

## Basic Skills Quality Mark Programme – Visit Feedback Report

<b>School name</b>	Hemingford Grey Primary		
<b>Headteacher</b>	Kate Fox		
<b>School and/or HT email</b>	head@hemingfordgrey.cambs.sch.uk	<b>Tel no</b>	01480 375040
<b>Alliance QM Assessor</b>	Elizabeth Pitcher	<b>Visit date</b>	14/01/2016

<b>Purpose of Visit</b>	<b>Support and Review</b>
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The Assessor spoke with the following people

<b>Headteacher &amp; Deputy HT</b> YES	<b>Literacy Leader &amp; Numeracy Leader</b> YES	<b>TAs</b> YES	<b>Assessment Manager</b> YES
<b>SENDCo</b> YES	<b>Pupil representatives</b> YES	<b>Governor representative</b> YES	<b>Parent representative</b> YES

<b>'Learning Walk' completed?</b> YES	<b>Relevant evidence-base reviewed?</b> YES
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	✓ The previous development points have been considered and are being implemented	The previous development points were considered but were not felt appropriate to implement at present N/A
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### 'Good practice' identified in relation to the 10 Elements of the Quality Mark:

Hemingford Grey Primary School clearly demonstrates that it continues to meet the Quality Mark Ten Elements, and is therefore eligible to achieve the QM Renewal Award. The headteacher, who is well supported by the senior team, continues to lead the school in a strong commitment to the on-going promotion of improved performance in basic skills. Strategic planning is a key strength which identifies the steps to improvement, underpinned by rigorous and systematic assessment processes which are being adapted to the new national expectations. In-school and external moderation is well organised to ensure validity of teacher judgements, which is critical to continued school self-evaluation, planning and improvement. Pupils are involved in their own assessment and understand their steps to

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success. Governors provide good support and work closely with the headteacher, who keeps them well informed at all relevant levels. (Links to Elements 2, 3, 1 & 10)

Cohesive support is planned and provided for underattaining and underachieving pupils. Teachers and teaching assistants work positively together to provide tailored support, well-matched to learners' needs, and clearly focused on improving literacy and mathematical skills. Specialised training has been accessed by the SENDCo to benefit pupils who exhibit dyslexic tendencies, and the newly introduced Dyslexia Testing Kit is set to help with early identification. Pupil Profiles have been more recently introduced to increase shared understanding, built from the knowledge of the identified learners, and which are regularly reviewed for impact and next steps. (Links to Elements 4 & 5)

The school ensures that all staff receive relevant CPD in alignment with school priorities, and makes good, judicious use of external partnerships in relation to current priorities. For example, purposeful use of a teacher's time for specific training, which was then cascaded back at school, resulting in professional development for all. The Learning Zones are another strength of this vibrant learning community, where the encouragement of independent learning is promoted by interactive learning prompts and other relevant resources to increase the development of literacy and numeracy skills. The enriched curriculum stems from a positive and inclusive ethos of good learning, which is embedded in day to day practice, whilst taking account of the whole child, whose voice is valued. The Learning Journeys and Reading Journals serve to ensure active involvement in own learning. The school is adapting to recent changes to the National Curriculum, for example, with the revision of the Calculation Policy, which will enable appropriate progression in line with new expectations. (Links to Elements 6, 7 & 8)

The school has continued to welcome parents and carers, as co-partners in their child's learning, starting by ensuring smooth transitions for the youngest children. Key curriculum information is provided on the teaching and learning of the basic skills, including *The Big Plan* and the *Pupils Improvement Plan*, both of which emphasise the value placed on collaborative approaches and partnerships in improving standards of basic skills. Policies and procedures are easily accessible on the school's website, and ongoing conversations are a part of daily school life. (Links to Element 9)

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

- To continue to ensure a smooth transition in adapting to the new assessment arrangements.
- To continue to develop the Learning Zones at Year 5 and Year 6, to ensure consistency of approach across the school.
- To ensure that all stakeholders are familiar with the Quality Mark Ten Elements in order to ensure shared understanding.

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[enquiries@qm-alliance.co.uk](mailto:enquiries@qm-alliance.co.uk)



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