

## Basic Skills Quality Mark Programme - Visit Feedback Report

<b>School name</b>	St Martin De Porres		
<b>Headteacher</b>	Mr John Carroll		
<b>School and/or HT email</b>	St.martin.de.porres.primary.head@luton.gov.uk	<b>Tel no</b>	01582617600
<b>Alliance QM Assessor</b>	Gill Clarke	<b>Visit date</b>	16.05.17

<b>Purpose of Visit</b>	<b>Support and Review</b>
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The Assessor spoke with the following people

<b>Headteacher and/or 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> YES	<b>Governor representative(s)</b> NO	<b>Parent representative(s)</b> NO

<b>'Learning Walk' completed?</b> YES	<b>Relevant evidence-base reviewed?</b> YES
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The previous development points have been considered and have been implemented

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

- Continue to develop the mastery levels in maths and literacy
- Build on the excellent practice in the early years to develop independent learners of the basic skills

**'Good practice' identified in relation to the 10 Elements of the Quality Mark:**

St Martin De Porres School continues to excel in its offer of the highest quality education for the pupils who attend the school. The leadership team drive forward improvements and initiatives to constantly upgrade the provision. Staff demonstrate commitment and challenge

to ensure the very best for their pupils achievements. The basic skills are taught through a firm bedrock of caring humanity and faith. The values of this school enhance and strengthen the learning the children receive.

**Elements 1,2,3 and 10 relate to assessment, target setting, planning, monitoring and evaluation impact;**

The school continues to monitor outcomes rigorously. The senior leadership team devolve responsibilities to the very capable members of staff who drive forward initiatives and improve practice. Staff have high expectations of the children in their care and support them to set challenging self-targets.

**Elements 4 and 5 relate to underachievement/or under attainment;**

Staff continually evaluate the impact of their work. Assessments are made to ensure that any underachievement is identified quickly and measures are put in place to support individuals and vulnerable groups.

Family workers even run Saturday sessions for 'dads and kids' to ensure optimum parental impact for children's learning and wellbeing.

Excellent personal, social and spiritual provision is on offer to pupils, families and staff at the school.

**Elements 6, 7 and 8 relate to teaching and learning;**

Consistency of practice ensures pupils feel safe and cared for. Behaviours for learning are very well managed. The teaching and learning in each class is of a high quality. Displays are informative and show excellent work.

Of particular note is the success of the Early Excellence training that the early years team implemented in the Early Years classes. The small world zone 'cubbies' (the church, the farm etc) are a rich source of language development and learning the basic skills through play. The decision to store all equipment for learning at child level for accessibility is an excellent one. The move away from man-made materials to natural 'forest school' style equipment is also to be commended. I look forward to seeing the next phase of improvements in the outside learning environment. Pupils now have a wealth of experiences to use for their basic skills learning.

**Element 9 relates to involvement of parents.**

Parents and the local community are considered part of the learning team in this school. Efforts are made to ensure parents have every opportunity to engage in the learning process with their children. Parents and families have a very high regard for the work of the school and continue to support the school with activities such as the Reading Challenge new initiative.

Well done for making such a difference and extending the opportunities for the children in your care.

Alliance for Lifelong Learning

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