

Quality Mark

Note of Visit Education Durham

VISIT FEEDBACK REPORT

School name	Oakley Cross Primary, Bishop Auckland	Visit date	17 th June 2019
Headteacher	Mrs Rachel Brannan oakleycross@durhamlearning.net	NOR/ CONTRACT NUMBER	187167
Telephone number	01388 833186	Assessor	Kate Stephenson (Education Durham)
Quality Mark Contact email at school/setting	Mr Craig Robinson c.robinson201@durhamlearning.net	Quality Mark Contact Name at school/setting	

A brief context of the School

Oakley Cross is a local serving Primary School for 2-11 year olds (recently opening provision for 2 year olds). Since the last BSQM visit (2016) there have been several staff changes including new leads for Early Years and SEND. Oakley cross continues to be supported through the Local Authority Schools Improvement Service and was awarded 'Good' outcome from their most recent Ofsted Inspection (May 2018).

Visit Type	Renewal Visit (RV)
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The Assessor spoke to the following people			
Headteacher and/or Senior Leaders YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governors/Trustees YES	Parent representative(s) YES

Staff and Leaders at all levels share a school vision for improvement and accountability. They provide effective direction, using relevant knowledge experience and/or external expertise, including internal and external moderation exercises, subject development and network meeting, to secure sustainable improvements in Basic Skills. Subject developments, performance management targets and reviews are linked directly to the data analysis of outcomes in core areas and identified weaknesses in pupils' basic skills. The school is a 'Rights Respecting' accredited School and pupils talk, proudly and knowledgeably about this. School mission statements and policies reflect a strong commitment to equal opportunities and inclusion.

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

Effective analysis of the assessment of pupil performance in Basic Skills is evident. It makes use of appropriate summative and formative data throughout school in phonics, grammar, punctuation and spelling, reading, writing and mathematics, tracking cohort and individual pupils against progress measures and achievement indicators. The school uses the outcomes of the data as well as regular pupil progress meetings to identify, track and set effective intervention procedures for pupils who are under-attaining and/or underachieving age-related expectations. School action takes into account the needs of different groups of pupils, with measurable targets (*analysis of data and progress measures*) for improving performance. Regular meetings with teaching and support staff assist the review of pupil progress against assessment outcomes and individual pupil needs. These include SEND provision (*Support Plans* and *EHCs*) and intervention group strategies. Consistent marking procedures support pupil's self-assessment and personal target setting. Pupils shared clear examples of how teacher marking supported them to make improvements to their own work.

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

Strategic use of assessment to inform provision, school development and strategic planning is evident within the School Development Plan, summative and formative teacher assessment and cohort tracking and target setting systems. Aspirational targets are set for improving performance in basic skills at whole school, group, cohort and individual level in collaboration and consultation with all staff, SLT and local authority Education Development Partners. Learners are involved in the assessment of their own progress through teaching and learning techniques and learner journeys. Provision maps, pre/post-teaching sessions and timetabled intervention as well as ongoing moderation and review, ensure planning meets the needs of specific groups underattaining/achieving. Pupils confidently talked through staff marking examples, explaining how it has supported them to learn and make progress within their own work. Discussion with pupils indicate targets having a positive impact upon their learning, that they enjoy school and are aware of the expectations in terms of standards.

4. English and mathematics planning and intervention for all groups of pupils

Consistent, positive, strategic and meaningful approaches to improving pupil outcomes are clearly identified within planning and provision. Interventions both embedded and timetabled are evidence of the action taken directly to support pupil progress. The school sets cohort targets matched to performance appraisals, staff developmental needs and intervention provision requirements. The SEND assessment system (separate from the other cohort tracking systems) tracks SEND pupil against individualised progress measures which are reviewed frequently. Progress meetings share analysis of data and pupil information to place appropriate intervention at the earliest opportunity. The Cohort Improvement Plans and analysis of cohort data is now refined to target intervention and increase rates of progress (particularly boys and Pupil Premium).

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

The school uses a rigorous, reflective and strategic approach to teaching and learning policy and planning. Quantitative and qualitative review takes place regularly and systematically. There is evidence that children, parents and professionals are engaged in a shared partnership to review progress on a regular basis. Monitoring schedules include half termly reading, writing and mathematics reviews, half termly assessment data analysis, cohort tracking analysis, phonics assessment, termly SEND reviews, moderation of maths and English work, learning walks and focused pupil/cohort progress meetings. Regular meetings with SLT, external verification including EDP reviews and other school moderation exercises verify and agree upon the school strengths and weaknesses in supporting all pupils to make progress within basic skills. The Governing body is perceived as a critical friend, the representative governor present confirmed their position of quality assurance. School evaluation procedures including Governor meetings, the HT report and SIP, support a transparent picture of school position in relation to Basic Skills provision and effectiveness. External viewpoints and analysis of current data is shared with all staff, governors and the Education Development Partner.

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

The school continues to build on the range of teaching approaches and learning styles taking place within the school setting. The school is committed to (and invests wisely in) improving the skills of all staff in the school to teach and extend basic skills. Regular training and CPD takes place related to an analysis of need linked to SIP, pupil outcomes and staff appraisals, Ofsted and moderation procedures. Staff CPD has included external and onsite training as well as internal dissemination and staff-mentoring (reflecting changes in staffing and NQT induction support). CPD is clearly aligned to school priorities, has strategic foresight and supports staff developmental needs. Shared PPA time in school has been valuable to support collaborative and supportive working opportunities. Local Authority expertise is used strategically to provide subject upskilling and bespoke school support. The development of basic skills within all areas of the curriculum is part of the school development cycle and a monitoring procedure to review the impact of any professional development is thorough and regular.

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

The learning walk provided a chance to see the teaching and learning environment. Space is strategically used to best support and engage pupil learning. There is balanced use and effective management of whole class, small groups and individual activities, adult support and independency, to support pupil learning. Displays reflect a broad, balanced and engaging curriculum with clear evidence of basic skills development. Pupils were eager to talk about the work displayed around the classroom and in their books. There is a consistent approach and high expectations evident across all cohorts. Presentation was a school strength. Pupils have the opportunity to apply their writing skills and respond to meaningful contexts (*e.g. letter and postcodes to environmental secretary, school newsletter, school visits enhancing the learning experience for creative writing opportunities*). Problem solving is a focus for continual development within pupils' mathematics. The Maths and School development plan indicates greater embedded teaching approaches to support pupil progress in higher order thinking and are committed to evaluating the impact upon pupil progress through tracking systems and subject moderation exercises.

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

The teaching and learning materials and the physical environment is used to support *learning* (*e.g. consistent assessment marking and display policies, IWB, iPad, kindles, manipulatives and visual aids*). Appropriate ICT material used is monitored to review the impact on pupil attainment in basic skills as

well as pupil engagement within learning. (e.g. *Twinkl, Lexia, TT Rockstars, Beebots, Code for Life etc*). All materials used reflect the needs of different learners, directed to groups/individuals within support plans or are embedded as whole school approaches to raise standards in Basic Skills (for instance the *outside playground markings, literacy shed resources, VIPERS*).

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

The school actively engages with parents and carers to communicate procedures and their approach to improving Basic Skills (e.g. *newsletters, school website, information pack, parent meetings, school handbook, meetings etc*) and shares opportunities on how they can help to support and extend the Basic Skills of their child including the provision of login access to online learning resources. There is opportunity to participate in workshops, attend termly parent consultations, SEND reviews, SATs, Phonics Y2 and Y6 after school boosters. New approaches have improved parental engagement in meetings and consultation evenings. Discussion with the school governor (parent) as well as noting parent survey responses indicate that they are happy with the progress their pupils are making and the support that school offers. The school shares pupil performance data at consultation meetings and any drop in opportunities. Parents are also aware of how the school is performing against national standards through information shared on the website. The school is proactive in building and sustaining relationships with parents, which has a positive impact upon pupil learning. The school has a very strong Rights Respecting Steering Group involving parents, governors, staff and pupils. The school actively seeks and encourages parental feedback.

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

All stakeholders are involved in contributing and monitoring the school Self Improvement Plan. Whole staff meetings, cohort and school target setting, subject moderations, performance management and governor reviews etc are evident within a strategic and systematic monitoring cycle directly built to identify strengths and areas of development. SLT led monitoring includes self-evaluation, rigorous analysis of current data and trends, and external viewpoints to correctly identify key priorities. Scrutiny and support from governors has increased with greater emphasis upon training governors to analyse new data tracking systems and to encourage subject moderation exercises. Pupil voice is strong within school, with regular surveys, Rights Respecting Ambassador meetings and Charter groups. Older pupils explained and were enthusiastic about their election campaign as a rights respecting ambassador.

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

- Moderation of Mathematics and English has developed further with three internal moderation exercise, county network moderation and support from County advisors. Staff confidently and securely assess pupils work and set aspirational targets for improvement.
- Personal Learning Journeys support pupil's knowledge of their attainment. Pupil presence during consultation meetings support parent engagement and pupils are more aware of their next step challenges.
- Problem solving and reasoning are embedded into mathematics lessons, pupils are more confident to handle a wider variety of problem solving contexts.
- The VIPERS strategy has focussed teaching approaches to the development of pupil vocabulary and reading.

Additional Comments or action (if applicable)

The school *BSQM Self-Evaluation Audit Tool* details evidence against the 10 elements and sub criteria, supported by the School Development Plan and reviewed evidence, verified by the assessor.

Many thanks to Mr Robinson leading this BSQM renewal application. Congratulations to Head teacher Mrs Brannan, all staff, parents and pupils on renewing your BSQM Award.

Very well done!