



# Quality Mark

## VISIT FEEDBACK REPORT

<b>School name</b>	Guardian Angels Catholic Primary School	<b>Visit date</b>	14 <sup>th</sup> March 2022
<b>Head teacher</b>	Helen Milligan Executive Head Andrew Spindlow Head of School	<b>NOR</b>	231
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### A brief context of the School/Setting

Guardian Angels School is part of the Our Lady and All Saints Catholic Multi-Academy Company. The school is located in Birmingham and is a one form entry primary school.

<b>Visit Type</b>	<b>Initial Visit</b>
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### The Assessor spoke to the following people (*delegate as appropriate*):

<b>Headteacher and/or Senior Leaders YES</b>	<b>English Subject Leader YES</b>	<b>Mathematics Subject Leader YES</b>	<b>Assessment Manager YES</b>
<b>SENCo YES</b>	<b>Pupil representatives YES</b>	<b>Governing Board Member YES</b>	<b>Parent representative(s) YES</b>

<b>Does the school meet the requirements of the Quality Mark? YES</b>	<b>'Learning Walk' completed? YES Virtual</b>
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<b>The previous development points have been implemented. N/A</b>	<b>List any noteworthy evidence.</b>
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**Suggested areas for development in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.**

1. To improve pupils' use of spelling strategies, knowledge of statutory word lists and to apply them in their writing
2. To improve every child's (irrespective of barriers to learning) ability to reason and problem-solve promoting mastery.
3. To improve the teaching of reading skills within Guided Reading and across the curriculum so children can articulate verbally and in writing acquired knowledge.

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

**Quality Mark Elements**

**1. A whole school strategy and planning to improve performance in English and mathematics**

The School Improvement Plan is clear and informative. The objectives are disseminated into specific actions and responsibilities. It is the responsibility of all staff to raise standards through improving the English and mathematics provision for all pupils. Pupil progress meetings with the Leadership Team identify pupils who are to at risk of under achievement or making slow progress. Staff are held to account for pupil progress and action plans are put in place as a result of the meetings. SEND pupils are closely tracked, targets are set termly and reviewed on a regular basis, adapting when targets have been achieved. Learning Plans for SEND pupils are reviewed and are shared with parents. Early Years pupils are assessed as soon as they enter school and a baseline of their abilities is formed which then feeds into staff planning. In the Early Years, all areas of learning are planned for through an appropriate balance of continuous provision, adult led, adult guided tasks and child-initiated tasks. Reception children follow a daily routine made up of discrete teaching time, adult guided learning and child-initiated time all linked to themes and topics as well as children's interests. This timetable/ routine adapts termly to match the needs of the children and allows them the time to be immersed in learning. Direct teaching time includes a daily phonics session. Teaching quality is monitored formally and informally, as part of a comprehensive monitoring plan.

**2. Analysis of the assessment of student performance in English and mathematics**

Assessment is continuous and informs planning with a range of assessment strategies used. Time is given for children to reflect on their learning, they respond to teacher feedback to improve their own learning in English and mathematics. The Monitoring of Reading, Writing and mathematics is moderated regularly, feedback and support is given to ensure a focus on the progress of all children. There are regular data collection points in the year. The data is interpreted and used effectively to personalise individual learning opportunities. This data gives a picture of strengths and weakness for individuals and this information is used to inform future planning, learning and teaching. Reading, writing and mathematics continue to be the focus of the School Improvement Plan. The inclusion agenda is wholeheartedly supported through an ethos of well-embedded values with structures and systems in place to ensure an open dialogue with all stakeholders to continue to improve the experiences for all pupils

**3. Target setting for improvement of performance in English and mathematics**

There is a target setting system that clearly tracks progress and identifies where additional support may be needed. Staff are encouraged to have high expectations of pupil's performance and continuously seek new opportunities to improve and build on this, promoting independence. Individual targets are provided in marking and feedback and pupils may be given a task to help embed the skill or learning. Because of the way the school works, promoting continuous discussions about teaching and learning, no end of term assessment are a surprise. Assessments are updated to bring together a whole picture of the children's progress. Monitoring highlights any gaps in learning, these gaps are addressed with support from leaders at all levels. All children on the SEND register have current IEP's and/or EHCP's with appropriate learning targets. All are reviewed on a termly basis and are monitored regularly by teachers and support staff.

**4. English and mathematics for all groups of pupils**

Teachers and Teaching Assistants work with pupils to improve their mathematics and English across all areas of the curriculum. The quality of information, alongside continuous monitoring ensures that support is targeted. This is for all groups of pupils ensuring that no pupil is overlooked, and that work is bespoke to the individual. Leaders monitor pupils working below the expected standards. Discussions with teachers are proactive and support where necessary is always put in place, Teachers know their classes well and modify their teaching styles accordingly to ensure good quality teaching and learning for all children. Timetabling ensures that each year group has identified times for English and mathematics. There are displays of pupil's "work and achievements" around the school, many of which reflect the good practice within the school. The classroom displays include mathematics and English working walls which are used on an interactive basis within lessons. A virtual learning walk provided the opportunity to see a range of displays supporting English and mathematics, which were consistent in all classrooms and common areas. Through Live Marking, pupils who are struggling are given support within the lesson. Many Reception children start school below the expected standard and therefore interventions and targeting are quickly put in place. Staff have had training to address the new Early Years curriculum as well as in phonics. The children are supported to become independent learners.

**5. Review of the progress made by all groups of pupils in English and mathematics**

Pupil Progress meetings ensure that pupil progress is maintained and that any interventions are timely and appropriate to the individual needs. Pupil progress and attainment is considered using a combination of results and teacher assessment. The SLT monitor class interventions and impact is discussed during Pupil Progress meetings. Less able pupils are identified through teachers' planning and have their needs addressed within the classroom, with the class teacher reviewing their targets. Regular monitoring is carried out by subject leaders to ensure that evidence from regular CPD, work from interventions and class teaching all impact positively on individual pupil progress. Interventions that have proven to have impact, include: WELLCOMM – to develop language skills and communication (EYFS to KS2), and NELI - Nuffield Early Language Intervention, a 10-week programme used to help young children in EYFS overcome language difficulties by combining small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness. Where there are differences in the performance of groups e.g. SEND, then the school realigns support as necessary- making every effort for

every pupil to make the best possible progress. At the time of the visit, all pupils with an EHCP were being supported to make good progress from their individual starting points.

**6. A commitment to improving the skills of all staff in the application of English and mathematics in the school**

The leadership team ensures that staff access Professional Development opportunities, which impact directly on pupils and their performance. There is a high level of commitment to CPD at Guardian Angels with the aim of improving all teachers' skills. There are regular staff meetings and inset days. Both teaching and non-teaching staff are fully involved in CPD and have clear opportunities to develop their knowledge and expertise across both the English and mathematics curriculum. There is a very clear and supportive system to develop staff. The school uses a mixture of in-house delivery from the English and mathematics leaders and external providers, this has included working with external consultants. Regular INSET training sessions have been held for the benefit of all staff to develop their subject knowledge, particularly in the areas of Writing, Reading and mathematics. Where possible, whole-school CPD is selected in order to up skill as many adults as possible and to ensure policies are consistent across the school. Training for individual staff and whole school CPD needs are identified through a variety of sources – lesson observations, book trawls, data analysis and during staff appraisal. The SLT conduct appraisal meetings and associated observations. Targets on these are linked to the SIP and to CPD needs. English and mathematics leaders have the opportunity to attend the MAT Curriculum meetings. There are opportunities for core subject leaders to attend termly network meetings organised by the MAT. These address latest Government developments and initiatives and bring leaders 'up-to-date' with current practice and expectations.

**7. The use of a range of teaching approaches and learning styles to improve English and mathematics**

Teachers use a range of approaches to engage their learners. This is to incorporate all pupils' learning preferences. Starting in the Reception class, children are systematically taught to be resourceful, resilient and how to reflect on their learning and how to work with others. Direct teaching time includes a daily phonics session, mathematics and English. Discrete phonics lessons take place in groups enabling pupils to learn within a consistent structure. Role-play is ongoing through the environment with children encouraged to take part in all areas of learning. The key areas outdoors link to the interests and the personalised skills to allow children to showcase and demonstrate their learning. Children are encouraged to look at and care for the environment. It is a setting that offers the children regular opportunities to achieve and develop confidence through hands-on learning in an exciting and stimulating environment. In writing, the school follows Cornerstones, which has been personalised to build a succinct learning journey with high expectations to achieve high standards. In Reading and Writing, children analyse texts in depth, focussing on word and grammatical choices. Children learn how to identify key vocabulary, features and grammatical devices and how to explain why authors have chosen to use them. They are encouraged to apply this level of thinking to their own writing; making choices for effect and impact rather than simply writing to a set criterion. The school's evaluation of teaching and learning is informed by the regular scrutiny of pupils' work. As a result of this, Power Maths was replaced when it was decided that the school would use White Rose Maths. It was felt that the Power Maths scheme did not support the pupils' understanding of core topics in maths – there was more breadth than depth, which meant a lot of pupils struggled with looking at so many different methods. White Rose also supports the mastery mathematics approach where pupils are required to 'think deeply' and

use and apply learnt skills within given contexts/problem-solving situations. Using White Rose has been a success and ensured that remote teaching of maths was more effective and resulted in a rise in pupil confidence and engagement. During discussions with the pupils, they were happy to talk about how they enjoyed coming to school and demonstrated an enthusiasm for learning. They talked about the way they worked in the classroom. They understood about Learning Challenges, success criteria and the feedback and marking policy and explained how they used the verbal feedback by teachers to help them move forward. The children collectively said, ***'It is a respectful Catholic school, where learning resources are plentiful, it is a safe environment with nice teacher's that help us learn.'***

#### **8. The use of appropriate teaching and learning resources to improve English and mathematics**

Classrooms are language rich, focussing on reading, writing and mathematics. The Learning environment has been designed to be supportive of pupil progress and enable pupils to work independently. Learning prompts for English and mathematics can be found in all the teaching areas and this is supported with resources, which are used to support learning. Teachers use a wide variety of texts, which get progressively more challenging as the children move through the school. There is a focus on ensuring that the children acquire a wide vocabulary, communicate effectively and in Reception and Key Stage One, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. EYFS have a range of concrete apparatus in maths to support acquiring basic number skills. In particular they have a clear focus on numbers to support early calculation. The children have access to a range of technologies to support pupils' developing skills and to enhance purposeful learning. Resources for English and mathematics are kept in classrooms and various designated areas around the building. Resources are bought each year to replenish, replace or supplement already existing resources.

#### **9. The involvement of parents and / or carers in developing their child's English and mathematics**

The Leadership Team places a great emphasis on establishing positive relationships with parents and carers, working in partnership, sharing knowledge and experiences to contribute to the shared view of a child's needs and the best ways of supporting them. They believe that strong links between parents and school can only benefit the child as they see the two working together for their benefit. The school communicates regularly with parents about learning in school and actively encourages parents to support their children's learning. Parents evenings allow a formal time when parents can discuss their child's progress. However, there is an "open door" policy where parents are encouraged to make appointments as necessary. Reviews for SEND children allow for staff and parents to discuss progress against current targets and the setting of new ones where appropriate. This gives parents and staff a clear vision on how best to meet the child's needs. The Parent who engaged in the accreditation process said ***'My children love going to school, The teachers make learning fun and I feel confident that the teachers do their very best for my children'***

#### **10. An effective procedure for monitoring, planning and assessing performance in English and mathematics**

The Governing Body has a positive involvement in the life of the school. They are aware of developments and pupil performance and are proactive in their role. They meet with leaders, undertake learning walks, agree actions with leaders and champion improvements in pupil outcomes. A great deal of emphasis is placed on English and mathematics skills and the continued training and updating of staff skills helps to continue to raise standards in the

classroom. The Leadership Team updates the SEF and ensures the Governing Body are fully informed.

**A brief summary of the strengths/ developments since the last visit: -**

The building is used creatively so that all available teaching spaces are maximised. The outdoor learning environment is being developed to create a stimulating learning environment for the Early Years. Everyone with whom I spoke commented on the positive ethos within the school and numerous comments were made about the friendly atmosphere. The school functions in a calm and ordered manner, where learning is fun for the pupils.

The Key strengths are:

- The approach to mathematics, English and the wider curriculum opportunities offered to the pupils
- Intervention programmes that have taken place have had a positive impact upon learning.

Development points are:

- To improve pupils' use of spelling strategies, knowledge of statutory word lists and to apply them in their writing
- To improve every child's (irrespective of barriers to learning) ability to reason and problem-solve promoting mastery.
- To improve the teaching of reading skills within Guided Reading and across the curriculum so children can articulate verbally and in writing acquired knowledge

**Additional Comments**

Many thanks for all members of the school community who took part in the accreditation visit, it was a pleasure to also speak to the pupils and parents.

I am delighted to inform you that you meet the criteria for Quality Mark Accreditation, many congratulations to you all.