



# Quality Mark

## VISIT FEEDBACK REPORT

<b>School name</b>	Moat Farm Infant School	<b>Visit date</b>	17 <sup>th</sup> June 2021
<b>Head teacher</b>	Mrs Deborah Walker	<b>NOR</b>	425
<b>Telephone number</b>	01215521885	<b>Assessor</b>	Nigel Edge
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### A brief context of the School/Setting

The school is located in Sandwell and is larger than the average-sized primary school, with 520 children on role. The school has a full-time Nursery, which operates both a part-time morning for 3 year olds and a full-time option. School Nursery also works in partnership with Lavender Farm Day Nursery, managed by the school's governing body. Lavender Farm also provides local families with extended services such as breakfast and after school clubs and holiday clubs. The Leadership team is well established. Staff stability is good and an induction programme for new staff operates. It was last inspected and graded as Good in February 2019.

<b>Visit Type</b>	Renewal Visit
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### The Assessor spoke to the following people (*delegate as appropriate*):

<b>Headteacher and/or Senior Leaders</b> YES	<b>English Subject Leader</b> YES	<b>Mathematics Subject Leader</b> YES	<b>Assessment Manager</b> YES
<b>SENCo</b> YES	<b>Pupil representatives</b> YES	<b>Trust Board Member</b> YES	<b>Parent representative(s)</b> YES

<b>Does the school meet the requirements of the Quality Mark?</b> YES	<b>'Learning Walk' completed?</b> YES
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<p><b>The previous development points have been implemented. Yes</b></p>	<p><b>List any noteworthy evidence.</b></p>
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<p><b>Suggested areas for development in preparation for the next visit based upon the 10 Elements of the Quality Mark, with clear indication to which element(s) the development is referring.</b></p> <ul style="list-style-type: none"> <li>• To fully embed the revised mathematics educational programme for EYFS. To ensure all staff in EYFS have the skills and knowledge to strengthen the teaching of early number and numerical patterns.</li> <li>• To set up and embed writing journals in Key Stage One to capture writing genres models for children to use to support their writing activities.</li> </ul>
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<p><b>Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark:</b></p>
<p><b>Quality Mark Elements</b></p>
<p><b>1. A whole school strategy and planning to improve performance in English and mathematics</b></p> <p>The School Improvement Plan is clear and informative. The objectives are disseminated into specific actions and responsibilities. It is the responsibility of all staff to raise standards through improving the English and Mathematics of all pupils. The structure of the reading lessons are also planned out to ensure skills are firmly embedded. Pupil progress meetings with the Leadership Team identify pupils who are to at risk of under achievement or making slow progress. Staff are held to account for pupil progress and action plans are put in place as a result of the meetings. Early Years pupils are assessed as soon as they enter school and a baseline of their abilities is formed which then feeds into staff planning. SEN pupils are closely tracked, targets are set termly and reviewed on a regular basis, adapting when targets have been achieved.</p>
<p><b>2. Analysis of the assessment of student performance in English and mathematics</b></p> <p>Assessment is continuous and informs planning with a range of assessment strategies used. Time is given for children to reflect on their learning, they respond to teachers feedback to improve their own learning in English and Mathematics. The Monitoring of Reading, Writing and Mathematics is moderated at least once a term, feedback and support is given to ensure the progress of all children. Learning and development plans alongside support has ensured that teaching is at least good and all children progress. There are three data collection points in the year. The data is interpreted and used effectively to personalise individuals learning opportunities. This data gives a picture of strengths and weakness for individuals and this information is used to inform future planning, learning and teaching. Reading, writing and Mathematics continue to be the focus of the School Improvement Plan. 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 academic year the data indicates that most pupils are making good progress taking into account the distanced learning that has taken place.</p>

**3. Target setting for improvement of performance in English and mathematics**

There is a comprehensive target setting system that clearly tracks progress and identifies where additional support may be needed. Staff are encouraged to have high expectations of pupil's performance and continuously seek new practice to improve and build on this, promoting independence. Individual targets are provided in marking and feedback and pupils may be given a task to help embed the skill or learning. Because of the way the school works, promoting continuous discussions about teaching and learning, no end of term assessment are a surprise. Assessments are updated on simms to bring together a whole picture of the children's progress. Monitoring is rigorous and highlights any gaps in learning, these gaps are addressed with support from leaders at all levels. All children on the SEND register have current IEP's and/or EHCP's with appropriate learning targets. All are reviewed on a termly basis, but are monitored regularly by teachers and support staff.

**4. English and mathematics for all groups of pupils**

Teachers and Teaching Assistants work with pupils to improve their Mathematics and English across all areas of the curriculum. The quality and depth of information, alongside continuous 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. Leaders monitor pupils working below the expected standards. Discussions with teachers are proactive and support where necessary is always put in place, e.g phonic and reading sessions. All teachers know their classes well and modify their teaching styles accordingly to ensure good quality teaching and learning for all children. Timetabling ensures that each year group has identified times for English and Mathematics. There are displays of pupil's "work and achievements" around the school, many of which reflect the good practice within the school. The classroom displays include Mathematics and English working walls which are used on an interactive basis within lessons. A learning walk provided the opportunity to see quality teaching and a range of displays supporting English and mathematics, which were consistent in all classrooms and common areas. Through Live Marking, pupils who are struggling are given support within the lesson and later the same day or following day. Many Nursery and Reception children start school below the expected standard and therefore interventions and targeting are quickly put in place. Staff have had training in phonics, assessment, CoEL etc. The children are quickly supported to become independent learners. Those children who enter later in the year are also given the same support to ensure progress with English, particularly phonics, reading and language as this enables them to access the rest of the curriculum.

**5. Review of the progress made by all groups of pupils in English and mathematics**

Pupil Progress meetings ensure that pupil progress is maintained and that any interventions are timely and appropriate to the individual's needs. Pupil progress and attainment is decided using a combination of results and teacher assessment. The SLT monitor class interventions and impact is discussed during Pupil Progress meetings. Regular monitoring is carried out by subject leaders to ensure that evidence from regular CPD, work from interventions and class teaching all impact positively on individual pupil progress. Where there are differences in the performance of groups e.g. SEN, then the school realigns support as necessary- making every effort for every pupil to make the best possible progress. At the time of the visit, all pupils with an EHCP were being well supported to make good progress from their individual starting points.

**6. A commitment to improving the skills of all staff in the application of English and mathematics in the school**

The leadership team ensures that staff access Professional Development opportunities, which impact

directly on pupils and their performance. There is a high level of commitment to CPD at Moat Farm Infant School with the aim of improving all teachers' skills. The commitment given to CPD has resulted in an up-skilled and well-motivated staff who are very well positioned to ensure the progress of all pupils. There are regular staff meetings and inset days. Both teaching and non-teaching staff are fully involved in CPD and have clear opportunities to develop their knowledge and expertise across both the English and mathematics curriculum. There is a very clear and supportive system to develop staff. The school uses a mixture of in-house delivery from the English and Mathematics leaders and external providers, this has included working with external consultants. All staff also have access to model teaching sessions to demonstrate expected practice. Regular INSET training sessions have been held for the benefit of all staff to develop their subject knowledge, particularly in the areas of Writing, Reading and Mathematics. Where possible, whole-school CPD is selected in order to up skill as many adults as possible and to ensure policies are consistent across the school. Training for individual staff and whole school CPD needs are identified through a variety of sources – lesson observations, book trawls, data analysis and during staff appraisal and support staff performance management target setting. The SLT conduct Appraisal meetings and associated observations. Targets on these are linked to the SIP and to the teacher's own CPD needs.

#### **7. The use of a range of teaching approaches and learning styles to improve English and mathematics**

The Teaching and Learning policy outlines the requirement to consider the range of learning needs and styles when planning learning activities. Teachers use a range of approaches to engage their learners. This is to incorporate all pupils' learning preferences. Starting in the Reception class, children are systematically taught to be resourceful, resilient and how to reflect on their learning and how to work with others. Direct teaching time includes a daily phonics session, maths and literacy. Discrete phonics lessons take place in groups enabling pupils to learn within a consistent structure. Role-play is on-going through the environment and within each classroom with children encouraged to take part in all areas of learning. The key areas outdoors link to the interests and the personalised skills to allow children to showcase and demonstrate their learning. Children are encouraged to look at and care for the environment. It is a setting that offers the children regular opportunities to achieve and develop confidence through hands-on learning in an exciting and stimulating environment. This enables children to become comfortable with an outdoor approach to education and play whilst in familiar surroundings, allowing relationships based around trust and self-exploration to develop. Language development is an integral part across the school, both in English lessons and across the curriculum. The school continues to have a consistent approach to writing, with all year groups learning to write using the Talk for Writing process. This is supported with Wordaware and Word Count. The school follows the Maths Mastery approach whereby they incorporate fluency, problem solving and reasoning into lessons. The key aim at school is to deepen children's knowledge of a concept, they use a concrete, pictorial and abstract (CPA) approach which supports differentiation. The school holds in high regard of the impact that can be made by teaching assistants in the school and therefore, despite financial constraints, there is at least one teaching assistant attached to each class. During discussions with the pupils they were happy to talk about how they enjoyed coming to school and demonstrated an enthusiasm for learning. They talked about the way they worked in the classroom. They understood about Learning Challenges. One pupil said, *'The teachers help us to learn...They make us smart!'*

#### **8. The use of appropriate teaching and learning resources to improve English and mathematic**

Classrooms are language rich, focussing on reading, writing and mathematics, plus topics and science. The Learning environment has been designed to be supportive of pupil progress and enable pupils to

work independently. Learning prompts for English and Mathematics can be found in all the teaching areas and this is supported with resources, which are effectively used to support learning. Teachers use a wide variety of texts, which get progressively more challenging as the children move through the school. There has been a major investment in reading materials and parents are encouraged to read with their children. There's a sharp focus on ensuring that the children acquire a wide vocabulary, communicate effectively and, in reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. EYFS have a range of concrete apparatus in maths to support acquiring basic number skills. In particular they have a clear focus on numbers using Numicon to support subitising and early calculation. There has been an investment in the use of technology across the school. The children have access to a range of technologies to support pupils' developing skills and to enhance purposeful learning. Resources for English and Mathematics are kept in classrooms and various designated areas around the building. Resources are bought each year to replenish, replace or supplement already existing resources.

#### **9. The involvement of parents and / or carers in developing their child's English and mathematics**

Moat Farm Infants School places a great emphasis on establishing positive relationships with parents and carers, working in partnership, sharing knowledge and experiences to contribute to the shared view of a child's needs and the best ways of supporting them. The Leadership team believe that strong links between parents and school can only benefit the child as they see the two working together for their benefit. There is good communication with parents through 'Marvellous Me', which is the main vehicle for keeping parents up to date with the life of the school. The school communicates regularly with parents about learning in school and actively encourages parents to support their children's learning through workshop involvement. The workshops support parents to be able to interact more confidently with their child about learning and also feel more able to communicate confidently with the teachers about their child's learning needs and how they can support them. Reviews for SEN children allow for staff and parents to discuss progress against current targets and the setting of new ones where appropriate. This gives parents and staff a clear vision on how best to meet the child's needs. Parents who engaged in the accreditation process said *'school is very welcoming and the teachers are approachable, they maximise the potential of our children'*

#### **10. An effective procedure for monitoring, planning and assessing performance in English and mathematics**

The Governing Body has a positive involvement in the life of the school. They are aware of developments and pupil performance and are proactive in their role. They meet with leaders, undertake learning walks, agree actions with leaders and champion improvements in pupil outcomes. A great deal of emphasis is placed on English and Mathematics skills and the continued training and updating of staff skills helps to continue to raise standards in the classroom. The Head Teacher updates the SEF as part of a rolling programme and produces good reports to keep the Governing Body fully informed.

**A brief summary of the strengths/ developments since the last visit:-**

Moat Farm Infant School is very welcoming. The school prides itself on using the building creatively so that all available teaching spaces are being used. The Head Teacher together with the Leadership Team have a vision for the role the school plays in the education of the children in their care. All the stakeholders mirror the Leadership team's enthusiasm and commitment to learning. Everyone with whom I spoke commented on the positive ethos within the school and numerous comments were made about the friendly atmosphere.

The Key strengths are:

- The approach to mathematics, English and the wider curriculum opportunities offered to the pupils
- Intervention programmes that have taken place have had a positive impact upon learning.

Development points are:

- To fully embed the revised mathematics educational programme for EYFS. To ensure all staff in EYFS have the skills and knowledge to strengthen the teaching of early number and numerical patterns.
- To set up and embed writing journals in Key Stage One to capture writing genres models for children to use to support their writing activities.

**Additional Comments**

The Leadership team at Moat Farm Infants is continuing to develop a blended curriculum that encourages the children to become independent learners; this has been the case throughout the period of distance learning. During lockdown, school interacted with parents in new way. They worked with parents to ensure that there was provision for vulnerable families. All classes were provided with work packs and work was uploaded to the school website, supported by the Oak Academy materials for the children to complete at home. Regular phone calls were made to speak to both the children and parents about how they were coping with lockdown. The return to the new academic year for pupils and staff had been very positive even though the groups were being taught in "bubbles". The enforced closure in January saw the school reintroduce distance learning, utilising an effective method of blended learning using recorded lessons via Microsoft TEAMS. The school has a plan in place and a catch-up intervention curriculum to support pupils with identified learning gaps due to the lock-down and periods of self-isolation.