



Quality Mark

Supporting and celebrating continuous improvement

Report for Quality Mark Assessment

School Kimberworth Community Primary School
Assessors Sue Oakes
Amy Parry

Date of Renewal 2nd June 2015

Dear Miss M Tapp,

We would like to express our thanks for the warm welcome and hospitality we received on our recent visit to your school.

We are confident that the school continues to meet the requirements for each of the 10 elements and are pleased to recommend the renewal of the Primary Quality Mark.

The school was well prepared for the assessment having completed a detailed audit document illustrating school systems and processes supporting all aspects of the 10 Quality Mark elements. The preparation for the visit was very thorough and a plentiful range of well-organised supportive evidence was provided. This included a selection of pupils' maths, literacy and topic work from all year groups as well as leadership files and documentation.

The assessment was also supported by a learning walk, a visit to each classroom and a number of meetings. Discussions were held with the Head, Deputy Head and Assistant Head teachers as well as core subject leaders, SENCo, Inclusion Manager and two of the school governors. The timetable set for the morning offered good opportunity to obtain a rounded picture of basic skills provision across the school.

The school was able to evidence that good progress had been made with the identified areas for development from the last assessment. A strong emphasis on the promotion of basic skills was clearly evident across the school and was visible in all

areas including the school hall display of Achievement Certificates from weekly assemblies. A number of key strengths were identified.

Areas of strength

- A strong, enthusiastic leadership team, including staff and governors, who work collaboratively in driving forward the basic skills. Leaders work strategically to support the professional development of colleagues and have high expectations of pupils.
- Assessment and tracking are thorough and are reviewed at termly pupil progress meetings by a team including the SMT, core subject leaders, the SENCo and sometimes the Inclusion Manager. Rigorous review and analysis procedures impact positively on provision for basic skills.
- The school budget is deployed to provide a strong staffing profile with a high proportion of HLTAs and teaching assistants who support and contribute well to basic skills development.
- Structured systems are followed consistently throughout school e.g. assertive mentoring, morning challenge activities, interactive working walls, marking and feedback. Coordinated provision in the early years ensures effective transition, continuity and consistent development of basic skills through F1, F2 and into Year One.
- Topic folders exemplify the application of literacy and maths across the curriculum.
- Assertive mentoring in maths is proving to be positive and successful. It involves high levels of pupil participation in self review and promotes detailed assessment opportunities.
- The Speech and Language Development Programme in the Foundation Stage caters for the specific early language needs of pupils new to school.
- The school works hard to engage parents in learning through various events such as involving them in the daily 'morning challenge' and offering courses in maths and SPaG. Some parent/SMSAs are trained to lead 1:1 reading sessions.
- Collaborative monitoring in staff meetings has involved all staff in shared work scrutiny activities focussing on marking and feedback and the level of challenge in children's work.

Suggested Areas for Development

- Develop the learning environment and displays to include labels and questions that identify the learning that has taken place and the skills that have been used.
- Develop the use of 'Next Steps' in written feedback so that pupils address areas for improvement or apply new learning in subsequent pieces of work.

- Continue to embed the successes of assertive mentoring in maths across the school and consider applying the technique selectively in reading and writing.
- Use the school website to further support parents and basic skills e.g. through photographs of working walls, videos or links to examples of teacher modelling techniques and strategies.

Once again, on behalf of Amy and myself, thank you to everyone for your time and hard work and also for an inspiring and enjoyable morning in your lovely school. Congratulations to you all!

Best wishes,

Sue Oakes

Sue Oakes
Quality Mark Assessor