



Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name Holy Family Catholic Primary

Headteacher Louise Morton

School and/or head.holyfamilyprimary@schools.sefton.gov.uk

HT email rooneyh.hfp@schools.sefton.gov.uk

Alliance BSQM Pat Beatty

Assessor

Tel no 01704

213084

Visit 20/3/18

date

Purpose of Visit	Interim Support and Review
-------------------------	----------------------------

The Assessor spoke with the following people

Headteacher and/or Senior Leaders 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

The previous development points have been considered and have been implemented

Suggested areas for development in preparation for the next Quality Mark visit and links to the 10 Elements of the Quality Mark:

- Continue to focus on writing across the whole school in particular greater depth.
- Continue to focus on the development of Phonics to be in line with national or above expectations.
- Further develop the use of phone App and social media to support parents with their child's learning.

Alliance for Lifelong Learning

enquiries@gm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

T R I B A L

www.gm-alliance.co.uk

October 2014

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

- Since the last renewal it is clear that Read Write Inc and Singapore Maths programmes of learning are embedded and are having an impact of children's attainment and progress as highlighted in 2017 Key Stage 2 results and schools tracking data. The learning walk provided the opportunity to see progression and challenge from Years 1 to 6. The whole school strategy of Basic Skills being delivered by a team of professionals where consistency of approach is evident, differentiated and embedded. Basic Skills continues to be a main priority for the school and it is owned by all stakeholders. Elements 1, 6 & 10
- Data is used well to inform Quality First Teaching and targeted personalised differentiated learning opportunities with challenge delivered in a timely manner and impact is measured. Personalisation is a real strength of the school. Professional learning conversations centred on each child is a strength, involving all stakeholders and seeking outside specialist support as and when necessary. Elements 2,3 & 5
- A positive, productive, industrious atmosphere around school is evident. Children are happy and confident to explain their learning to each other, whole class and to visitors. For example, children in all year groups explaining their methods of working in Maths and children in reception working together in pairs collecting data using tally charts and then presenting their finding. A caring, nurturing environment is evident and children want to help each other and older children volunteer to help younger children and giving up their play/ lunch time as observed with Reading Buddies (Year 5 helping Year 2 children), and Times Tables testers (Year 6 helping other Year 6 and Year 5) as observed during the learning walk. The School Council and Eco Group (which have representation from Year 1 - 6) understand their responsibilities, are rightly proud of their school and its achievements and the children want to help others in school and beyond including local and global communities. The school Council highlighted Transition arrangements, moving up a class was one of the strengths of the school. School recently awarded "Good care Diabetes award" The school ethos of supporting all children to achieve their potential regardless of any barriers to learning is evident throughout. This is an Inclusive School. Elements 1, 6 & 7
- The learning environment whether indoors or outdoors supports learning well. Each classroom is bright and welcoming and provides excellent stimulus and support for learning. The Assertive mentoring programme folders "Going for Green" to support learning are used well and children were observed using "learning tools" independently during the learning walk. Children can explain their targets and can assess their own progress against basic skills success criteria. Elements 8
- Children and their families with additional needs are well supported by experienced staff within school. SENCO, EAL Co ordinator, PSA, Headteacher and Deputy ensures that personalised, bespoke programmes of support centred on Quality First Teaching and detailed tracking of each child informs the next steps for learning. Elements 5&9

Alliance for Lifelong Learning

enquiries@gm-alliance.co.uk

n iace
promoting adult learning

The Basic Skills Agency

TRIBAL

www.gm-alliance.co.uk

October 2014

- The website provides a range of resources for parents, including support strategies, homework learning tasks, links to useful websites including whole school programmes. The individual mentoring sheets are discussed and given to parents which outlines their child's progress and any interventions they are receiving. Children are also involved in this process and they comment on their learning. A variety of opportunities for parents to come into school which include "Stay and Read", Maths drop in events for each year group, Calculation Policy linked to Singapore Maths to name a few. A variety of digital programmes to support children's learning at home are also offered e.g. Espresso membership for each child to access from home (Maths and English Games). The recently introduced phone app to support parents with links to their child's current work topics. PSA available each day, meets and greets parents and children on the yard and signposts parents to a number of agencies for support. EAL assistants and weekly EAL teacher work alongside parents and sign post support as well as assisting parents e.g. parent's evenings. Elements 9
- The professional learning culture continues to be colligate and impactful. The school is a member of a range of learning hubs which provides a forum for sharing of best practice. The school is a member of the Maths hub relating to Singapore maths. Moderation and quality assurance continues to take place in house, as well as across learning communities and LA. Additional writing moderation sessions with like for like schools organised and attended by EYFS as well as baseline moderation with like for like schools and within depth scrutiny from LA have taken place since the last visit by the assessor. All Teaching Assistants invited to Singapore Maths and Reciprocal Reading Training as well as RWI. Regular CPD takes place in staff meetings. Staff regularly give updates to Governors and Governors visit the school on a regular basis with a specific focus linked to Basic Skills. Elements 1,6,7,8 & 10

It was a privilege to make this support visit. The renewal visit is due in July 2019.

Alliance for Lifelong Learning

enquiries@gm-alliance.co.uk



www.gm-alliance.co.uk

October 2014