



Quality Mark

VISIT FEEDBACK REPORT

School name	Bishop Martin Church of England Primary School	Visit date	3 rd December 2021
Headteacher	Sally Aspinwall	NOR	200
Telephone number	0151 428 6295	Assessor	Kim Salisbury
Quality Mark Contact email at school/setting	e.rowley@ldst.org.uk	Quality Mark Contact Name at school/setting	Emma Rowley

A brief context of the School *(Information concerning Federations/MATs etc.)*

The school is part of the Part of the Liverpool Diocesan Schools Trust

Visit Type <i>(Delete as appropriate)</i>	Renewal Visit (RV)
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The Assessor spoke to the following people *(delete as appropriate)*:

Headteacher and/or Senior Leaders YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager NO
SENCo YES	Pupil representatives YES	Governors/Trustees YES	Parent representative(s) YES

<p>Does the school meet the requirements of the Quality Mark? YES</p>	<p>'Learning Walk' completed? YES</p>
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<p>The previous development points have been implemented. YES</p>	<p>List any noteworthy evidence.</p>
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<p>List of development points from the previous visit report and the resulting actions taken, if appropriate: N/A</p>
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<p>Suggested areas for development (<i>Maximum of 3 points</i>), 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> <ul style="list-style-type: none"> Continue to embed the new EY curriculum-<i>as per own actions</i>
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<p>Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark: <i>Assessors to complete the boxes below using <u>brief bullet points</u> and delete those elements not relevant to this particular visit.</i></p> <ul style="list-style-type: none"> <i>For an initial assessment, <u>ALL</u> elements must be reviewed, and evidence recorded.</i> <i>For a renewal visit those particular elements relating to the rising trends of good practice should be recorded.</i> <i>For an ISAR visit only those elements discussed during the informal meeting need to be recorded.</i>

<p>Quality Mark Elements</p> <p>1. A whole school strategy and planning to improve performance in English and mathematics</p> <ul style="list-style-type: none"> A range of strategies are implemented to support children's development of early language and literacy skills. These include a comprehensive nursery rhyme plan, Tales Tool Kit and strategies from the URLEY language programme. The school also adopts a high quality text based approach which fosters a love of reading in the children. A range of strategies are also implemented to support children's early mathematical development including White Rose Maths and NCTEM activities. Staff have received Specialist Knowledge for Teaching Maths training and utilised resources made available through the Maths Hub. A mastery approach is taken to children's acquisition of counting and children were able to demonstrate, during the pupil interviews, that they are beginning to use taught strategies to count and subitise.

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

- Cross trust links are in place to ensure that practitioner judgements regarding children's progress and attainment are accurate and validated by peers.

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

- A detailed School Improvement Plan is in place for EYFS. Early Years also features in the improvement plans for English and Mathematics for the school.
- Priorities for EYs have been identified. These include COVID recovery and supporting children's PSED in response to children's experiences of restrictions including local and national lockdowns.
- Reading is a whole school priority and strategies to support early reading are woven into the curriculum for EYs and beyond.

4. English and mathematics for all groups of pupils

- A balanced and sequential curriculum is in place to support all children to develop early literacy and mathematical skills. There are also appropriate interventions in place for children who may need additional support in relation to their communication and language development including weekly MAST sessions, Time to Talk and Wellcomm activities.
- Links with external agencies are in place, including the ADHD Foundation, SALT and SENNIS. Strategies such as Regulation Stations have been introduced to support children in developing independence in self-regulation.

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

- Maths Journals, Learning Journey wall displays and online Learning Journals are used to collect evidence of children's progress. Children's next steps are shared with parents/carers regularly and parents report that they are confident to use strategies shared by school staff to support their children's early maths and literacy development at home.

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

- Leaders are committed to supporting staff professional development. Regular staff training is offered and secure cross trust links are in place.

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

- Staff foster a love of reading in the children through regular story times, a quality text based approach and by enabling children access to engaging picture books within provision.
- Resources to support children to embed mathematical skills are readily available and children demonstrated, during the learning walk, that they were confident to use such resources effectively to count, problem solve and subitise.

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

- The environment for reception children is well presented and offers exciting and engaging learning opportunities for children. Well resourced role play, a cosy book corner and small world play equipment enable children to revisit familiar stories and to extend their vocabulary. Opportunities for children to embed taught mathematics strategies are also available in continuous provision.
- The outdoor area is spacious and allows for active learning. Books and writing equipment are available for children alongside resources to support their development across the prime areas.

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

- Communication between school staff and parents/carers is effective. Parents interviewed were aware of strategies used in school to support children's acquisition of basic skills and could articulate ways in which they are advised to support their children at home.

- Parents interviewed spoke very positively about the support their children had received on transition into reception and described the dedication of the staff team.
- Children have access to educational apps to support their literacy and mathematical development including Mouse Club and Reading Eggs. Parents feel that these apps support home learning and enable them to monitor children's progress easily.

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

- A robust cycle is in place and evidence was shared with the assessor.

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

The EYFS continues to offer children a wide range of opportunities to learn through quality play experiences. Staff interact with children sensitively and, as a result, children are settled and confident to explore provision that supports their development of basic skills.

Parents are very supportive of the EYFS staff and time has clearly been invested in building relationships with the children and their families.

Additional Comments or action (if applicable) *Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.*

Much time had been spent preparing evidence for the assessment and the assessor is very appreciative of these efforts. Effective leadership and dedication of the EYFS team to provide children with a warm, welcoming and enabling environment was evident throughout the assessment visit. Staff know the children well and are able to plan direct teaching as well as activities to support child initiated play that will meet the children's needs as well as reflecting their interests.