



## 4.1/4.2 Basic Skills Quality Mark (BSQM) – Visit Feedback Report

**School name** Causeway Green Primary School  
**Headteacher** Miss Julia Shingler  
**School and/or HT email** Michelle.sangster@causewaygreen.sandwell.sch.uk **Tel no** 0121 559 2068  
**Alliance BSQM Assessor** Nigel Edge **Visit date** 19<sup>th</sup> April 2018

<b>Purpose of Visit</b>	<b>Renewal Assessment</b>
-------------------------	---------------------------

The Assessor spoke with the following people

<b>Headteacher and/or Senior Leaders</b> YES	<b>Literacy Subject Leader</b> YES	<b>Numeracy Subject Leader</b> YES	<b>Assessment Manager</b> YES
<b>SENDCo</b> YES	<b>Pupil representatives</b> YES	<b>Governor representative(s)</b> YES	<b>Parent representative(s)</b> YES

<b>'Learning Walk' completed?</b> YES	<b>Relevant evidence-base reviewed?</b> YES
---------------------------------------	---

**The previous development points have been considered have been implemented**

**Suggested areas for development in preparation for the next Quality Mark visit and links to the 10 Elements of the Quality Mark:**

- To focus on increasing the pupils exceeding in reading and writing at greater depth.
- To further enhance the teaching of writing across the curriculum
- To further develop the teaching of spelling and punctuation across the school.

**"Good practice" identified in relation to the 10 Elements of the Quality Mark:**

Causeway Green Primary School is very welcoming. Since the last visit the school there has been further investment in the school and some teaching areas have been refurbished and new teaching areas developed. Basic Skills are at the heart of teaching and learning at Causeway Green. The school is continuing to develop a balanced curriculum that encourages the children to become independent learners and functions in a calm and ordered manner, where learning is enjoyable for the pupils. The focus on reading for pleasure has had an immense impact on the enjoyment of all subjects.

Causeway Green Primary School have continually and consistently explored and implemented new ways in which to improve pupil's achievement, which has a very positive impact and culminates in success. All the stakeholders mirror the Head Teacher's enthusiasm and commitment to learning. Teachers demonstrate a determination to support all the children to fulfil their potential, academically, socially and emotionally. The staff, both teaching and non-teaching have developed excellent relationships with the pupils in their care and this was evident in the pupils attitude to those around them and their learning. There are displays of pupils "work and achievements" in the corridors and classrooms, many of which reflected the inclusive and good practice within the school. The Vision is shared through the School Improvement Plan. There is a firm commitment to creating an all-inclusive caring environment, where individual needs are met. English and Maths continue to be the main focus of the School Improvement Plan. Maths improvements are being addressed across the whole school looking at problem solving and reasoning at greater depth. Writing continues to be the main focus in English. There has been an investment in reading materials, the library has been refurbished and reading corners have been introduced into all classrooms.

Throughout the visit there was clear evidence of some excellent inclusive practice. The inclusion agenda is wholeheartedly supported through an ethos of well-embedded values and there are good structures and systems in place, to ensure an open dialogue with all stakeholders, to continue to improve the experiences for all pupils. This is driven by the SENDCO. The school supports pupils across the school in a variety of ways: one-to-one in-class help and withdrawal groups. Pupils are keen to learn and are happy to be a part of any withdrawal group. Staff are aware of what is required to help the children achieve their potential. The intervention programmes that have taken place have had a positive impact upon learning. Teaching assistants are deployed well and this impacts on teaching and learning for the pupils. There is a very well structured, effective assessment and recording system that is information rich and is updated regularly, which is monitored closely with regular meetings with staff. It was clear that the staff had a very good understanding of the pupils that they teach and this benefits the learning and teaching opportunities for all. Assessment is continuous and informs the planning with a range of assessment strategies used. This data gives a picture of the progress of individuals and this information is used to inform future planning, learning and teaching. Teachers and Teaching Assistants work with pupils to improve their basic skills across all areas of the curriculum. The quality and depth of information, alongside continuous and rigorous monitoring ensures that support is very effectively targeted. This is for all groups of pupils ensuring that no pupil is overlooked and that work is bespoke to the individual. All staff work seamlessly together and there is a real sense of being a cohesive and collective team whose purpose is to ensure that all pupils are able to fully access the curriculum at an appropriate level, enabling them to reach their potential in a

Alliance for Lifelong Learning

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

**n**iace  
promoting adult learning

The  
Basic Skills  
Agency

TRIBAL

[www.qm-alliance.co.uk](http://www.qm-alliance.co.uk)

October 2014

wide range of basic skills. The children articulated their enthusiasm and appreciation for the school. During discussions with children they were happy to talk about how they enjoyed coming to school and felt valued by all their teachers. They understood the routines found across the school. Children talked confidently about the system and how it helped them improve. The leadership team ensures that all staff members access Professional Development opportunities to support the teaching and learning of all staff so that it impacts directly on the pupils and their performance. The parents commented highly on the relationships that the staff have with the children. They feel the school supports the family as well as the child. A parent commented that, "We feel our children are safe and secure. The teachers hard work and encourages the children's love of learning." Causeway Green has an 'open door policy'. Parents are encouraged to talk to teachers to discuss any concerns. Teachers also request to meet with parents if additional support is required to help their child make progress.

**Many strengths have been identified at this visit, including the following:**

#### **Element 1 - A whole school strategy and planning to improve performance in basic skills**

##### **Strengths:**

- The School Improvement Plan is informative. Priorities are identified through a thorough evaluation of provision and standards.
- A Feedback and Marking policy is in place, which is reviewed and monitored regularly along with all policies and, more importantly, practice to ensure good learning.
- Teaching quality is monitored formally and informally, as part of a comprehensive monitoring plan.
- The English and Maths leaders have a clear vision for their subject and how it cross-references to other curriculum areas. Everyone is clear about their roles and responsibilities and is committed and effective in promoting the development of Basic Skills in a positive way. Writing continues to be a focus in English. The school has identified the need to work at a greater depth in all subjects and this is evident in the school Improvement Plan.
- Support programmes for underachieving children have impact.

#### **Element 2 - An analysis of the assessment of pupil performance in basic skills**

##### **Strengths:**

- The analysis and comparison of teacher assessment and test results assists the school in monitoring the learning across the school. EYFS GLD for this year was 61%. The school has focused on improving attainment levels across the school. The 2017 KS1 phonics-screening result were 80%. In Key Stage One, they achieved working at the expected level in the following: 78% in Reading, with 70% in writing and 78% in Maths. The end of Key Stage Two results for 2017 were as follows, Writing, 75% at the Expected Level, Reading was 85% at the Expected Level and in Maths 86% met the expected standard. SPaG was 86% at the Expected Level, with 34% achieving the Higher Standard. The combined RWM was 68%.
- Each child from year 1 to 6 completes a termly reading test to give a standardised score and reading age. (PiRa)

Alliance for Lifelong Learning

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

**n**iace  
promoting adult learning

The  
**Basic Skills**  
Agency

TRIBAL

[www.qm-alliance.co.uk](http://www.qm-alliance.co.uk)

October 2014

- Each child from year 1 to 6 completes a termly maths test to give a standardised score and maths age. (Puma)
- There is a moderation programme to verify teacher assessment; this includes working with other schools in the cluster and beyond.
- Pupil progress meetings are held with all teachers highlighting both achievement and attainment on a regular basis and are part of a rolling programme.
- Book scrutinises are carried out and also cross-referenced with planning.
- Children respond to feedback by making small improvements.

### **Element 3 - Target setting for the improvement of the school's performance in basic skills**

#### **Strengths:**

- Individual pupil progress is tracked throughout the school year.
- Targets are set for individual children, in need of extra support and are based on their learning needs as identified through on going assessment.
- Discussion with the leadership team clearly emphasises the commitment to the development of the basic skills across the school.

### **Element 4 - Basic skills improvement planning for pupils under attaining and/or underachieving**

#### **Strengths:**

- The school has well managed support and intervention strategies for under attaining and/or underachieving pupils.
- Teachers' planning takes into account those children who may need extra support and the differentiation they may need. This may be in different forms and may be individual or within groups.
- The Teaching Assistants play a role in supporting all pupils, with particular emphasis on specific groups and individuals, as well as playing an important part in wider school developments.
- All classes have identified both under attaining and underachieving children to target with intervention opportunities. Both teachers and TAs lead intervention groups
- Support plans are detailed and focused on specific learning needs where necessary.

### **Element 5 - Regular review of the progress made by pupils under attaining and /or underachieving in basic skills**

#### **Strengths:**

- Children's progress is discussed at pupil progress meetings and decisions are made about interventions for children underachieving.
- Children's progress in writing is assessed using the writing standards. They are assessed against age related expectations. The results of these assessments inform teachers planning and set targets for the next assessment.
- Children are also assessed against a set of age related year group targets in maths.
- Interventions are well thought out and pupils are correctly matched to the right intervention to enhance their development.
- SEN provision plans are reviewed regularly.

Alliance for Lifelong Learning

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

**n**iace  
promoting adult learning

The  
**Basic Skills**  
Agency

TRIBAL

[www.qm-alliance.co.uk](http://www.qm-alliance.co.uk)

October 2014

- Children and parents are involved in the review process.

### **Element 6 - A commitment to improving the skills of staff to teach and extend basic skills**

#### **Strengths:**

- Staff CPD needs and opportunities are well planned.
- Training needs of all staff including support staff are identified and addressed. Both teaching and non-teaching staff are fully involved in CPD and have clear opportunities to develop their knowledge and expertise across the basic skills, including external providers and in house training from the English and Maths leaders at Causeway Green School.
- Appraisal targets are set annually for all teaching staff; these are linked with the School Improvement Plan incorporating Pupil Progress, Curriculum Development and Personal Development targets. These are discussed and agreed with SLT.

### **Element 7 - The use of a range of teaching approaches and learning styles to improve basic skills**

#### **Strengths:**

- The curriculum is stimulating and engaging, including a wide range of visits and visitors to support learning.
- Homework is in place across the school, differentiated appropriately and valued by parents.
- Teachers use a variety of teaching approaches and learning styles. There was clear evidence in children's books of prompts, scaffolds and an effective marking and feedback system, which all helped to accelerate the progress of all groups.
- There is a planned programme of lesson observations for teachers, which monitor the effectiveness of teaching and learning. The school has worked extensively on developing Assessment for Learning.
- There is a clear expectation for the teaching time dedicated to the teaching of basic skills; Maths and English sessions, phonics, Spelling and grammar.
- The classroom displays include maths and English learning walls which are used on an interactive basis within lessons.

### **Element 8 - The use of appropriate teaching and learning materials to improve basic skills**

#### **Strengths:**

- The learning environment is supportive, e.g. learning prompts for English and Maths can be found in all the teaching areas and this is supported with resources, which are used to support learning effectively. The Maths & English subject-leaders have developed progression and consistency.
- There is a balance of learning prompts; celebration of pupil achievement and motivational materials throughout the school with examples of children's work displayed in the corridors.
- Maths improvements are addressed through mastery, particularly focusing on reasoning and problem solving across the whole.
- The Outdoor environment is used to enhance learning opportunities. This includes the

Alliance for Lifelong Learning

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

**n**iace  
promoting adult learning

The  
**Basic Skills**  
Agency

TRIBAL

[www.qm-alliance.co.uk](http://www.qm-alliance.co.uk)

October 2014



Forest school.

**Element 9 - The involvement of parents and carers in developing their child's basic skills**

**Strengths:**

- Parents are informed about basic skills provision in the school.
- Parents are informed about their child's progress and about children's transition from class to class.
- Teachers work hard to involve parents in all aspects of their children's learning.
- Parents are invited to various workshops and events across the year.
- Materials are available to parents through the school. For example, topic overviews and advice for extra learning.

**Element 10 - An effective procedure for monitoring planning and assessing improvement in performance in basic skills**

**Strengths:**

- Governors are well informed about planning for, and assessment of, basic skills.
- The Head Teacher produces reports to keep the governing Body fully informed.
- There is a thorough monitoring programme in place.
- The Governing body challenge the Senior Leadership Team.

**Summary:**

- Congratulations to the whole staff team at Causeway Green Primary School for their daily teaching of basic skills. The School continues to meet the standards required for the Basic Skills Quality Mark.

Alliance for Lifelong Learning

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

**niace**  
promoting adult learning

**The Basic Skills Agency**

**TRIBAL**

[www.qm-alliance.co.uk](http://www.qm-alliance.co.uk)

October 2014