

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	St Martin de Porres Catholic Primary School		
Headteacher	Mr John Carroll		
School and/or HT email	head@stmartindeporres.primaryluton.co.uk	Tel no	01582617600
Alliance QM Assessor	Gill Clarke	Visit date	20.01.16

Purpose of Visit	Renewal Assessment
-------------------------	---------------------------

The Assessor spoke with the following people

Headteacher and/or Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governor representative(s) YES	Parent representative(s) YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
---------------------------------------	---

The previous development points have been considered and have been implemented

- Suggested areas for development in preparation for the next Quality Mark visit:**
- To expand the good practice of "super starters" and "fantastic finishes" across the whole school creating a whole school culture of WOW moments in learning
 - To complete the new standards file for English and maths so that staff can see the range and depth of each step towards achievement within the attainment bands
 - To increase the amount of high quality writing displayed in shared areas so that pupils are motivated by knowing what the expectations outcomes look like

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

Alliance for Lifelong Learning

A very warm welcome by office staff gives a visitor to St Martin de Porres Catholic School a taste of what the school has to offer. Every strand of learning at the school has a firm and comforting foundation of faith. Staff know children and families particularly well and carefully guide them along the educational path.

The school has a strong reputation for excellence. The very stable staff are proud to be part of the schools established traditions and steady leadership. However, this school is not afraid to take risks and try new methods and approaches to promote even better outcomes for their children.

The school became an academy in September 2015.

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

Assessment and target setting is carried out with rigour and clarity. The school is successfully coming to grips with assessment without levels and works with other establishments to ensure parity and strong foundations. The school has robust lines of communication and a resilient senior leadership team who are the glue to a collegiate team. Monitoring and evaluations are the responsibility of the whole staff team who ensure school policies are supported.

Standards and achievement are monitored and tracked for indicators of underachievement. The school continues to achieve standards in line with national or above. The school performs particularly well in GPS (grammar, punctuation and spelling) achieving 80% at level 4 and 56% at level 5.

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

The school has a very strong pastoral role in the lives of the pupils and families across the school. Family learning is integral to the philosophy of learning at the school.

Teaching assistants are highly trained for particular areas of intervention. During the visit I saw a very skilful TA working with a child with autism. The bespoke resources and facilities that the child had access to were of a high quality and his care and provision impressive. The TA had improvised a very clever sanctuary area for him to retreat to at difficult times.

The SENCO, family workers, mentors and specialist teaching assistants support the schools ambitions for all pupils to succeed.

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

Maths and English subject areas are strong and led by very competent staff members. Their subject knowledge is excellent and they work well together to ensure parent engagement. Their family learning workshops now have crèches which ensure the high take up of places. They have even arranged Saturday sessions for dads! Both subject leaders work tirelessly to implement new initiatives to support pupils better while keeping the well tried and tested good practice of the school.

Since the last visit the school has made extensive improvements to the organisation of resources and the learning environment in classrooms and shared areas. Areas are well organised and tidy. Work spaces are well looked after and inform the learner. The book stock across the school has been reviewed and reorganised. All but one classroom has established an inviting reading area for pupils within the classroom. The school library has been

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

www.qm-alliance.co.uk

transformed into an area where good quality books tempt the reader. Additional plans for living plants and additional display areas will complete the vast improvements in this area. Appraisal systems are well embedded across all staff and inform continuing professional development for all staff members. The majority of the teaching seen was vibrant, interesting and informed.

The school uses outings, visitors and fantastic starters well to motivate and engage pupils in the learning.

Element 9 relates to involvement of parents.

The school is particularly proud of its work with parents whose first language is other than English. Letters home are often in the home first language and staff have been employed with skills in other languages.

Governors and parents are well informed and have a very high level of satisfaction and confidence in the work of the school.

The chair of governors supports the school very well and leads a governing body that sets the challenge. She knows the school well and is committed to giving time and energy to school priorities. She is proud of the strong pastoral care provided by the school and believes that the school faith is the bedrock and its foundation.

Pupils at the school spoke very well during the discussion about school activities. They are also very proud of their school and spoke freely and clearly about its strengths and any improvements they felt could be made. They particularly love the new library and the fact that they can change their own books. They like maths and English. They enjoy guided reading and after school and before school clubs. They particularly like the fact that the headteacher trusts them with responsibilities and jobs. They take these very seriously and wanted me to understand the full list of areas of responsibilities. These include; school council, digital leaders, faith ambassadors, buddies, peer mentors etc.

The statement in the deputy headteacher's office sums up the learning culture at this school;

"A teacher takes a hand, opens a mind and touches a heart"

Keep doing what you are doing. It works.

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

www.qm-alliance.co.uk