



Quality Mark

VISIT FEEDBACK REPORT

School name	Catton Grove Primary School	Visit date	8 th March 2019
Headteacher	Mr Tim Lawes	NOR	750
Telephone number	01353 860235	Assessor	Mrs Elizabeth Pitcher
Quality Mark Contact email at school	apattison2nrr@nsix.org.uk	Quality Mark Contact Name at school	Mrs Agnes Pattison

A brief context of the School

- The school received a short Ofsted inspection in July 2016. This continues to be a good school.
- The school is situated within a designated Opportunity Area.

Visit Type	Interim Support & Review Visit (ISAR)
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The Assessor spoke to the following people *(delete as appropriate)*:

Headteacher / Deputy Headteacher NO	English Subject Leader YES QM Lead YES <i>briefly</i>	Mathematics Subject Leader NO	Assessment Manager NO
SENCo YES	Pupil representatives NO	Governors NO	Parent representatives NO

<p>Does the school meet the requirements of the Quality Mark?</p> <p>The school is on track to meet the Quality Mark requirements at the 5th Renewal in 2020.</p>	<p>'Learning Walk' completed?</p> <p>N/A</p>
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<p>The previous development points have been implemented.</p> <p>Please see below</p>	<p>List any noteworthy evidence.</p> <ul style="list-style-type: none"> • The school's rigorous focus on high quality professional development increases shared understandings and improves the subject knowledge of teachers and teaching assistants. • The development of the arts e.g. through productions, serves to develop pupils' core skills. • The Communication Champions essentially promote clear lines of communication, including with parents and speech and language professionals. • Commitment to equipping pupils with knowledge, skills and understanding is clearly evident through systematic planning and provision.
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<p>List of development points from the previous visit report and the resulting actions taken, if appropriate:</p> <ol style="list-style-type: none"> 1. The subject leaders for English and mathematics to undertake generic activities e.g. joint learning walks, including the review of working walls, the use of vocabulary and teachers' questioning. (Links to QM Elements 6, 7 & 8) <p>ACTIONS TAKEN:</p> <ul style="list-style-type: none"> - <i>The English and mathematics leaders actively and regularly review provision and pupil outcomes. For example, joint data analysis for Key Stage 1 and 2, resulting in clear and concise view of learning outcomes of all pupils and identification of next steps.</i> - <i>Subject leaders are scheduled to undertake paired learning walks during the Summer term.</i> - <i>The introduction of the Visible Learning initiative across the school (see below Element 6) has incorporated a range of evaluative reviews by staff of e.g. working walks, the environment and use of vocabulary by staff and pupils.</i> <p>❖ <i>This action point is ongoing, although slightly revised to reflect the current priorities.</i></p> <ol style="list-style-type: none"> 2. Review the effectiveness of the communication between teachers and teaching assistant in relation to the pupils who access intervention. Consider how these vulnerable learners integrate smoothly into whole class teaching on a daily basis, when they have received either 1:1 or small group support. (Links to QM Elements 7 & 8) <p>ACTIONS TAKEN:</p> <p><i>The effective and detailed work of the SENCo continues as a high priority across the school.</i></p>

- *Provision mapping - written by teachers and teaching assistants - is a key strategy for improved outcomes of vulnerable groups, as a tool in which a range of intervention is identified.*
- *Intervention now generally takes place in the classroom and enables a smoother integration into whole-class teaching for vulnerable learners. Weekly discussions ensure effective communication remains at the centre of effective provision and practice.*

3. Continue to validate teachers' judgements of writing for Year 6 and all other year groups, through a range of moderation activities, including the professional dialogue with the other schools that is already established. (Links to QM Elements 2, 3 & 6)

ACTIONS TAKEN:

Moderation at a range of levels underpins assessment in Year 6 - through internal training, school cluster collaboration and local authority verification - which all support the process of validating teachers' judgements.

Suggested areas for development, in preparation for the next visit based upon the 10 Elements of the Quality Mark:

Building on existing strengths and in preparation for the next Renewal:

1. The subject leaders for English and mathematics to continue to undertake generic monitoring activities with focus on consistent approaches across the school, including the planned joint learning walks in the Summer Term 2019
(Links to QM Elements 6, 7 & 8)
2. To evaluate the outcomes of the *Visible Learning* initiative in relation to pupil progress and raised standards across the school - as teachers evaluate their own teaching and pupils' share perceptions of what makes a good learner.
(Links to QM Elements 1, 2 & 6)

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

For this review visit, the report reflects the main Quality Mark Elements that were discussed relating to the rising trends of good practice:

Quality Mark Elements

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

- A highly focused drive for continuous improvement, underpinned by clearly defined strategies is maintained and closely aligned to English and mathematics priorities.
- The cohesive and strategic approach results from effective communication. For example, the monitoring of teaching and learning and in-depth planning for improvement, supported by well-defined key actions.

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

- Rigorous and systematic assessment processes and procedures are an intrinsic element of good practice, capturing formative and summative assessment outcomes.
- The school benefits from involvement in the wider learning community. For example, the positive partnerships with other schools for moderation and standardisation of pupils' work, which supports conversations around validity of judgements in relation to national expectations.
- The focus on developing assessment for all year groups is set to enhance overall assessment processes and strengthen smooth transitions across the school, including consideration of the requirements of greater depth and of how this may be reflected in pupils' writing.

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

- The school remains committed to holistic and inclusive approaches which ensures that underattaining and/or underachieving learners is purposeful and effective.
- In-depth discussion is promoted through collaboration between the English Lead, the SENCo and class teachers, which leads to responsive teaching at the point of need for the vulnerable learners.
- The school makes diligent and effective use of CPOMS (Safeguarding and Child Protection Software for schools) which has led to improved management of child protection and safeguarding procedures, as well as to wider pastoral and personal elements of the whole child. The process promotes good communication with parents and all relevant agencies.
- The Nurture Group offers specific support for identified pupils for shorter periods. The Boxall Profile is well used at strategic points within the process as an invaluable resource for assessing social, emotional and behavioural development.

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

- Regular quantitative and qualitative review informs future actions. For example, following analysis and evaluation, the school has been involved in a specific project to improve girls mathematics attainment.
- In partnership with another school, the project rightly prioritised improvement in a range of key aptitudes and skills e.g. metacognition, to increase awareness of thought processes, alongside cooperative learning and subject knowledge, as underpinning factors for success.
- The Norfolk Maths Hub is an effective source of support promoting continuous improvement of teaching and learning.

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

- High quality professional development, at a range of levels is valued and closely aligned to school priorities.
- As a result, the school accesses wide ranging training which leads to enhanced expertise in line with the most current findings. Knowledge gained is contextualised and implemented across the school. The recent introduction of the *Visible Learning* initiative is generating essential insights to influence future provision and practice.
- The ongoing activities and outward facing conversations with other schools is proving beneficial through the sharing of good practice to enhance provision for all learners.

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

- The school continues to strive to maintain positive partnerships with parent/carers which is underpinned by the school's in-depth understanding of the context of the school and the wider community.
- Cafés continue to thrive in prompting parent/carer interest which leads to the promotion of understanding about their child's learning through the school's creative curriculum.

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

- Systematic, well planned monitoring and assessment procedures are well established, which enables a clear view of progress and attainment across the school.
- Observation, discussion and key actions between leaders and governors provide the platform for continuous improvement in English and mathematics across the school e.g. through planned governor visits to school.

A brief summary of the strengths:-

- Refined assessment and analysis is underpinned by analytical approaches to monitoring pupils' learning and the way in which they learn.
- Outward facing conversations with external professionals and ongoing professional development and reflection on findings positively influences teaching and curriculum provision.
- The provision for pupils with SEND is clear and concise and the setting up of the central, shared register is a highly effective model of good practice.

Additional Comments or action (if applicable)

- The school was well prepared for the review and presented information with clarity and purpose.