



Quality Mark for Primary Schools

Renewal Visit Report		Date	18th April 2016
		Date of last award	28th November 2012
Quality Mark Renewed		Yes	
School	Unsworth Community School	Number children and age range:	223 (4 – 11 yr olds)
Assessor 1	Claire Shivnan-Taylor	Assessor 2	Wendy Jackson
Evidence against the 10 elements (focusing on developments since the last award)			
Element 1	A whole setting strategy and planning to improve performance in basic skills		
Evidence	The school development plan is a collaborative document informed through consultation with governors, teachers and teaching assistants. There are clear links between the plan, appraisal, professional development and monitoring and evaluation. The development plan is informed by data analysis and includes cohort specific priorities. Sitting behind the school development plan are priority area action plans including English and mathematics plans developed by the subject leaders. The special educational needs co-ordinator oversees the provision map for all year groups including the early identification of needs for the school’s youngest pupils. Since the last renewal visit there has been a focus on improving writing looking at more than expected progress and attainment at the highest levels/ standards. This has included revisiting the writing process and the use of a writing route map from Year 1 has proved successful – pupils know the route map well.		
Element 2	An analysis of the assessment of pupil performance in basic skills		
Evidence	Moderation of writing has been carried out both internally and in partnership with another school. There is an autumn term assessment report indicating the school’s performance against national averages over three years. Termly in-year data is shared with governors.		
Element 3	Target setting for the improvement of the school’s performance in basic skills		
Evidence	Targets are included in the school development plan. Pupil progress meetings are held each term to identify individuals and groups of pupils who need additional support; the impact of this is reviewed at the next pupil premium meeting. Formative assessment grids are used for each pupil to identify gaps/ next steps in learning.		
Element 4	Basic skills improvement planning for pupils underattaining and/ or underachieving		
Evidence	Provision is matched to pupils’ needs. Pupils with the speech and language resourced provision and those with Autistic Spectrum Disorder do not follow the same phonics approach as the rest of the school. Pupils within the resourced provision have a specialist teacher for English and mathematics in Year 1. In addition there is a team of specialist teaching assistants and speech therapy is provided in school. SEND pupils have individual learning plans which identify targets alongside the resources needed, level and frequency of support and the lead adult.		

Element 5	Regular review of the progress made by pupils underattaining and/ or underachieving in basic skills
Evidence	Pupil progress meetings take place termly. The progress of pupils identified in the cohort-specific plan is monitored termly. On-going formative assessment is recorded on individual pupil assessment grids. Learning plans for pupils with SEND are reviewed regularly with parents and pupils.
Element 6	A commitment to improving the skills of staff to teach and extend basic skills
Evidence	Staff knowledge, linked to improvements in writing, has been developed through departmental meetings and through peer observation. Within the appraisal process teachers and teaching assistants are carrying out research on feedback and marking in 2015/16; the previous year the research focus was an SEN Case Study. A professional activity day was used devoted to a Market Place event to enable the sharing of learning. Other activity days have focused on the use of Ipads and the use of Numicon. Teaching assistants attend staff meeting and professional activity days. Each term there is a whole school enquiry led by a different task team which looks at skill development. The last enquiry focused on Geography which highlighted field work and mapping skills.
Element 7	The use of a range of teaching approaches and learning styles to improve basic skills
Evidence	Teaching is targeted at individuals or groups rather than whole class teaching. Kagan structures are used so that pupils have the opportunity to work in different groupings. The learning environment has working walls which include the writing approach and the visual calculation policy; these support consistency in teaching and learning. Reading areas are identified in each classroom. Pupils are encouraged to develop their skills in independence, for example, through the use of C3B4Me. School is using a series of non-negotiables for reading, writing and mathematics and for presentation.
Element 8	The use of appropriate teaching and learning materials to improve basic skills
Evidence	Subject leaders for English and mathematics have an annual budget which is allocated based on feedback from staff. Resources are labelled and accessible to pupils, encouraging independence. IT is used in a variety of ways to support learning e.g. guided reading, Active Learn, Purple Mash.
Element 9	The involvement of parents and carers in developing their child's basic skills
Evidence	Parents are encouraged to visit the school's website and social media accounts giving access to curriculum information and resources to support learning e.g. the online bug club for reading and links relating to each class enquiry. Parents of pupils with SEND are integral to the learning plan conversations. Parent progress meetings are held with class teachers along with a 'Meet the Teacher' event before the start of the year, as part of transition processes, so that parents are informed of the curriculum and approach. Parent views are captured in a range of ways both informal and formal.

Element 10	An effective procedure for monitoring planning and assessing improvement in performance in basic skills
Evidence	The school's monitoring and evaluation processes are aligned with the school development plan. Monitoring has a number of forms including work scrutiny and learning walks. Leaders, including the subject leaders for English and mathematics, complete termly impact reports. Governors are involved in monitoring implementation of the school development plan through focused learning walks and through their links to task teams. Termly reviews of the development plan are presented to governors. The school actively seeks external validation which included a Peer Review in February 2016.
Key Strengths	<ol style="list-style-type: none"> 1. Transition arrangements from on entry to school through to entering secondary school 2. The strategic role of governors working in partnership with the school 3. The vibrant learning environment both in supporting and in celebrating leaning 4. The innovative use of IT in supporting learning and the leadership of teaching and learning 5. The coherent and systematic approach to meeting pupils' needs including those with SEND 6. The school's learning culture where all are valued for their contributions
Point to consider	<ul style="list-style-type: none"> • Sharing practice in strategies used for pupils who have finished their work early • Review practice in next steps 'challenge' feedback so that all pupils are clear as to what they need to do next and that any required responses are checked • Identifying a senior leader with specific responsibility for teaching assistants