

Quality Mark Accreditation Summary

School/Setting Name:	St Jude’s Catholic Primary School
Member of staff leading accreditation:	Bernadette Smith
Type of Visit:	Primary Renewal Quality Mark
Date of virtual visit:	28 th June 2021
Assessor:	Nigel Edge

Development Points	
1.	To continue to embed mathematical reasoning and mastery skills across the school.
2.	To further develop greater depth in writing skills.
3.	To continue to support children in their personal and social emotional wellbeing, in relation to their experiences through the understanding of the world they live in and recover from the challenges of the pandemic.
Key Strengths	
1.	The Head Teacher and Senior Leaders have a clear vision for the role the school plays in the education of the whole child. Their calm but firm approach to codes of behaviour and developing positive attitudes to learning are very well supported by all the staff. The school continues to have a consistent approach to English and mathematics across the school. Teachers’ planning takes into account all children and the different pedagogical approaches that they may need. This may be in different forms and may be individual or within groups. Teachers encourage a mastery approach so that a child does not get left behind, although it is acknowledged that for some pupils need tailored support to access the basics. Where possible, SEND pupils are taught within the classroom through the use of support staff and a tailored curriculum. The SENCo regularly reviews planning and offers suggestions for how activities can be adapted to suit the needs of these pupils. A recent external SEND review noted that strategies used in the classroom, such as task boards and visual timetables, were effective in supporting pupils to access the curriculum. SLT monitor the progress of all key groups within school and benchmark this against national averages to ensure that all children are making as much progress as possible. Teachers demonstrate a determination to support all the children to fulfil their potential academically, socially and emotionally. A revised positive feedback and marking system is being developed to inform next steps. Teachers’ marking gives pupils a good idea about how well they are doing and how they can improve their work. Pupils are encouraged to be involved in their next steps through both verbal and visual prompts. During discussions with the pupils, they were happy to talk about how



	<p>the enjoyed coming to school and demonstrated an enthusiasm for learning. They were very clear of teacher expectations. They talked about the way they worked in the classroom. They understood about learning challenges, success criteria and the feedback and marking policy and explained how they used the verbal feedback by teachers to help them move forward. One pupil said, <i>'The teachers are kind and helpful, they help us when we get stuck and give good explanations so we can do the work.'</i></p>
<p>2.</p>	<p>Provision is well planned and pupil progress is thoroughly assessed. Teachers have been provided with training opportunities so that they know how to fully embed and utilise the resources (Power Maths) in day-to-day lessons. Teachers use a range of maths resources to ensure children develop their fluency and have many opportunities to develop and apply their knowledge in a range of problem solving activities. The school is well resourced, especially for reading following a recent investment in quality texts for home reading and for the delivery of phonics. In English, the focus is on dissecting text and language features and authorial intent as part of their learning journey. 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 pupils learning to write using the Talk for Writing process. To support these skills, staff have developed a range of activities to support children when making verbal contributions to lessons and when completing written tasks that require different skills. The Mastery flow model ensures that all work in English and maths is pitched at the expected level, stretching higher ability learners as they move through the model through thinking and explaining complex tasks. The support for lower ability children is through scaffolding and access to additional tuition and interventions. This ensures that the classroom is a challenging environment but also one in which all children are able to succeed.</p>
<p>3.</p>	<p>The leadership team ensures that staff access Professional Development opportunities, which impact directly on pupils and their performance. There are regular staff meetings and inset. There is a training plan for all staff based on the School Improvement Plan. Pupil data is interpreted and used effectively to personalise individual learning opportunities. Pupil Progress meetings take place regularly and ensure that pupil progress is maintained and that any interventions are timely and appropriate to the individual's needs. Each term, all pupil levels are decided using a combination of testing results and teacher assessment. Progress is identified and tracked on 'O Track'. The Leadership Team and all staff believe that the pastoral aspect of education is the heartbeat of the school; both children and parents are supported fully socially and emotionally. 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. Parents receive regular feedback about their child's progress and achievements through informal and formal reports. The Parent who engaged in the accreditation process said. <i>'It's a wonderful place where my children are well supported with their learning.'</i></p>



Comments

This has been a very strange academic year where distance teaching has played a major role in education. The school is continuing to develop a curriculum that encourages the children to become independent learners. 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. 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 both recorded and live 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.

