



Quality Mark

VISIT FEEDBACK REPORT

School name	Redhill Primary Academy	Visit date	27 th May 2021
Headteacher	Mrs C Whiting	NOR	453
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A brief context of the School (*Information concerning Federations/MATs etc.*)

Redhill Primary School became a member of the Thomas Telford Multi-Academy Trust in 2019

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 YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governors/Trustees YES	Parent representative(s) YES

Does the school meet the requirements of the Quality Mark? YES <i>If No please add comments</i>	'Learning Walk' completed? YES
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The previous development points have been implemented. YES <i>Please add comments</i>	List any noteworthy evidence. <ol style="list-style-type: none"> 1. The school has a significant research elements to its professional development offer for all members of staff and this was particularly evident when talking to the English, Mathematics and SEND leaders and members of support staff. 2. All pupils spoken to were able to talk about their targets, both long term at the back of their books and short-term in terms of closing the gap marking 3. All pupils spoken to referred to the working walls being prompts for their learning and how they use it as part of their toolbox for learning.
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List of development points from the previous visit report and the resulting actions taken, if appropriate: <ol style="list-style-type: none"> 1. To extend the existing practice of developing the capacity of the TAs the Adviser agreed he would send the link to the EEF site for research and resources on maximising the impact of Teaching Assistants. 2. Whilst the children in Year 6 are able to talk about their progress and standards of work by referring to their target sheets this is not so embedded in other KS2 classes. The SLT should explore strategies to ensure the children are more familiar with the meaning and purpose of the summary target sheets. 3. The wall displays are informative throughout school and to build on the quality of the learning environment further It would be valuable to complete a review of the use of space on the sides in classrooms – refer to work by Gary Wilson and Alistair Smith on child friendly classrooms.
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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.

Use the end of year targets in the back of pupil books at the start and end of a unit of learning. This will give pupils the context of the learning taking place and the big picture of where the unit of learning fits in to the reading, writing and mathematics' curriculum. (Quality Mark Element 3).

Quality Mark Elements

1. A whole school strategy and planning to improve performance in English and mathematics

- The ethos, values and high aspirations for all pupils at the school were evident during the lesson visits and talking to leaders, staff, pupils, parents and governors
- Consistency in pedagogical approaches in English and mathematics across the school, utilising high levels of expertise in leaders.
- Utilising research and performance management as a tool to drive forward improvements. All staff have responsibility for being involved in research linked to a key area for improvement in their class, for example spelling in Year 5.
- Whole school priorities are dovetailed with classroom priorities, a subject audit has been completed with TAs and there are weekly professional development strategies for all support staff.
- Clear evidence in paperwork and when talking to leaders that there is a collegiate, whole school approach to securing improvement in English and Mathematics. The English and Mathematics' leaders work very closely with the SENCO and this is evident in their knowledge of all the interventions that are used successfully to support pupil needs. For example: The right of every child to quality first teaching, the provision of Numicon in every class and early identification by all adults of pupils with additional needs.
- There is clear evidence in paperwork and from meeting with the Chair of Governors that they play a significant role in monitoring the quality of education. They are involved in reviewing the provision and progress in phonics, reading and the outcomes for pupils in receipt of the Pupil Premium.
- Clear evidence of the school working with all stakeholders, including Governors and an external School improvement Adviser
- Annual improvement plans are in place for English and Mathematics and these are central to the whole school improvement plan. These have clear objectives and success criteria and identify key personnel involved, actions to be taken and clear end points for completion and review. The English, Mathematics and SENCo are able to articulate the current areas of strength and the next steps in their role.
- There are non-negotiable learning behaviours for staff and pupils in place for English and Mathematics. This ensures that there is a consistent approach to the teaching of English and mathematics.
- Performance Management of staff is tightly linked to English and mathematics on an annual basis. All staff are set annual targets and have a mid-term review. Professional development is

a key part of the targets and all staff are part of a coaching model and involved in research in an aspect that is a key area for improvement within their own class.

- There are a range of mechanisms for evidencing the progress that school makes in English and mathematics. These include termly analysis and synthesis of data, which inform the Headteacher's Report to Governors and reports to the Thomas Telford MAT. The Pupil Premium Strategy is shared with Governors and they meet with the Deputy Headteacher to review the provision for pupils in receipt of the Pupil Premium Grant.
- There is clear evidence of high-quality support for teachers and support staff at all stages of their career. The Headteacher, Deputy Headteacher, English, Mathematics and team leaders provide support to ensure sustainable improvement in English and Mathematics.
- Staff are pro-active in deciding that pupils are taught the right thing at the right time. This was evident during lockdown when Lockdown – mental arithmetic, quick recall, use their number bonds was a gap slipped. Every class completes additional mental arithmetic work to ensure that gaps are closed. Choice of learning during lockdown –no fractions as it was felt too fundamental to be taught remotely.

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

- Assessment for Learning is used in all lessons to revisit prior learning and check pupil understanding of the substantive and disciplinary knowledge taught in lessons.
- Pupils were able to explain and demonstrate in their books how prior learning is used every lesson for retrieval. This is a consistent approach across all classes and focuses on learning in English and Mathematics that took place last lesson, last week and last unit of work.
- There are summative assessments used on a termly basis as well as ongoing formative assessment. Leaders analyse and synthesise data to look for trends, identify strengths and key areas for improvement.
- Pupils joining the school have a baseline assessment to ensure that their needs are met as soon as they join their new class.
- Pupil progress meetings take place on a termly basis. The progress of each child is scrutinised and analysed and next steps for improvement set, where necessary. Staff approach the SENCo, English and Mathematics' leaders for additional support to remove barriers to learning.
- The moderation of pupil workbooks, lesson visits, talking to pupils and scrutinising teacher planning takes place on a regular basis to ensure that the quality of education is at least consistently good.

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

- Performance Management targets are set for all teaching and support staff, identifying the key areas of English and Mathematics that require improvement.
- Targets for pupils based on the clear end points in reading, writing and mathematics. These include short-term targets relating to a specific piece of work, end of year targets, individual targets relating to SEND.
- Pupils can follow their success toward meeting end of year and short-term targets by looking back in their books or at the back of their books where the targets are signed off. Pupils are able to talk about whether or not they are secure in these targets by the annotation used by the teacher.

- Pupil progress meetings are used on a termly basis to check the progress pupils are making toward the end of year targets set.
- There is a clear progression in substantive and disciplinary knowledge in reading, writing and mathematics across the school. Teachers have clear end points to work from and know what has been taught before and what is being taught next.

4.English and mathematics planning and intervention for all groups of pupils

- All leaders identify quality first teaching as an essential for ensuring that pupils of all ability make progress over time.
- Leaders talk about and exemplify through paperwork, the early identification and interventions in place to close the learning gaps.
- There is clear evidence of inclusion to support all pupils. There is a collegiate approach, with all leaders, teachers and support staff clear about their role in closing learning gaps.
- Classroom environments are constantly evolving and changing to meet the needs of the pupils.
- The SENCo uses a dyslexia and dyscalculia screen to identify specific learning difficulties and ensure that pupils have access to the right interventions and scaffolds for learning.
- Consistency and subitising of number, ensuring that all pupils have a secure understanding of number. This involves lots of different representation to ensure that all pupil needs are met.
- Pre and post tutoring of language and vocabulary is in place for small group and 1-1 support.
- The SENCo, English and Mathematics' leaders work collaboratively to ensure that the needs of all pupils are met. It is clear from discussions that the leaders of English and Mathematics know the range of interventions available within the school and from external experts.

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

- Pupil progress meetings are held on a termly basis and are used to review every child's progress.
- Interventions are reviewed by the SENCo with the teacher and support staff. All adults are encouraged to identify pupil need and discuss this with the appropriate person. The English and Mathematics' leads talk knowledgeably about the available interventions that can address barriers to learning.
- There is a systematics handover of pupil information to the next teacher, including transition meetings and sessions for pupils.
- Deep dive methodology is used to support the understanding of the progress pupils have made – knowing and remembering more. These include lesson visits, scrutiny of pupil workbooks, talking to pupils and staff.
- TAs are knowledgeable about the children they work with and can identify the small steps of progress made by pupils with additional needs. All teaching and support staff have high aspirations for the progress of all pupils.
- Pupils talk with enthusiasm about the interventions they attend. They are proud of their strengths but can also identify how the intervention has supported their learning.

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

- Clear evidence of investment in teacher and support staff professional development, evident from the Headteacher Report to Governors and the support staff calendar of professional

development in English and Mathematics. The support includes attending professional development training with a provider, in school training with a provider, school supported professional development and bespoke support to meet the needs of individuals. Staff meeting and TA training time is allocated to English and Mathematics regularly. Bespoke coaching projects are undertaken with teachers and TAs to support their development in these areas. The English lead also provides training for West Midlands Consortium as does the Early Reading expert. The Deputy Headteacher, English and Mathematics' lead regularly spend time with NQTs to support with planning, teaching and moderation of children's work.

- A highly successful coaching project is undertaken annually with TAs where they reflect on what the pupils in their class need.
- The quality of professional development has a significant impact on pupil outcomes. The school utilizes, team teaching, team planning, the lesson study model, coaching model and collaborative professional dialogue between the subject leader, class teachers and TAs.
- Areas for school development, are driven by outcomes from lesson visits, talking to pupils, data analysis and synthesis and pupil workbooks. These cover a range of pedagogy, subject knowledge and subject pedagogy. One staff meeting per term is put aside for evidence-based research. Staff choose an aspect through performance management which they want to research and trial to improve the attainment and progress of children in their class. The school is a member of The National College and the Chartered College, and regularly seek research informed evidence to develop staff from evidence-based research such as the Education Endowment Foundation and educational blogs and books.
- The school has a wealth of expertise to support professional development. Teachers deliver training for other staff; therefore they work with very few external providers. Subject leaders train TAs and Associate Teachers for West Midlands Consortium. The school has two Specialist Leaders of Education and the Headteacher is a Local Leader of Education. One teacher is a moderator within the LA and the Science subject lead is a trainer for the local Science hub. The SENCo has been involved in many authority wide SEND initiatives throughout the years working closely with the local authority SEND team and colleagues in school across the borough.
- TAs conduct an annual coaching project, where they select an area for development and work collegiately with a 'partner' who can coach them in strengthening their expertise.
- A range of CPD has taken place to support improvement in substantive and disciplinary knowledge in English and Mathematics, along with a range of pedagogical approaches in teaching.
- Transition meetings with feeder secondary schools ensure that pupils are well-prepared for the next stage of their education, including upskilling them on the software they will access at KS3.
- Movement breaks are in place to support pupils' attention as are headphones to ensure that the pupils do not experience sensory overload.
- Reflective practitioners in the classroom identify why learning may not have been successful for certain pupils and work with leaders to identify the next steps and interventions to remove the barrier to learning.
- All pedagogical approaches to support pupil learning are based on academic research to ensure that the needs all pupils can be met and are inclusive.

- Every classroom has an area with adaptable resources to meet a range of additional needs. Pupils use these with confidence and there is respect between peers that all pupils need additional support at times.
- There are clear educational short-term interim outcomes (12 months), which are detailed with baseline outcomes, clear success criteria and review points for children with additional and complex needs.
- All pupil progress is reviewed at pupil progress meetings on a termly basis.

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

- During the lesson visits, talking to pupils and staff it was evident that pupils have the opportunity to learn in a variety of ways. There is access to teacher modelling, learning partners, peer and self-assessment, use of concrete and visuals to support learning and talk for learning. Pupils can articulate the different ways in which they learn and their preferred method.
- All planning is based around a meaningful context, providing children with first-hand experiences wherever possible and building on prior knowledge. The school has an outside classroom, and this is utilised for learning as well as the forest school and sensory garden, alongside residential visits and class visits linked to curriculum themes. The school has international links through a partnership with a school in Kenya, as a result the school has a commitment to Fairtrade and sustainability within the school grounds.
- There is a commitment to the teaching of reading as it is seen as “the key to unlock all other learning and underpins the rest of the curriculum”. There are clear cross-curricular links for reading and the application of writing and maths.
- There is clear progression in the learning of vocabulary and use of ICT to engage and support with retrieval of information.
- All pupils spoken to talked about a range of scaffolds and prompts for learners, including the information on working walls, prompts on desks and in books, the manipulatives and visuals they have in both English and Mathematics’ lessons and their own books as prompts and reminders of prior learning.
- Pupils spoke about the 5 B strategies, which have been recently introduced to develop independence and to support pupils in identifying the scaffold they need. “You use your brain first, then your book, you look at the board working wall) or you can ask a buddy. The boss (teacher) is the last person you ask, when you have tried all the others”.
- Pupils were able to explain and demonstrate in their books how prior learning is used every lesson for retrieval. This is a consistent approach across all classes and focuses on learning in English and Mathematics that took place last lesson, last week and last unit of work.
- Children become own teachers, helping them to identify their own weaknesses through Rosenshine’s Principles of Instruction.

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

- Use of external agencies and bespoke support for children’s speech and language is in place as well as support for mental health and emotional support to ensure that barriers to learning are removed.
- There are a range of systematic approaches in place that ensure pupils know that they can access support. The list below were evident in every classroom visited and during pupil voice:

- Use of complex speed charts to support writing.
- Calculation polices, evident when talking to pupils that they know which method to use for calculation and why the selection they make is crucial.
- Knowledge organisers to support understanding of prior learning, progression in substantive and disciplinary knowledge and vocabulary.
- Reading materials that match the needs of the child. Phonically decodable books in early years and Key Stage 1, age-related and greater depth books at KS1 and KS2 and books to support pupils with additional needs.
- Manipulatives and visuals in mathematics to ensure that concepts are embedded into their long-term memory.
- Effective use of technology – this was evident in all classes visited-observed during the teaching of writing and fractions.
- Working walls support current and prior learning. Pupils identify these as a key learning resource.
- In the learning environment reading is promoted across the school, every classroom has a key author on display and a range of books written by them. Pupils talk about their favourite book and their enjoyment of reading.
- Retrieval practice to recall prior learning is evident in every lesson and pupils articulate how this works and the purpose of it.
- Clear sharing of success criteria to focus learning, build-up of knowledge and skills over a sequence of learning. Children show how they are able to use their substantive and disciplinary knowledge to solve a range of problems in mathematics.
- Learning partners are used to support learning and this was evident in a number of classes that were visited.
- From the lessons visited the following resources were seen in use: word banks, letter lines, complex speed charts, manipulatives (Dienes, fraction walls), children know where to access support for their reading, writing and mathematics.
- Outcomes in writing and mathematics are celebrated in classrooms with the use of positive praise and pupils sharing their learning.

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

- Weekly newsletter, with links to a range of resources to support parental understanding of the expectations in English and Mathematics.
- Staff write articles on the importance of reading and phonics, to support parental knowledge and skills in supporting their child to read.
- The learning platform is constantly updated to support parental engagement and partnerships.
- COVID recovery with back on track in Mathematics, consistency of the teaching of mental maths, working with parents, providing a visual calculation policy, weekly drop-in sessions and workshops for parents to ensure that they know and understand the expectations.
- “There is high quality, transparency in communication and signposting a real strength. Parents know how to support children across all subject areas and how we can use this to consolidate learning at home. The school website is full of information and there are parent workshops. The Mail on Friday gives us information on reading and writing. My child has made significant progress in reading in reception and I know how I can help her. My older child talks about 1-1

support and the strategies provided to all of them. In discussion with other parents, I openly ask them about reading, writing and mathematics, every parent gets the same information and the same opportunity to be part of their child's learning. The structures fully support the children. If there are any additional needs, children are identified early, parents talk about a range of interventions both at school and at home." (Parent)

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

- Governors are key partners in the work of the school. From talking to one Governor, they are involved in learning walks in school, speaking to teachers and pupils. They look at curriculum provision at the start, middle and end of year. They track and monitor data, looking for trends, identifying strengths and areas for improvement. A Governor oversees the Pupil Premium outcomes. Governors feel that information is always readily available from the Headteacher, senior staff and teachers. Governors identify that all interventions are supported with data, a baseline and outcomes for a review of the effectiveness. Transition is smooth from Year 6 to Year 7 as a result of good communication and preparation of pupils. There is clarity of information provided to ensure that pupils receive the continued support they require.
- The school works alongside the local community, they are proud of their international links through a partnership with a school in Kenya. They are committed to Fairtrade and sustainability within the school grounds.
- The school holds: The Science Gold Quality Mark, Gold Arts Mark and P.E. awards that show the commitment to the development of the scientific, technological, artistic, creative and sporting talents of the pupils, enabling them to achieve their potential in all aspects of their lives. The local community are involved wherever possible: through an emphasis around British Values, they welcome local leaders into school, through assemblies, such as the weekly Open the Book Christian group worship. Local members of the community are invited in to share their achievements and to inspire pupils.
- Pupil voice is a key aspect for collecting data; this is by the Headteacher, senior staff and governors through deep dive methodology. Pupils at KS2 set their own success criteria and assess whether or not they have achieved these at the end of the lesson.
- Pupil progress meetings take place on a termly basis as do summative assessments. Based on this, senior leaders review the progress made toward achieving the targets set in English and Mathematics. This is reported to Governors on a termly basis through the Headteacher's report to governors and to parents on an annual basis through pupil reports and the Annual report from governors to parents.
- There is a collegiate responsibility for standards in English and Mathematics by all staff across the school. This is evident from talking to the leaders of English, Mathematics and SEND and support staff.

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

- **Consistency in expectations and aspirations for all pupils**
- **Clear expectations in English and Mathematics, non-negotiable aspects in place for all staff**
- **Commitment to high quality professional development for all staff**
- **Communication with parents in how they can best support their child to make progress in English and Mathematics**
- **Involvement of Governors in overseeing the quality of education for all groups of pupils, including those in receipt of the Pupil Premium Grant**
- **The involvement of pupils in their learning journey, particularly target setting, responding to next steps and knowing how to overcome barriers to learning**
- **Consistency in pedagogical approaches to teaching and learning, supported by evidence-based research**
- **Collaboration between leaders to ensure that the needs of all pupils are met, with timely interventions where necessary – a key strength the knowledge of the English and Mathematics’ leaders and SENCo**
- **Relationships across the school between teachers and support staff, adults and pupils and all adults working in school with other stakeholders**
- **Commitment of the support staff to access professional development to ensure that they can meet the needs of all pupils**

Additional Comments or action (if applicable)

