



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 | 03.07.18 |

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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 & Deputy HT YES | English Subject Leader YES | Mathematics Subject Leader YES | Assessment Managers YES |
| SENDCo & Pupil Premium Lead YES | Pupil representatives YES | Teaching Assistants YES | Parent & Governor representatives YES |

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| 'Learning Walk' completed? YES <i>specific focus on previous development points</i> | Relevant evidence-base reviewed? YES |
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| ✓ The previous development points have been considered and are being implemented | The previous points were considered but were not felt appropriate to implement at present n/a |
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'Good practice' identified in relation to the 10 Elements of the Quality Mark:
 Cottenham Primary School clearly demonstrates that it continues to meet the Quality Mark requirements and is therefore eligible to receive its 6th Quality Mark Award.
 The headteacher is well supported by the senior team, as he continues to lead the school in a strong commitment to the on-going promotion of improving performance of basic skills across the school. This is set in the context of an innovative 'knowledge-rich' curriculum provision and the aspiration that all pupils will reach their full potential. The *Teaching Triangle - Delivery, Content and Assessment* - provides a tight framework, which is underpinned by systematic monitoring and evaluation. The focus on increasing the validity of assessment has rightly been prioritised. Through the use of PIRA (reading) and PUMA (mathematics) standardisation, increased consistency and validity has been achieved. Strong processes of accountability, including the clearly defined roles and responsibilities of governors, enhances

the performance and ethos of this vibrant school community, which is focused on a child-centred, holistic approach to teaching and learning. (Links to QM Elements 1, 2, 3, 7 & 10)

Judicious decisions are made, based on in-depth understanding and insightful analysis of need of underattaining and underachieving pupils. They benefit from personalised support, promptly put into place, underpinned by effective communication between teachers and teaching assistants. This helps to provide seamless support for these vulnerable learners. The Individual Learning Plans (ILPs) capture personalisation and cohesion, for all those adults who are personally involved in the process of providing tailored support. The school's enhanced provision, for example, through *Equine-Assisted Learning*, continues to benefit pupils who find it difficult to integrate or concentrate on learning with their peers. (Links to QM Elements 4 & 5)

School leaders embrace collaboration and make good use of research, which is reflected through the commitment to ensuring that all staff receive relevant external and in-school CPD. For example, the Maths Mastery approach is seeing positive developments and monitoring and evaluation is well documented. The whole-school focus on reading, 'if you read, you fly' is leading to positive reading attitudes and increased reading for pleasure. Pupils are proud of their attractive school library and enjoy selecting their favourite texts, and some of the older pupils take thoughtful responsibility for the library through their role of school librarian. The work on phonics teaching and learning has led to improved provision. For example, the youngest children are emerging as confident writers, applying their newly acquired phonic knowledge appropriately. The emphasis on '*Talk for Writing*' is now a well-established teaching process across the school, the outcomes of which are importantly closely monitored. Pupils talk confidently about their own learning; they understand what to do if they 'get stuck' and make good use of learning prompts and equipment in their classrooms. (Links to QM Elements 6, 7 & 8)

Parents and carers are valued by the school. They are kept well informed about their child's learning and teaching through curriculum information, their progress through focused discussions and personalised support (for those who benefit from intervention) through regular face-to-face meetings. Parents say they value the school's approachability and 'open door' ethos. (Links to QM Element 9)

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

- To continue to monitor and evaluate the impact of the school's initiatives e.g. The Maths Mastery Approach and the embedding of Talk for Writing, to assess the extent to which pupils achieve their full potential.
(Links to QM Elements 2, 3, 1 & 10)
- To plan for smooth and seamless transitions in the learning journey of all the children from EYFS to Year 1. Specifically provide continued Early Years learning opportunities for those children who have not reached a Good Level of Development (GLD) at the end of the reception year - through both indoor and outdoor provision.
(Links to QM Elements 7 & 8)
- To monitor the impact of the Music Therapy initiative in relation to pupils' outcomes, including
 - a) Personal confidence and self-esteem
 - b) Improvement in basic skills
(Links to QM Elements 4, 5 & 7)

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