



Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name Lyme Community Primary

Principal Marie Cribb

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Alliance BSQM Janice Raczowska

Visit 20.6.16

Assessor

date

Purpose of Visit	Renewal
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The Assessor spoke with the following people

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

'Learning Walk' completed YES	Relevant evidence-base reviewed? YES
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	The previous development points have been considered and have been implemented
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Suggested areas for development in preparation for the next Quality Mark visit and links to the 10 Elements of the Quality Mark:

- In light of ongoing school improvement developments consider reviewing the teaching and learning policy and assessment policy annually rather than every two years. (Element 7)
- Continue to robustly monitor the marking policy to ensure a consistent approach is applied in all classes in order to support pupils' learning and progress. (Element 1)
- As the drilling down of data is becoming embedded and areas for action are quickly recognised, consider how English and maths action plans can indicate some data targets to ensure an impact on specific groups of pupils. (Element 3)

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

- Since the last renewal there has been an increasing focus on using data to identify pupils' needs, their achievements and next learning steps. The school holds a good range of data evidence to show how it tracks learning and progress robustly in all classes; staff show to know pupils well and recognise what needs to be done to raise standards. The school mission statement has been reviewed to create the motto "I CAN" which represents Inspire, Challenge, Achieve and Nurture and this is proving to motivate pupils to work hard and do their best to improve and extend their learning. Discussion with staff confirms that there has been a recent emphasis on reviewing key policies such as the behaviour policy to ensure that every lesson counts and no time is wasted. Senior leaders, the English, maths leaders and SENCO carry out regular monitoring of teaching and learning in order to track pupils progress. There is evidence of book scrutinies and learning walks. Half termly assessments and pupil progress meetings continue to inform staff of the impact of their teaching and there is a sense of shared accountability for standards. Discussion with the governing board shows that they are also well informed and challenge senior leaders about policy and practice; there is a clear whole school drive to improve standards for all pupil groups. Attainment in the percentage of pupils gaining L4+ in reading, writing and maths dipped in 2015; the school is working hard to reverse this and using data and robust monitoring to show how many current pupils are making accelerated progress from their low starting point and the learning gap is reducing between groups. New staff in the coming school year will require a continued focus on ensuring consistent policy and practice in English and maths. (Element 1, 2, 3, 10)
- The school continues to deploy a wide range of intervention strategies such as High Five, Digi Smart, Early Talk and phonics boosters to support pupils and to extend their learning. Since the last renewal, the role of the teaching assistant has been enhanced and pupil premium funding has allowed additional staff to be employed to create small teaching groups and extra support sessions whenever possible. Every possible space is used for learning. Data scrutiny and daily assessments enables teachers to target pupils quickly; effective teaching assistants provide additional support sessions in the afternoon to any pupil who may require it from the morning lessons. The school continues to work hard to remove any barriers to learning and has recently employed a Learning Mentor; selected pupils are given individual support and encouragement to access learning and there are improved links with families. The increased focus on continuing to develop individual learners is promoting pupils to think first when they meet a problem, to take up challenges and recognise how to extend their skills, particularly for the more able; workbooks show that the revised marking policy of using pink pen for success and green for growth or improvement is having a positive impact on progress. (Element 4, 5)
- All staff, including teaching assistants have taken up increased training as a result of the external changes to the curriculum and to assessment. Links with other schools continue to offer opportunities for moderating work and sharing ideas about new approaches and initiatives. There is good evidence of a strong focus on ensuring quality teaching and learning and leaders increasing their own skills to monitor

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standards. The learning environment remains vibrant, stimulating and offers a wide range of evidence of how basic skills are strongly promoted in the wider curriculum through topics, visits, visitors and events. The learning challenge curriculum starts with a question to stimulate pupils' thinking and pupils say they enjoy this approach. Displays remain of high quality and photos show pupils at work. During a learning walk, pupils displayed good behaviour and were engaged in their tasks, often being asked to work with partners or share ideas around the room. The motto of ICAN is strongly promoted in classrooms and around the school; discussion with pupils shows that they understand the motto and how it is a reminder of what they can achieve. Resources for basic skills appear plentiful. The library has been refurbished to create a welcoming and calm room, well organised and enticing for readers. New initiatives such as the 99 Club and a daily ten minute session motivate pupils to learn their tables and number facts. Further investment in mobile technology such as Ipads motivates and support pupils as they learn rather than having to go to the computer suite. The creation of a designated Writing Shed in the Early Years outdoor area is encouraging younger pupils to write. Pupils say they enjoy online tools such as Reading Eggs which helps to practice phonics and offers reading games. Pupils understand the marking policy and how Fix It time at the end of the week allows them to complete all corrections or improvements.(Element 6, 7, 8)

- The school continues to work hard to engage parents in their child's learning and has organised Family Learning courses, basic skills workshops and an update on new national assessments. Stay and Play sessions have been introduced in Early Years and are proving a success as more parents attend. The comprehensive and improved school website offers a wide range of information about learning and the curriculum to complement newsletters sent home; parents are encouraged to find out about what their child is doing at school and how they are making progress. End of year reports are detailed and outline what has been covered in the curriculum and future targets in English and maths. The value of parents' role in supporting learning is highlighted in the school's Teaching and Learning policy. The appointment of the Learning Mentor from September 2015 is clearly engaging hard to reach parents and families and impacting on selected pupils' achievement. (Element 9)

Overall, there is good evidence that Lyme Community Primary School is working hard to raise standards and ensure accelerated progress in English and maths. Staff and the governing board are clear about what needs to be done and are addressing policy and practice with determination and commitment.

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