

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	St James Hatcham C E Primary School and Nursery		
Headteacher	Sonia McFarlane		
School and/or HT email	Headteacher@st-jameshatcham.lewisham.sch.	Tel no	020 8692 4937
Alliance QM Assessor	Diane Wilson	Visit date	2 March 2016

Purpose of Visit	Initial Assessment Visit
-------------------------	---------------------------------

The Assessor spoke with the following people

Headteacher and/or Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manger YES
SENCo YES	Pupil representatives YES	Governor Representative YES – Parent Governor Deputy Chair of Governors	Parent representative(s) YES – Parent Governor

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
--	--

<p>'Good practice' identified in relation to the 10 Elements of the Quality Mark:</p> <ul style="list-style-type: none"> • A welcoming atmosphere pervades this school and visitors are immediately aware of this. It is a place where purposeful activity and a culture of learning together, is shared by all. The school is an oasis of calm and learning. • This small school is both forward looking and flexible, with structures which encourage quick response to the identified needs of different pupils. It is not complacent; proactively seeking to identify ways of further developing pedagogy and practice in the light of ongoing review. • 'Intervention' takes a number of forms for pupils of all abilities. All Staff are involved in the review process, with regular meetings taking place between key personnel. Pupils speak positively about the different ways in which they receive support at points in
--

Alliance for Lifelong Learning

their learning where they need extra help. The school's marking and feedback practice supports this process.

- Pupils are listened to and are provided with regular opportunities to have dialogue about their learning via 'writing conferences', 'focus groups' and 'drop ins', in addition to the more usual structures for feedback.
- Staff enjoy a culture of learning with regular opportunities to further develop skills, knowledge and understanding through sharing practice within the school, across a consortium of schools, as well as externally. All staff receive support from the school 'family'. Examples of this include that provided for the NQT and literacy and numeracy leads being 'attached' to year groups. It is testament to the quality of support provided that staff are 'grown' from within and achieve progression.
- The school has high expectations of every pupil. Books are well presented and there is an obvious sense of pride in the work that pupils complete which supports the development of SPaG. This is enhanced by a focus on challenging vocabulary and on learning High Frequency Words.
- A proactive approach is taken in relation to supporting pupils to progress in their learning which includes home visits and a close working relationship with parents and extends to liaison and tracking identified pupils into the secondary phase.

Suggested areas for development in preparation for the next Quality Mark visit:

- This forward looking school has already identified key priorities for development. These include the further enhancement of the website and VLE as a learning tool for all stakeholders. This will include more learning opportunities and challenges to develop literacy and numeracy skills. Links to competitions and projects will be provided to challenge pupils and encourage learning with parents. Providing resources and materials from parental workshops will benefit those unable to attend. The school is already using pupils to model numeracy strategies. These are being uploaded.
- Moving forward, a 'deeper dive' into identifying the different ways in which particular intervention strategies impact on pupils learning and readiness to learn would further support target setting. Lego therapy was discussed as an example of the differential ways in which this does impact on particular pupils. Evidence gathered from teachers following intervention could be used to inform further development.
- The school is exploring the recording of the various ways in which pupils are supported, without further exacerbating workload. An example of this is the way in which 'carpet time' is used to consolidate the learning of some pupils, whilst challenging others. Pupils speak highly of how this helps them.
- The further development of FROG assessment system to support assessment without levels and tracking the progress of children under the new Curriculum, has already been identified by the school.

Alliance for Lifelong Learning



enquiries@qm-alliance.co.uk

www.qm-alliance.co.uk

- Insightful dialogue took place about changes that have been noted in the development of language skills which challenges previous thinking and research. The school is keen to further extend its partnership with Higher Education Institutions so it would be worth pursuing the possibility of working in partnership on this including obtaining an 'Action Research' grant.
- The success of the school's 'Reading Clubs' which challenge fluent readers could be extended to a leadership role for these pupils in becoming 'Reading Champions' who support struggling readers. This has been found to be effective in developing reading skills.

Alliance for Lifelong Learning



enquiries@qm-alliance.co.uk

www.qm-alliance.co.uk