



# Quality Mark

## VISIT FEEDBACK REPORT

<b>School name</b>	St. Augustine's CE Academy	<b>Visit date</b>	23.5.19
<b>Headteacher</b>	Rebecca Walker	<b>NOR</b>	46 +7 Nursery
<b>Telephone number</b>	01283 820365	<b>Assessor</b>	Margaret Griffith
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### A brief context of the School

St Augustine's CE Academy is a small, rural First School with 46 children on roll, and is part of the Staffordshire University Academies Trust (SUAT). They work very closely with two other schools in the Trust; All Saints CE Academy, Denstone, and St Peter's CE Academy, Alton. The pupils from all three schools are able to benefit from shared activities, sporting fixtures and educational visits. Ofsted judged the school to be 'Outstanding' in 2009.

<b>Visit Type</b>	<b>Renewal</b>
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<b>The Assessor spoke to the following people:</b>			
<b>Headteacher and/or Senior Leaders</b> YES	<b>English Subject Leader</b> YES	<b>Mathematics Subject Leader</b> YES	<b>Assessment Manager</b> NO
<b>SENCo</b> YES	<b>Pupil representatives</b> NO	<b>Governors/Trustees</b> NO	<b>Parent representative(s)</b> NO

<p><b>Does the school meet the requirements of the Quality Mark?</b></p> <p>YES</p>	<p><b>‘Learning Walk’ completed?</b></p> <p>YES</p>
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<p><b>The previous development points have been implemented.</b></p> <p>YES</p>	<p><b>List any noteworthy evidence.</b></p> <p>See Below</p>
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<p><b>List of development points from the previous visit report and the resulting actions taken, if appropriate:</b></p> <ul style="list-style-type: none"> <li> <p>▪ To continue to focus on the planning for real-life mathematical opportunities both within the maths lessons and also across the wider foundation curriculum. To ensure particularly within the Science provision that opportunities for children to use and apply their skills and knowledge of maths are planned for. At the renewal assessment leaders will be able to evidence this through children’s work and teacher’s planning. (Elements 6,7,8)</p> <p><i>Book trawls and planning are now done collaboratively, with staff from across the Federation, to ensure that ideas and opportunities are further developed, and offered to children, which will allow them to use and apply their mathematical skills in Science and across the wider curriculum.</i></p> </li> <li> <p>▪ To further develop the outdoor provision for the EYFS to ensure children have the opportunities to take their learning choices outside, having the resources and the provision available. To consider elements of Forest School provision as a potential next step for the school, with the possibility of further developing home-school links through joint activities. (Elements 6, 7, 8)</p> <p><i>The Early Years outdoor area has now been redeveloped and enhanced giving children the opportunities to make appropriate learning choices using quality and relevant resources. The Federation now has a qualified Forest School teacher who has developed and introduce a full and varied range of exciting activities – 50 Things To Do Before You’re 9 - for children to complete both at home and during outdoor provision at school.</i></p> </li> </ul>
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<p><b>Suggested areas for development in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.</b></p> <ul style="list-style-type: none"> <li> <p>▪ To construct and design a new whole school curriculum which is sequential in building upon prior learning, knowledge rich and which enables children to use and apply their English and mathematics skills. (Element 3)</p> </li> <li> <p>▪ To continue to build on parental involvement through family learning projects and to further involve parents during Enterprise weeks. (Element 9)</p> </li> <li> <p>▪ To further encourage and develop Reading at home through the introduction of a new reward system. (Elements 1 and 9)</p> </li> </ul>
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**Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:****Quality Mark Elements****1. A whole school strategy and planning to improve performance in English and mathematics**

- All English and mathematics action plans are linked to the school's Action Development Plan.
- Elements of Letters and Sounds and Jolly Phonics are combined to enhance and support the Teaching and Learning of Phonics in Reception and Key Stage 1. Children in Nursery and Reception are grouped for Phonics, according to need.
- Children who are currently reading at below their chronological reading age, 'Red Readers', receive 1-1 daily reading support in school, with parents encouraged to hear them read daily at home.
- The school's popular, yearly Reading Challenge promotes Reading for Pleasure and encourages children to experience a wider range of genre.
- Staff are continuing to develop pupils' use of English strategies in the wider curriculum, to ensure children's Reading and Writing skills are embedded.
- The school's Mastery approach to mathematics ensures that children develop a secure understanding of number facts and mathematical concepts.

**2. Analysis of the assessment of student performance in English and mathematics**

- The school has recently changed their Tracking and Assessment tool to a bespoke system which tracks Reading ages and every pupil's learning journey through each year group.
- Staff use White Rose end of unit challenges to regularly assess and track pupil progress in mathematics.
- PIRA reading tests, from Rising Stars, are used to assess reading fluency and comprehension.
- Pupil Progress meetings are held every half term when staff analyse the progress and attainment of all children and discuss individual pupils' next steps and any support or intervention needs.
- The Head Teacher and English and mathematics co-ordinators analyse all assessment and tracking data and give individual feedback to staff.
- The Head Teacher presents termly school development and pupil progress reports to the governors of the school.

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

- All assessment data informs the school's Action Development Plan.
- The termly progress of targets on the Action Development Plan is reported to Governors.
- Actions prioritised in 2018/19 included:
  - To increase of the number of children working at Greater Depth in mathematics  
*The staff have been inspired by, and are now part of, the Learning Without Limits project.*  
*Year 3 and 4 children are trained to write their own mathematics targets and to make informed choices about their personal level of challenge*
  - The continued development of teachers' action plans.

*Staff have redeveloped the format and foci of their action plans to ensure they include regular check points and that the Success Criteria reflects effective evidence of actions taken to ensure further improvement and progress.*

- In 2019/20 the main school priority is to develop a new holistic, inspiring and innovative curriculum, which is personalised to reflect the needs of the children and their links with the community.

#### **4. English and mathematics for all groups of students**

- Staff ensure all children's learning styles are catered for.
- Children are trained and guided to select resources which suit them, including concrete/pictorial materials which are always available, to further support the Teaching and Learning of mathematics.
- Intervention strategies currently in place include:
  - Toe by Toe
  - Fischer Family Trust Wave 3
  - Turnabout – to strengthen memory and retention skills
- Pre-teaching is used, at the introduction of a new concept or unit, to strengthen children's understanding before the lesson and to ensure children working at Greater Depth can move forward at their correct level and pace.

#### **5. Review of the progress made by all groups of students in English and mathematics**

- The progress and attainment of all children is discussed at Pupil progress meetings each half term.
- Staff focus particularly on Pupil Premium children and those who are vulnerable, or who have Special Educational Needs.
- Pupils' targets, next steps and intervention needs are decided at the Pupil Progress meetings.
- Staff complete a One Page Profile every half term for children who have Special Educational Needs which is completed with the child and ensures their thoughts and opinions are valued and considered when targets and next steps are discussed.
- As well as detailing targets and next steps, the profile also includes all interventions used, reviews and reports from any outside agencies involved with the child's development i.e. Speech Therapist, Educational Psychiatrist etc.

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

- The Staffordshire University Academies Trust offers quality training and support to the staff.
- Teachers carry out moderation with staff from schools in the Federation and others in the Trust, to ensure assessment judgements continue to be robust.
- The expertise of teachers within the Trust schools is used to support staff with professional development and subject updates.
- Staff are currently redeveloping and rewriting the curriculum, and extra support with this is planned for next year.

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

- The teaching approaches and learning styles offered to pupils are flexible and planned to accommodate all children's needs.
- Staff plan 'WOW weeks', each half term, to introduce new topics in an exciting, interesting manner to ensure children are engaged in their learning.
- Writing with purpose is a skill being further developed using themes and ideas from children's learning across the curriculum.
- During Enterprise Weeks children are given the opportunity to plan and develop their own themes and to take ownership of their learning.
- A strength of the mathematics lessons, throughout the school, is the high-level questioning planned to expand and deepen pupils' thinking and to add differentiated levels of challenge.

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

- Rock Star Times Tables is extremely popular with the children and is used very successfully through school.
- Each year authors are invited into school to further develop and enhance pupils' Reading for Pleasure and Writing skills with their support during Writing / Reading Week.
- Through a sponsored read, pupils raised £600 which has been used to purchase high quality texts which further develop and enhance children's love of Reading.
- New laptops and iPads have been purchased to compliment and further support Teaching and Learning across the school.

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

- Parental support towards their children's learning, and for the school in general, is very good.
- The schools' open-door policy is well received and much appreciated by the parents when they wish to speak to a member of staff informally about an issue regarding their child.
- The school website has recently been redeveloped and updated and is well used by the parents. The school curriculum booklets, the Reading, Phonics and Calculations policies and all necessary information is easily located on the website.
- Parents workshops for mathematics, SATs information, PE etc. are popular and well attended.
- Parents of children who have Special Educational Needs are invited into school to support the completion of the One Page Profile together with their child and the class teacher.
- The Early Years Learning Book is accessible to parents which enables them to add to, and upload, children's achievements at home.
- The Learning Book record can be made into a hard-backed book for parents to keep – a lovely idea!

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

- The school has a moderation and monitoring calendar which timetables Learning Walks, Lesson Observations etc. and focuses on different targets and criteria throughout the year.
- Governors and members of the Local Authority Council are invited into school, each term, to participate in Learning Walks, Book Trawls and Drop-Ins.

- Governors who take part prepare a report of their visit to present at the next Governors meeting.
- All staff are given constructive, individual feedback.
- The Governor linked to Pupil Premium meets with the Head Teacher, termly, to discuss progress and targets and prepares a full report of their meeting which is then presented to the full Board of Governors.
- Planning is fluid and flexible to ensure teaching is relevant, purposeful and meets the learning needs of all children.
- Teachers from within each phase group, across the three schools, plan together ensuring coverage of the curriculum and that ideas and good practice are shared for the benefit of all pupils in the Trust.

**Secondary Quality Mark - Element 6**

N/A

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

- The continued focus on the planning for real-life mathematical opportunities within mathematics lessons, and across the wider foundation curriculum, has been developed and embedded. Opportunities for children to use and apply their mathematical skills and knowledge, particularly within Science, are rigorously explored through careful planning. (Elements 6,7,8)
- The further development of the outdoor provision for the EYFS has ensured that children now have increased opportunities to take their learning choices outside and have quality resources and provision available. Elements of Forest School provision have been further developed and home-school links strengthened through joint child/parent activities - 50 Things To Do Before You're 9! (Elements 6, 7, 8)

**Developments:**

- To construct and design a new whole school curriculum which is sequential in building upon prior learning, knowledge rich and which enables children to use and apply their English and mathematics skills. (Element 3)
- To continue to build on parental involvement through family learning projects and to further involve parents during Enterprise weeks. (Element 9)
- To further encourage and develop Reading at home through the introduction of a new reward system. (Elements 1 and 9)

**Additional Comments or action (if applicable)**

The Head Teacher provided an excellent and comprehensive range of data to support our Renewal meeting.