

Basic Skills Quality Mark Programme – Visit Feedback Report

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| School name | Cottenham Primary School | | |
| Headteacher | James Kilsby | | |
| School and/or HT email | head@cottenham.cambs.sch.uk | Tel no | 01954 250227 |
| Alliance QM Assessor | Elizabeth Pitcher | Visit date | 08.12.16 |

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| Purpose of Visit | Renewal Assessment |
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The Assessor spoke with the following people

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| Headteacher and Dep HT YES | Literacy Subject Leader x 3 YES | Numeracy Subject Leader x 2 YES | Assessment Manager YES |
| SENDCo & Pupil Premium Champion YES | Pupil representatives YES | Teaching Assistants YES | Parent & Governor representatives YES |

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| 'Learning Walk' completed? YES (EYFS / KS1) | Relevant evidence-base reviewed? YES |
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| <p style="text-align: center;">✓ The previous development points have been considered and are being implemented</p> | <p style="text-align: center;">The previous development points were considered but were not felt appropriate to implement at present N/A</p> |
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'Good practice' identified in relation to the 10 Elements of the Quality Mark:
 Cottenham Primary School clearly demonstrates that it meets the Quality Mark requirements and is therefore eligible to achieve its 5th Renewal.
 Since the Ofsted inspection in 2015, the headteacher has led the school team from strength to strength in a dedicated effort to ensure the best possible outcomes for all pupils. As a result, the school has increased rigour which includes detailed strategic planning, improved monitoring and refined analysis, all of which are aligned to high expectations for all adults and pupils. The concise and time-related Raising Attainment Plan importantly reflects the whole-school focus on raising standards, including defined impact measures and evaluation, to ensure continued focus on improving basic skills. Pupil progress tracking systems lead to a

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clear view of attainment and achievement of all learners, with provision mapping as an intrinsic element of organisation and intervention. The school's Framework of Expectations places importance on the teaching and learning of basic skills, underpinned by assessment for learning principles, all of which centres on high quality delivery and impact. Governors are kept fully informed on strategic matters and visit the school regularly, which means they understand the school and its context well. The key actions undertaken by the school over the past year are leading to improvements in provision, practice and performance. (Linked to Elements 2, 3, 1 & 10)

Strong commitment to meeting the needs of identified vulnerable groups is reflected in concise provision mapping, leading to the planning of tailored support through precision teaching. For example, teaching assistants deliver a range of interventions to enable smaller steps to success - *First Class @ Number* is helping learners who have fallen behind at mathematics and *Five Minute Box* is used as a multi-sensory approach for teaching early literacy and numeracy skills. The recently introduced *Equine-Assisted Learning* is proving motivational for pupils who find it difficult to integrate or concentrate on learning with their peers. Individual Learning Plans provide a concise forum for structured learning and measuring success, underpinned by personalised targets. (Links to Elements 4 & 5)

A buzz for learning permeates this vibrant learning community. The commitment to improving the skills of all staff ensures that relevant CPD is received in alignment with school priorities, as well as in meeting personal professional development needs. Subject leads with whom the assessor met are taking increased ownership of their subject areas and speak confidently about the current situations and next steps. The school strives to maintain consistent approaches to teaching and learning in this interactive and engaging learning environment. This priority is reflected through a range of strategies, such as working walls, displays of learning prompts, teachers' modelled writing, mathematics resources, book areas and displays of writing for a purpose. Importantly, these opportunities are promoting pupils' independence, as a key learning skill. Pupils talk about how to improve their work, how to work together through checking each other's work and how they understand the links in their own learning. Notably, there is a growing development towards contextualised learning - as with the Egyptians and mathematics and with the writing of a diary, made relevant through the Diary of Anne Frank. The school has rightly invested in the development of the library, which is well resourced and attractively promotes positive attitudes to reading, as a life skill. (Linked to Elements 6, 7 & 8)

The school actively engages with parents and carers. They are kept well informed on curriculum matters through newsletters, information and curricular events and the interactive school website. The schools' focus on promoting a learning community where all are welcomed and valued is a good model for future success. (Linked to Element 9)

Suggested areas for development in preparation for the next Quality Mark visit:

- To embed the recent initiatives for monitoring, evaluation and accountability processes so that there is increasing consistency across the school e.g. clear evidence that vulnerable learners fully reach their potential. (Linked to Elements 2, 3, 1 & 10)
- To develop the EYFS outdoor area so that all areas of learning and development

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can be fully explored towards the acquisition of basic skills. (Linked to Elements 7 & 8)

- To monitor the impact of the new library facility and guided reading developments in relation to reading for pleasure and pupils' improving inference skills. (Linked to Elements 7 & 8)

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