

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	Pensby Primary		
Headteacher	Mrs. K Brown		
School and/or HT email	schooloffice@pensby-primary.wirral.sch.uk	Tel no	0151 6482643
Alliance QM Assessor	Mrs V MacDonald	Visit date	11.01.16
Purpose of Visit	Renewal		

The Assessor spoke with the following people

Headteacher and Senior Leader YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governor representative(s) NO	Parent representative(s) NO

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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Suggested areas for development in preparation for the next Quality Mark visit:

- To develop the mathematical skills of pupils, especially the higher ability children through:
 - on-going staff training
 - review of the resources and the effectiveness of these
 - developing parental understanding and learning
- Continue to develop moderation with other schools to develop the accuracy of the assessments of children's understanding in line with the new requirements.

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

Pensby Primary is a happy and welcoming school which has at its heart the children in its care. There is a positive ethos which permeates the school and where all staff strive to ensure that all children achieve to the best of their potential in all areas of learning.

- The Headteacher, deputy headteacher and senior leaders provide a very clear focus and direction for all involved in the school, which is firmly based on all children achieving their potential in all areas of the curriculum. **Element 1**
- With the recent change to assessment systems the school has invested in a new tracking system which all staff can input in to and review. It also enables the school to compare its information with other schools in the locality. Consequently children are carefully tracked and monitored and this ensures that support is very effectively targeted. **Element 2, 10**
- Intervention is carefully planned to meet individual needs and to equip children with the skills to confidently move forward. There are a wide range of interventions utilised to effectively support basic skills. The support of an outreach service and specifically trained staff supports children with particular barriers to learning as a result of dyslexia and dyscalculia. **Element 2, 10**
- The library is well-organised and is central to the school. It provides a focus for children who know that they can use it to change books and find information. Teaching assistants read with children and the use of 'Bug Club' ensures children can access reading online at home as well. This has increased the amount of reading children do, particularly for boys. **Element 7**
- The focus on basic skills and in particular the current focus on developing maths skills is evident. Each morning children have focussed sessions on developing their mathematical skills which build on prior learning. In each class children were actively engaged in their learning and enjoying the challenges of solving problems whether that be solving distance and time problems on 'Motorway' maths, adding fractions or doubling large numbers using dice. The effective use of all adults, including teaching assistants meant that children were taught skills specific to their needs. **Element 7**
- Links with the on-site special school are good and both schools benefit from shared resources and staff expertise. Training for staff for specific barriers to learning and strategies to overcome these has been positive. Children from the special school regularly visit and work alongside children in Pensby which supports all children in their learning. **Element 6, 7**
- Pensby children benefit from the use of the special school's facilities such as the swimming pool and sensory room. Staff are able to teach children swimming skills but also use these opportunities to extend their basic skills. The youngest children play number and word games in the paddling pool, for example. **Element 7**
- Opportunities to share good practice and training and to learn from one another are clearly welcomed and effectively support staff development. The development of bespoke training across partner school for NQTs and SENCOs reflects the high status and commitment given to CPD. This has resulted in a skilled and well-motivated staff who ensure that learning is central to all they do. Staff are highly committed and

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effective in promoting the development of Basic Skills for all children and all staff are part of the drive for continued improvement. **Element 6**

- Teaching Assistants play a vital role in supporting all children, in a flexible and focused way, ensuring that intervention and support are well matched to the children who receive them. They have a range of different responsibilities to support the development of individual children. In addition to their basic skills teaching assistants provide extra-curricular clubs to extend children's wider skills. They are highly valued and work in partnership both with each other and teachers to ensure that all children improve both their skills but also confidence in themselves as learners. **Element 7**
- Subject leaders work together to audit and identify how things could be improved in their specific areas. They formulate and share action plans with each other and identify where the key priorities are that will extend children's basic skills. They have a firm focus on improving these through whole school projects, sharing good practice together. Opportunities to work with other schools and share best practice and moderate the work done to improve basic skills also adds to the positive impact this has on developing children's learning. **Element 2, 3, 4**
- Governors have a self-evaluation and development committee which has a sharp focus on continuing to improve the teaching and learning across school. Governors are involved in monitoring and undertake activities such as learning walks, lesson observations, pupil voice and book scrutiny. As a result they have a good knowledge of the school and are able to check how well teaching is impacting positively on children's basic skills. **Element 5, 10**
- The school has created an environment in which children take a pride. High quality displays both support children's learning with working walls and also celebrates their work in reading, writing and mathematics. **Element 8**
- There is a firm focus on developing the range of children's' basic skills. The school has developed the writing skills of all children. Each week children are involved in a 'Big Write' which can be literacy based but may also have its focus in Science or other subjects. Phonics and spelling and grammar are planned for and taught so that children can apply their learning in to other work. **Element 7**
- Parents are invited to meetings to find about what their children are learning and how they are being assessed. Good quality information is shared with parents which supports them in knowing what the new curriculum foci are for each age group at the beginning of the year, led by the class teacher. The class web pages ensure that parents are kept up to date with on-going information. **Element 1, 5**
- Children are very positive about their school. They talked positively about the challenges they get in maths and the opportunities to learn about different ways of doing things. . They know that they can ask staff for help and support. The children know their targets and that they need to check their work to see what the teacher

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has said they need to do to improve. They talk with pride about their responsibilities as members of the School Council and are able to make decisions to improve their school, including improving the outside environment. **Element 3**

All members of the school should feel very proud of its achievements and success which is based firmly on a collaborative and single minded determination to ensure that every child achieves their best.

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