



Quality Mark

VISIT FEEDBACK REPORT

School name	Hemingford Grey Primary	Visit date	31 st October 2018
Headteacher	Mrs Kate Fox	NOR	293
Telephone number	01480 375040	Assessor	Mrs Elizabeth Pitcher
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A brief context of the School

- A short Ofsted inspection was received in June 2018. This school continues to be a good school.
- The current headteacher will retire at the close of the Autumn term 2019 and her successor has been appointed, as from the start of the Spring term 2019.

Visit Type	Renewal Visit (RV)
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The Assessor spoke to the following people

Headteacher and Deputy Headteacher YES	English/basic skills lead YES	Mathematics/basic skills lead YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governor YES	Parent representative YES

Does the school meet the requirements of the Quality Mark? YES The school is now eligible to receive its 4 th Quality Mark Award	'Learning Walk' completed? YES
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<p>The previous development points have been implemented.</p> <p>YES – please see below</p>	<p>List any noteworthy evidence.</p> <ul style="list-style-type: none"> • The school's commitment to a holistic approach to learning and to equipping pupils with the knowledge, skills and understanding they need, is clearly evident through all strategic planning. • This translates into the implementation of a creative and innovative curriculum provision, as evidenced in discussion with pupils and on the learning walk
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<p>List of development points from the previous visit report and the resulting actions taken, if appropriate:</p> <ol style="list-style-type: none"> 1. To successfully assimilate the new guidance for National Curriculum Assessments in relation to the Teacher Assessment Frameworks at the end of Key Stages 1 and 2 into the school's existing good practice. (links to Elements 1, 2, 3 & 10) <p>ACTIONS TAKEN - <i>a whole-school approach to assessment has led to good outcomes. The Assessment policy is regularly reviewed and updated and links to the Learning Journeys.</i></p> <ol style="list-style-type: none"> 2. To continue to focus on improvement in mathematics through a range of identified key actions, and to monitor pupils' progress towards age-related outcomes and mastery. (links to Elements 1, 6, 7 & 10) <p>ACTIONS TAKEN - <i>the improvement in mathematics stems from the review of its teaching across the school and training for teachers which has increased subject knowledge. This has led to improvements in learning and end of year outcomes.</i></p> <ol style="list-style-type: none"> 3. To ensure that relevant stakeholders familiarise with the Quality Mark Ten Elements criteria, leading to increased shared understanding. <p>ACTIONS TAKEN - <i>Stakeholders are familiar with the expectations which relate to their roles and responsibilities.</i></p>
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<p>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.</p> <ol style="list-style-type: none"> 1. To further develop assessment processes and procedures for increased impact on future teaching and learning in other subjects, underpinned by the continued, purposeful application and embedding of key English and mathematical skills. (Links to QM Elements 7, 8 & 10) 2. To support development point 1: embed spelling through purposeful application in writing for a purpose (Links to QM Elements 7 & 8)

<p>Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:</p> <p>Quality Mark Elements</p> <ol style="list-style-type: none"> 1. A whole school strategy and planning to improve performance in English and mathematics <ul style="list-style-type: none"> • A clearly defined whole-school strategy provides clear vision and expectations. • Governors understand their roles and responsibilities in holding the school to account through effective communication, including visits to school and by keeping well informed on priorities.

- Continued commitment to improving the performance for all pupils in English and mathematics leading to cohesive approaches.

2. Analysis of the assessment of pupil performance in English and mathematics

- The whole-school approach to assessment is systematic and refined which increases accurate decision making.
- The Assessment policy is regularly reviewed and updated and links to the *Learning Journeys*, which enables strong and cohesion for teaching and learning.
- The concise assessment of SEND pupils supports the school's over-arching inclusive approach.

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

- Lines of accountability are reflected in target setting processes, all of which ensure that pupils are involved in their own journey of learning, as reflected in their personal *Learning Journey* and books.

4. English and mathematics for all groups of pupils

- Effective communication is the key to the process of support for the underachieving and underattaining pupils, who benefit from differentiated, precision teaching which is matched to specific needs.
- It is evident from pupil comments, that they enjoy their learning environment which reflect a 'buzz' for learning.
- Based on a child-centred, flexible approach to teaching, smaller steps to success lead to improvement for vulnerable groups, as well as challenge for the more able learners.

5. Review of the progress made by all groups of pupils in English and mathematics

- Discussions show how pupils are '*Resourceful, Respectful, Resilient, Reflective, Risktakers and form excellent Relationships!*'
- Evaluation, involving regular discussion, pupil tracking and analysis of data are key factors that impact on the successful implementation of relevant provision for pupils at all levels of ability.

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

- The commitment to and value placed on improving the skills of all staff continues to ensure that relevant CPD is received in alignment with school priorities.
- The school continues to embrace innovation and creativity and much energy is demonstrated for this ethos. This leads to shared understandings and expectations, supported by focused dialogue about good learning and teaching.

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

- The school continues to strive to maintain consistent approaches to teaching and learning within the interactive and engaging learning environment. For example, learning prompts are

consistently used and creative areas provide opportunities for developing exciting learning, supported by skilled adults.

- Pupils talk confidently about their personal and collaborative learning and achievements. For example, they enjoy overcoming personal barriers to learning and have the resilience to increase their confidence levels.

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

- A key strength of the school is the creative use of the building, with its Learning Zones and carefully planned areas for increased creativity.
- Technology is integrated into curriculum provision and used effectively to support pupils' developing skills, to enhance purposeful learning.

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

- Parents and carers are kept well informed on curriculum information through newsletters, workshops, discussions and the school website, which is an effective resource of interactive learning.

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

- Governors are fully involved in monitoring and planning and in holding the school to account within an affirming framework.
- The school improvement plan is a shared process, involving all members of the school team, including governors. This leads to shared understanding of expectations, as it continues to embed its school vision.

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

- Strong processes of accountability are embedded.
- Pupils have ownership of their own learning through exploration and enquiry, which leads to increased confidence within exciting learning.
- Clear and concise action planning is in place for English and mathematics, with in-built clear evaluation processes related to whole-school improvement.
- Rigorous and regular monitoring enables a clear overview of progress and attainment by leaders.