of need and the provision put into place is very carefully recorded and monitored to ensure children are making expected progress. I was able to talk to a group of support staff who were very enthusiastic about their work - and demonstrated very effectively, the interventions at work and the evidence of attainment for the children in their care. Accurate intervention maps, planning sheets and pupil evidence files all help staff to show the progress and attainment and the next steps for SEND pupils.
- The school begins with Quality First Teaching, with every class teacher having the skills and knowledge to support their children. Teaching staff then use "Catch-Up" strategies which are clearly identified in planning. If the child is seen to need further support - quality interventions are then put into place.
- Home- School packs are in place for all identified children, which links the home and school practice very well. Parents feel involved in their child's learning. I was able to share the quality of resources which go home to support learning. The support staff ensure high quality learning opportunities can take place at home through the resources within these packs.
- The school works very closely with outside agencies and parents to ensure high quality support is available for each child. CPD is closely linked to the needs of the children, both at Knypersley and the partner schools.

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

- The planning for CPD of all staff is closely linked to the SIP issues and the Performance Management system in place. Support staff are involved in their own Performance Management process which has most definitely had a positive impact on self -worth and value as key partners in learning.
- A dynamic EYFS ensures children receive a firm foundation on which to build as they move through the school. A strong focus on phonics and language is seen in the quality of displays and activities accessible to the children. The "talking hands" resource helps children become independent learners and children were enthusiastic to demonstrate how they work!

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- The new lending library is used by all children and encourages a love of story. There is a story time at the end of every day across the school, where children hear classic stories and rhymes. This strategy, together with the text-based approach to the teaching of literacy is having a positive impact on standards.
- Both the Literacy and Maths leads were passionate about their role and demonstrated the strategies and resources in place and shared the evidence of impact on learning. The rigorous tracking and monitoring of all groups enables leaders to effectively identify areas of focus in basic skills.
- The whole school focus is to ensure high quality writing opportunities are provided across the thematic curriculum. I was able to see examples of writing in classrooms and on display around the school and children were eager to share their work. Class and corridor displays reflect the high expectations of the school.

Element 9 (relating to partnerships with parents and carers)

- Partnerships between home and school are very strong and are most certainly helping children to make significant progress over time. My meeting with the parent at the beginning of my visit, helped me to set the tone of the day. She talked about the strong relationships between parents and teachers, staff are approachable and willing to go the "extra mile" to help parents in their child's learning journey. She felt that communication is a strength of the setting - sharing information and listening are key to the strength of the partnerships in place.
- Workshops, meetings, the school website, newsletters - all help to engage parents in the life of the school

I had a very enjoyable visit to your school and was made to feel very welcome by everyone. Thank you very much.

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