



Quality Mark

VISIT FEEDBACK REPORT

School name	West End Academy	Visit date	25 March 2019
Headteacher	Chris Johnson	NOR	235
Telephone number	01977 616 732	Assessor	Stella Owen
Quality Mark Contact email	Cjohnson@west-endacademy.org	Quality Mark Contact Name	Chris Johnson

A brief context of the School

The school is an inclusive mainstream state funded junior school for boys and girls aged 3-11 years old.

On 1 July 2018, the school joined the Waterton Academy Trust.

At its most recent Ofsted inspection in May 2015, the school was given an overall effectiveness grade of Good.

Visit Type <i>(Delete as appropriate)</i>	Renewal Visit (RV)
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The Assessor spoke to the following people *(delete as appropriate)*:

Headteacher and/or Senior Leaders	English Subject Leader	Mathematics Subject Leader	Assessment Manager
YES	YES	YES	YES

SENCo	Pupil representatives	Governors/Trustees	Parent representative(s)
YES	YES	YES	YES

Does the school meet the requirements of the Quality Mark? YES	'Learning Walk' completed? YES
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The previous development points have been implemented. YES	List any noteworthy evidence. There was a wide range of evidence presented on the visit.
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<p>List of development points from the previous visit report and the resulting actions taken, if appropriate:</p> <ul style="list-style-type: none"> <p>Continue to develop pupils' ability to assess their own attainment and progress so that it helps them to identify next steps in learning rather than simply comment on current performance Actions: Since the last visit, pupils in Key stage 2 can now very confidently articulate their next steps. Critical thinking is now prevalent across Key stage 2.</p> <p>Develop the use and application of grammar, punctuation and spelling (EGPS) to improve the quality of pupils' writing within all subjects in the curriculum (Element 7) Actions: Since the last visit, the school have worked hard on raising the profile of English and mathematics across the whole curriculum. As a result, the standard of pupil's work is much improved. Pupils articulate why it's important to be good writers in all other subjects.</p>
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<p>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.</p> <p>1. Continue to maximise opportunities that enable the most able pupils to reach greater depth in mathematics</p>
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Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark:**Quality Mark Elements****1. A whole school strategy and planning to improve performance in English and mathematics**

- Self-evaluation and improvement planning are rigorous and focus well on improving English and mathematics outcomes.
- Recent school development actions have had a significant impact on learning and pupil's skill development, especially in writing.
- The school has been very successful at raising the profile of writing across the whole curriculum and standards of writing have improved since the last visit.
- Overall rates of pupil progress in English and mathematics have improved due to greater challenges by leaders.
- The school has a robust tracking and monitoring system in place to allow senior leaders to have good oversight of English mathematics performance.
- There is a good sense of shared accountability for standards facilitated by a strong head teacher and effective staff team.

2. Analysis of the assessment of pupil performance in English and mathematics

- Pupil progress meetings are held each term and review a wide range of information about each pupil including their social and pastoral welfare to reduce any barriers to learning.
- Frequent assessments are carried out across the school. Once assessments are complete, a gap analysis allows teachers to swiftly identify pupils' weaknesses in the different areas of learning in English and mathematics.
- Assessment is effectively moderated in school against national statutory expectations.

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

- Target setting is frequent, accurate and based on continuous assessment.
- Agreed targets to improve English and mathematics are included in the teacher performance management process which provides greater accountability for pupil outcomes.
- Parents and carers are notified of their child's targets which are discussed both at formal and informal parents' evenings. As a result, parents gain a good understanding of how they can further support their child/ren's learning at home.

4. English and mathematics for all groups of pupils

- Provision mapping for under attaining pupils is strong and is supported by an active and passionate SEN specialist and well-trained team of teaching assistants.
- Personalised provision maps and Pupil Premium documentation sets out needs, actions, impact and next steps in detail.
- Differentiated activities for the more able pupils are becoming more effective. These are well planned and clearly set out in lesson plans. As a result, a greater number of pupils are making good progress from their starting points.

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

- Pupil progress meetings are held each term and continue to accurately identify which pupils require extra support or additional challenge.
- The review of the impact of provision is planned for and carried out with stakeholders within a

set timescale. This ensures that pupils make good progress over time.

- Teaching and learning are regularly reviewed, and a pupil progress target is included in the teacher performance management process; there is shared accountability for standards and pupil progress.
- There is good evidence that planning, support and challenge for pupils with specific learning needs is strong. Under performance in English and mathematics is identified through regular testing and half termly progress reviews against the national curriculum key performance indicators.

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

- Discussion with staff confirms the school continues to invest in continuous professional development for all so that every person can be confident and effective in their delivery of school policy and practice for the benefit of pupils.
- Senior leaders effectively empower staff to develop their practice within a climate of high expectations and this is evidenced by the involvement of staff in strategic planning.
- Teaching assistants are fully involved in any training and value how the school includes them in such opportunities. This helps them to be fully effective in their intervention and support roles.

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

- A learning walk confirmed how the school actively promotes pupils as confident and secure learners in English and mathematics using a range of approaches including growth mindset and a 'can-do' attitude.
- Classrooms have vibrant displays, working walls supporting current literacy and mathematical aspects and teaching. Learning aids are well organised.
- The school is well resourced for English and mathematics including with ICT resources and has a good selection of good quality books.

8. The use of appropriate teaching and learning resources to improve English and mathematics

- Challenge in lessons is evident across the school and reflected in pupils' readiness to apply their learning and deepen their understanding. There is evidence of many pupils able to answer 'why' and 'how' questions. The school is continuing to focus on challenge for the most able pupils.
- For those pupils identified as requiring additional support and intervention, this is supplied by well qualified staff.
- Pupil learning and progress is closely monitored so that practice and provision can be adjusted as necessary. This was evident when observing pupils in a session to support the development of phonics knowledge.
- Displays of pupils at work around the school show how a rich curriculum and full programme of visits and events is organised to enable pupils to develop their English and mathematics skills.

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

- The school website is very informative and encourages parents/carers to support their child's learning.

- The school delivers 'Inspire' workshops which involves parents/carers working alongside their child/ren in English and mathematics. As a result, parents gain a good understanding of how they can support learning at home.
- Parental attendance at celebration assemblies is high. In these assemblies, pupils' successes are celebrated. Pupils articulated that they have a sense of pride when their parents/carers attend these events and that it encourages them to try harder in class.
- Parents evenings are held 3 times a year. These meetings allow parents/carers to discuss the expectations for the coming academic year and personal meetings focus on individual targets and any support that will be provided.

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

- The monitoring and scrutiny of pupils' performance in English and mathematics is robust and well-planned.
- Data tracking, alongside information about each pupil's achievements in the wider curriculum and outside school means that staff know pupils well and can address their individual needs.
- Governors are provided with clear and accurate information and data regarding English and mathematics outcomes. As a result, they hold senior leaders to good account and this is a key driver of continuous improvement.

Secondary Quality Mark - Element 11 (*Provision to enable students to gain appropriate national accreditation in English and Mathematics*).

NA

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

Strengths:

1. Since the last visit, pupils in Key stage 2 can now very confidently articulate their next steps. Critical thinking is now prevalent across Key stage 2.
2. The focus on writing across the whole curriculum has improved the standard of pupils writing.

Areas for development:

1. Continue to maximise opportunities that enable the most able students to reach greater depth in mathematics.

Additional Comments or action (if applicable) *Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.*

A very good range of evidence was provided for the assessment and discussion with leaders, pupils and governors highlighted how everyone is passionate about ensuring that all pupils fulfil their potential. I would like to thank all staff and Mr Johnson, for the hard work in planning and preparing for the visit.