



## Basic Skills Quality Mark - Hull Visit Feedback Report

<b>School</b>	Mersey Primary School	<b>Visit date</b>	Monday 28 <sup>th</sup> November 2016
<b>Assessor</b>	Claire Mudd	<b>Time on site</b>	4 hours

<b>Ofsted Status</b>	Good (outstanding for Leadership)
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<b>Visit Type</b>	Monitoring - focus on elements 1,4,5,7 and 10
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The Assessor spoke to the following people:

<b>Headteacher and Senior Leaders</b> Yes	<b>Literacy Subject Leader</b> Yes	<b>Numeracy Subject Leader</b> Yes	<b>Assessment Manager</b> Yes
<b>SENCo</b> No	<b>Pupil representatives</b> No	<b>Governor</b> No	<b>Parent representative(s)</b> No
<b>Other staff</b> EYFS Leader	<b>NOR - 206</b> (includes 27p/t F1)		

<b>Did the Assessor receive the Self Audit Form prior to the visit?</b> Yes	<b>Did the Assessor receive progress data prior to the visit?</b> Yes
<b>'Learning Walk' completed?</b> Yes	<b>Relevant evidence-base reviewed?</b> Yes

**Does the school meet the requirements of the Basic Skills Quality Mark?**  
 YES- the school has a rigorous and robust assessment system which clearly links to an innovative and exciting curriculum. The school has a unique leadership structure with leaders responsible for key areas of learning, monitoring and assessment. Although not traditional in terms of subject leadership, leadership is strong and there is a shared understanding, determination and focus on pupil progress.

The previous development points have been implemented  
 N/A

Recent initiatives / developments

The school is constantly evaluating its impact in relation to pupil progress and as a result has developed and refined systems and pedagogy. The two separate EYFS classes have now been re modelled into a foundation unit since September 16 and this is allowing for the provision to be more readily suited to the gaps in learning and ensure continuous provision is based upon pupil need. The '2 Simple tool' is proving invaluable in allowing practitioners to assess pupils and ensure the 'layered questions' which are visible in the setting are relevant and move learning forward.

The work with parents has developed in particular since the last visit and this has culminated in a proactive parent's body which has transformed an outdoor space into a 'Literacy Courtyard', which will be used to spark children's love of stories and literacy in a magical setting. The school has produced clear guidance for parents in terms of ARE in Maths and Literacy and these are available on the website as well as for use in parental consultations.

The school uses the coaching model successfully to ensure all teachers are clear of the expectations and refine teaching to ensure pupils are appropriately challenged. The Maths Leader has developed an new programme which allows teachers clearly to see what reasoning looks like in each year group and 'Maths Stars' have been introduced to support children who require same day intervention in order for gaps to be plugged.

The Reading Leader has refined Guided Reading which having a particular impact in Key Stage 1. There is a 'SWAT Team' of teachers and Support Staff who work in Key Stage 1 on a daily basis which allow pupils to be part of an adult led reading group every day. In Key Stage 2 there has been an increased focus on whole class reading to ensure pupils are given opportunities to analyse texts and develop inference at a greater depth. There has been increased opportunities for 'Reading for pleasure', which includes the 'power of reading' and reading buddies.

**The school has many strengths but the key strengths were found to be:**

1. The commitment to working relentlessly in partnership with parents which has resulted in marked improvements to attendance in the past year. The quality of the information provided by the school for parents in order to support their children is second to none and includes a weekly newsletter, blog, twitter account, stay and read and curriculum support materials.
2. The rigorous tracking and assessment system which allows leaders and teachers to have pin point accuracy in monitoring progress at an individual, cohort and class level. This is based on the Sheffield Stat system but has been refined and developed by the school to ensure it meets the needs of the school.
3. The quality of the curriculum which results in children being highly motivated and proud of their work. The explicit links to basic skills ensure skills are embedded and built upon through the school's thematic approach. Children display exceptional attitudes to learning (as witnessed on learning walk).

Summary of Evidence.		
Elements	Strengths	Recommended action (if applicable)
<p><b>1</b></p> <p>A whole school strategy and planning to improve performance in basic skills</p>	<p>The embedded whole school approach and commitment by its dedicated leadership team which follows a clear distributive model. Their focus and strive to raise standards with much time given to developing curriculum areas, monitoring and supporting staff with peer coaching throughout the school for all members of staff (even staff on supply). This is underpinned by a clarity of purpose which is derived from robust self-evaluation which draws upon a range of sources both internal and external to the school (School Principal, Trust Director, Executive Principal, Director of Learning etc.).</p> <p>Assessment both formative and summative is rigorous and linked to a clear monitoring and evaluation schedule. Formative assessment is used particularly effectively in maths and SPAG to identify gaps in learning and then same day intervention is used on the spot. This is in addition to Close The Gap Intervention which is planned against learning milestones.</p> <p>Analysis of data at both a local and national data level is used effectively, which in turn informs the Academy Development Plans. Academy Development Plans are written by key leaders within the school and are broken into areas of responsibility.</p> <p>Targets are set and reviewed on a half termly basis. However the school has increased its monitoring of pupils progress to almost weekly with half termly PUMA and PIRA tests completed to underpin teacher assessment judgements. Weekly 'challenge' meetings take place at phase level and there is a clear focus upon pupil progress evidenced in books.</p> <p>Moderation is robust and occurs frequently both internally and at Trust level. The academy make good use of their cluster links with cross cluster moderation ensuring consistency in judgements. This allows teachers and leaders to have a clear understanding of what ARE looks like as well as allowing teachers to ensure they are planning for</p>	<p>As with schools nationally continue to refine assessment systems which allow those pupils with the lowest abilities (SEND) to demonstrate and track progress.</p>

	<p>greater depth. This process is underpinned by clear KPI's for each core subject.</p>	
<p><b>4</b> Basic skills improvement planning for pupils underattaining and /or underachieving</p>	<p>Mersey Academy is highly effective and skilled at providing personalised teaching to meet the needs of every child as a result of the continuous cycle of pupil progress review and focus on learning by the entire team. The academy utilises the skills of expertise across the trust and this includes the use of a SEND Specialist 1 day a week. She holds regular review meetings which involve both pupils and parents and this has proved effective with a 100% participation from parents in setting and reviewing their child's targets and creating a pupil passport.</p> <p>Teaching is clearly personalized to meet the needs of pupils and this includes opportunities to develop greater depth for the Higher attaining pupils as well as clear programmes of support for the lowest attaining. . This is underpinned by a clear and consistent approach to marking and feedback which in turn leads to intervention when and where required (CTG and SDI). Pupils identified for intervention are diagnostically tested and provided with a personalised learning plan to meet their individual needs.</p> <p>Pupils are given wide access to support and intervention dependent upon need and this ranges from an extended school day (Yr 6) to Close the Gap and additional reading and spelling sessions. A map of provision identifies all under attaining/achieving pupils and is reviewed half termly to ensure the correct provision is in place. This in turn is strictly monitored by leaders to measure impact.</p>	
<p><b>5</b> Regular review of the progress made by pupils under attaining and /or underachieving in basic skills</p>	<p>Pupils are tracked against prior attainment groups (PAG) and targets set accordingly. The school utilises a range of information sources about pupil's achievement and this is accessible to all adults working with the pupils.</p> <p>The school has developed challenges for pupils to aspire towards (Gold, silver etc.) and these are set in relation to pupil ability (although not exclusive - encouraging all to achieve to their best without putting a ceiling on learning).</p>	

	<p>A new system called Educator Gaps uses data which informs subject leader's next steps on a half-termly basis and Academy Development plans are updated. The Local EAB (Governors) are sent data from the key year groups alongside KPI data forms to allow challenge and question the Senior Leaders and subject leaders.</p> <p>Although pupil progress occurs almost constantly, formal half termly pupil progress meetings take place with leaders and teachers- which in turn leads to review of provision and deployment of intervention.</p>	
<p><b>7</b> The use of a range of teaching approaches and learning styles to improve basic skills</p>	<p>Mersey Academy is innovative and resourceful in its approaches to teaching and learning. It draws upon expertise, action research and best practice and actively seeks new ways of developing learning. Marking and feedback is particularly strong and has been refined to support same day intervention - fluency in 1<sup>st</sup> part of session is marked by child. Marking smarter is now for teachers limited the colours. Resources including the use of all adults are well planned and carefully utilized and matched to key priorities (reading in KS1 for example and Writing/SPAG in Key Stage2).</p> <p>The academy T &amp;L policy and marking and feedback policy identify the emphasis on basic skills. Children are encouraged to reflect upon their learning in all areas. Pupil interviews inform impact and success now recorded by leaders during work scrutinies in all areas.</p> <p>Teachers at all levels are involved in work scrutiny and this is regular and consistent. The school triangulates evidence about the quality of teaching and learning form a wide range of sources and this is linked to the monitoring and evaluation schedule.</p> <p>In relation to the writing journey, Cold and Hot write is marked in depth - with children self-marking the warm write. Children are also given further opportunities to embed writing skills through the Big Writing Session.</p>	<p>Evaluate the impact of the same day intervention programme and Close the Gap intervention (this is in hand already)</p> <p>Possibly introduce 'EYFS' writing books which show the progress from on entry</p>
<p><b>10</b></p>		

<p>An effective procedure for monitoring, planning and assessing improvement in basic skills performance</p>	<p>The SEF has been moderated by the Executive Principal and well as Heads within the cluster. Ofsted (June 2105), identified moderation as a strength at Mersey Primary Academy. The school moderates across phase, year group, across the academy and across the academy cluster. The school seeks external verification of judgements and recently sought a review of behaviour and welfare which judged the school as outstanding in this area.</p> <p>Opportunities for pupil voice are maximised and children have a key role in the Academy development plan. Children have jobs, support each other, run enterprise initiatives take responsibility for their learning. Their views are taken seriously and acted upon by leaders.</p> <p>Stakeholders are extremely well informed about the schools performance in basic skills through the website, twitter, class blogs and texts to parents as well as making effective use of notice boards and newsletters. Furthermore, the parents receive an annual report; details of key text and topic plans being sent home; parental packs; and parent questionnaires. Parents are also encouraged to come into school on a regular basis through 'Stay and read' sessions, workshops and assemblies.</p>	
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### Additional Comments (if applicable)

It was a pleasure to visit Mersey Academy and see first-hand the focused culture which is underpinned by leaders' relentless drive in ensuring every child achieves the best they can. The quality of the work in pupil's books and high rates of productivity were a credit to the staff and pupils.

### AREAS FOR DEVELOPMENT.

- Evaluate the impact of the same day intervention programme and Close the Gap intervention (this is in hand already)
- Possibly introduce 'EYFS' writing books which show the progress from on entry (for example name writing, letter formation etc.)
- As with schools nationally continue to refine assessment systems which allow those pupils with the lowest abilities (SEND) to demonstrate and track progress.

