

Quality Mark Accreditation Summary

School/Setting Name:	St Augustine's CofE First School
Member of staff leading accreditation:	Rebecca Walker (Head teacher)
Type of Visit:	Interim support and Review visit
Date of virtual visit:	16/12/2020
Assessor:	Carolyn Grounell

Development Points	
1.	Continue to develop fine motor skills in Early Years Foundation Stage in preparation for transition to key stage 1.
2.	Develop and upskill the new mathematics coordinator to impact on the continued success and pupil achievement across the school.
3.	To develop a structure for 'peer reading systems' and implement this into timetables across all key stages.
Key Strengths	
1.	The key stage 1 and key stage 2 leads are highly motivated and spoke enthusiastically of their subjects and pupil progress. The school uses the 'White Rose' approach to mathematics with additional resources to provide a rich variety and ensure pupils are acquiring new skills while consolidating learning. Pupils learn mathematics in a variety of settings including increased use of outdoors to promote wellbeing while learning. Mathematics is embedded across the curriculum. The school have adopted some fun ways of integrating mathematics including Enterprise week (financial planning), Careers talks (mathematics and Engineering), mathematics in Art (DT, Art and music) and a variety of Academy competitions.
2.	The school have fostered a reading culture, where reading for pleasure and enjoyment is a strength. High quality texts are available to challenge and support reading and teachers lead by example. Whole class reading is exciting for the pupils with the next reading book wrapped up to stretch imaginations and build curiosity. 'Wow weeks' are also exciting as they introduce new topics in an engaging and interesting manner. To expand the pupils experience, they have family learning projects which include computer or practical based projects, for example a book of places to visit in London, or as a practical task building a model/map of landmarks. Pupils present projects in class which has impacted on their self-confidence and widened their learning experiences.
3.	The school has a strong governing body who were present on the call and keen to discuss the progress and enthusiasm of pupils in the school (who they had spoken to), and the levels of learning taking place. The school also has strong parental support strategies in place using a variety of communication media to engage parents in supporting their child at home. Parents spoke highly of their child's learning experience at the school, and described interesting motivational methods used to engage pupils during the lockdown (for example sending individual letters for pupils to reply to) and sending out a variety of paper based



and online resources. Workshops were provided (pre Covid) for parents to support their child at home, including phonics and reading. Parents, governors and pupils also took part in the development of the new curriculum, which is bespoke, thematic and evolving.

Comments

I would like to take this opportunity to thank the Head teacher, staff, governing body and parents for providing an opportunity for a thorough interim review of the work of the school linked to pupils learning and development in English and mathematics. The new curriculum which provides engaging and exciting opportunities to learn reflects the effective strategies that the school has in place. The enthusiasm, the discussions and the variety of input, provided detailed information that reflected the shared ambition and inspiration to ensure all pupils can succeed and fulfil their potential. I enjoyed being able to talk to the mathematics co-ordinator prior to her leaving and am sure her successor will have 'big' shoes to fill. Thank you to the staff at St Augustine's CofE First school for evidencing their excellent performance and ensuring an enjoyable and uplifting virtual visit.

