



# Quality Mark

## Quality Mark Renewal Visit

### VISIT FEEDBACK REPORT

<b>School name</b>	Alexandra Primary School	<b>Visit date</b>	11 <sup>th</sup> January 2019
<b>Headteacher</b>	J. Norton	<b>NOR</b>	695
<b>Telephone number</b>	020 8570 6826	<b>Assessor</b>	Mrs Rekha Bhakoo CBE
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#### A brief context of the School

Alexandra Primary School is a 3-form entry school and was formed from the amalgamation of Alexandra Infant School and Alexandra Junior school in 2014. The school is located in a socially and ethnically diverse area. The school's self-evaluation states that 98% of the pupils are from minority ethnic groups with approximately 43 first languages other than English. The school benefits from a relatively stable staff. The school was last inspected by OFSTED in 2017 and was graded as Good.

#### Visit Type

Renewal  
Visit

The Assessor spoke to the following people (*delete as appropriate*):

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

<b>Does the school meet the requirements of the Quality Mark?</b> YES	<b>'Learning Walk' completed?</b> YES
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<b>The previous development points have been implemented.</b> YES	<b>List any noteworthy evidence.</b> The school is determined to continually focus on improving pupils' learning and staff work as effective teams with high levels of communication in order to achieve good standards of attainment across the school.
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<p><b>List of development points from the previous visit report and the resulting actions taken, if appropriate:</b></p> <ol style="list-style-type: none"> <li>To continue to focus on closing the gap in attainment for EAL, SEND, FSM/disadvantaged pupils and new arrivals so that their performance in English and Maths is as good as their peers if not better. (Elements 2, 4)</li> <li>To focus on early reading and the teaching of phonics to ensure that the percentage of pupils passing the Phonics Screening Check the end of Year 1 continues to increase. (Elements 1, 3)</li> <li>To continue to develop parental partnerships to enable parents to be fully involved their child's education of basic skills. (Elements 9)</li> <li>To build on the current school curriculum by ensuring that pupils are given opportunities to engage in a broad and balanced curriculum which involves increased participation in educational visits, competitions and events within the local borough. (Elements 1, 7)</li> </ol> <p>Resulting actions taken:</p> <ol style="list-style-type: none"> <li>The school has worked effectively in continuing to diminish the gaps in attainment for EAL, SEND, disadvantaged pupils and new arrivals; as well as boys and girls. This work is ongoing and the school continues to focus actively in ensuring the gaps close year on year so that the performance of these groups of pupils is as good as their peers.</li> <li>Attainment in phonics the end of Year 1 shows a declining trend over the years and does not match the national average. However, school leaders have made this a priority to improve this coming year.</li> <li>The school has continued to engage with parents, providing them with increasing opportunities to become involved in supporting their children in the education of reading, writing and maths.</li> </ol>
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4. The school is currently looking more closely at the curriculum that is provided for the pupils in the school and have begun some solid work on ensuring that reading and writing is linked to topic/themes which are taught in the school. This work is ongoing and a focus for the school.

**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 develop mathematical reasoning across the school in order to raise progress and standards further especially for EAL pupils. (Elements 1,3, 4)
2. To raise attainment in Phonics at the end of Year 1 to enable pupils to develop their reading confidence as they move into Key Stage 2. (Elements 1 & 3)
3. To continue to review the curriculum so that it is broad and balanced, reflecting the needs of the pupils in the school ensuring that reading, writing and mathematics are clearly embedded within the structure. (Elements 1, 2)

**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 is led by committed senior leaders and an effective PQM Leader who have ensured that there is a clear action plan for improvement in English and Mathematics based on self-evaluation which is part of the main school improvement plan and priorities. There is a clear focus on improving pupils' skills, knowledge and understanding of different aspects of English and Mathematics as seen in the classrooms, monitoring documents and as evidenced during the discussions with pupils, staff and governors.

Preparation for the renewal visit was thorough and reflected the commitment of the school towards the teaching of English and Mathematics across the school.

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

Assessment is accurate and data is used to carefully track all pupils. The school has a robust strategy that supports the assessment of pupil performance in both English and mathematics. This includes target setting, planning, analysis and consideration of formative and summative assessment including teacher assessment, pupil tracking, provision mapping and School Development Planning. All Stakeholders, at all levels, are involved in this process. The school uses an electronic data management system called "Scholar Pack" to facilitate the effective tracking of progress and attainment for all pupils. Interim assessment outcomes are used as a diagnostic tool to identify and benchmark pupils' strengths and weaknesses in each area of learning.

The school uses the outcomes from the analysis of data to identify and track learners who are under attaining and/or underachieving. Appropriate measures are put into place to support this group of pupils and their progress is tracked throughout the year.

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

Pupils are involved in the process of target setting at an appropriate level and know when they have met them. The targets also inform the improvement of ongoing learning. Individual pupil targets are shared with relevant staff.

There is evidence that targets have a positive impact on learning; interviews with pupils indicate that they enjoy school and are aware of expectations in terms of standards.

The pupils are rightly proud of their school and all agreed that they are given many opportunities through the regular use of the school library and educational visits. Pupils reported they enjoy reading and that they read a wide variety of books both in school and at home. They spoke confidently about their writing targets and were particularly proud of the fact that they had participated in a maths challenge with other local schools and had come first three years in a row.

All children were enthusiastic about their learning and had respect for their school. They spoke about collaborative learning and support that was available to them in class and how they are encouraged to become independent learners. The pupils all displayed positive attitudes to learning and they are both polite and courteous.

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

The school is fully inclusive. Intervention programmes are timely and effective and cover a wide range of need. Interventions are constantly and systematically reviewed for their impact. The school is effective in identifying, baselining, planning, assessing and tracking the progress and performance of pupils with SEND.

SEND pupils are identified early which leads to prompt access to intervention programmes.

Provision mapping is used effectively to track children who are underachieving or under-attaining and provides opportunities to meet the needs of those pupils. Personalised provision is made active and engaging for pupils and integrated with the normal teaching programme to ensure inclusive practice.

The monitoring of SEND provision is integral to the whole school monitoring system.

The school's self-evaluation has identified specific needs for groups of pupils who are under-attaining and/or under-achieving in English and mathematics. School leaders have put effective measures in place to ensure that all pupils who have been identified in this category are tracked to ensure that they make good progress from their starting points.

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

The school ensures that both quantitative and qualitative reviews take place regularly and systematically to inform both current and future action. Interventions are flexible and evaluated by class teachers at least every half term to ascertain whether pupils need to continue, or if they have met their targets. If the intervention has not improved outcomes the alternative provision is decided upon in order to ensure that pupils receive the relevant, appropriate support. Evaluation and outcomes from analysis are used to inform future actions. Pupils are provided with interventions based on pupil outcomes.

"Must", "should" and "could" grids are filled in at the end of the year to inform the next classteacher of which children are in need first. A provision map is then made by the new classteacher informing the SENDCO of the interventions provided and the support necessary. An evaluation of interventions is completed to measure the impact and inform the classteacher at 3 points of the year so that outcomes inform future actions. Quantitative and qualitative review takes place regularly to inform both current and future action. Outcomes are reviewed via the school's assessment system. The SENDCO, Year Group

Leaders, English and maths leaders look at all data outcomes and compare this to the interventions provided by the year group.

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

Training and support are in place to support teaching and support staff to meet the needs of the children in basic skills as well developing the professional skills of all staff. There is a strong culture amongst staff of sharing good practice and children's work. Internal and external moderation is part of regular practice and is embedded throughout the school. Teachers' planning and classroom practice is focussed and adaptable to ensure it meets pupils' needs. Discussions with staff and governors show that CPD for all stakeholders is clearly valued and planned for throughout the year. The school has strong links with other learning networks to share good practice and facilitate collaborative moderation.

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

The school is a calm and nurturing environment with attractive, highly inclusive, colourful and rich displays which celebrate pupils' achievements. Displays and books show that pupils take pride in their work. The school is well resourced, and the environment is conducive to developing a positive learning atmosphere. There are clear expectations that the learning environment is tidy, organised, stimulating and celebratory of pupils' work and achievements. During discussions with pupils they gave practical examples of English and Mathematics being integrated into all areas of the curriculum including the consistent use of success criteria enhancing the teaching and learning across the school. Support staff are effectively deployed and involved during lessons and, at an appropriate level, in planning and assessment.

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

The staff are a strong team and share resources, ideas and information effectively to enrich the curriculum and share best practice. Teaching and learning materials and equipment are of good quality, sufficient in quantity and well maintained. Subject leaders have systematic procedures for monitoring the effectiveness of teaching and learning across school through regular formal and informal discussion and other strategies such as work and planning scrutiny and performance management through pupil progress meetings and teacher appraisals.

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

The school has developed a range of strategies to engage parents and families to ensure that they are given the opportunity to actively play a part in supporting their child's learning and progress in English and mathematics. Parents and carers are welcomed into the school and their contributions valued. Information evenings and parent workshops take place regularly and formal parent consultation meetings are used to share targets with parents/carers, celebrate achievement and discuss concerns or areas of success. Parents and carers are informed when their child has been identified as needing additional support in English and mathematics and they receive information about the nature and duration of the support to be provided and how they might help. Parents are given a termly snap shot of attainment and progress in addition to end of year written reports as well as the opportunity to

attend parents' evenings to discuss the progress of their child. Parents are given regular updates through the newsletter and an informative school website.

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

The school has ensured that core subjects have action plans which are formulated based on data analysis and identification of CPD needs through performance management and lesson observations. Monitoring includes self-evaluation, analysis of current data and trends and external viewpoints Reports made to the governing body by key staff, and through the involvement of designated governors also provide frequent opportunities to monitor and analyse provision, progress and impact. Governors have opportunities to discuss and review progress being made in improving standards. All stakeholders are engaged in regular focussed review of progress: this will cover progress on the implementation of the action plan, the progress of pupils and the quality of their learning experience, drawing on sound evidence.

**Secondary Quality Mark - Element 11 (*Provision to enable students to gain appropriate national accreditation in English and Mathematics*).**

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

A key strength of the school is its nurturing and caring ethos in supporting the social and emotional needs in order to raise standards by building confidence. All adult stakeholders work as a team to develop pupils' basic skills and ensure that when they leave the school, they are well-rounded individuals who are well prepared for the next phase of their education. Pupils are very proud of the school and talked enthusiastically about their achievements.

**Additional Comments or action (if applicable) *Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.***