

Basic Skills Quality Mark Programme – Visit Feedback Report

School name: Hyde Park Infant School

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Tel no:

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Alliance QM Assessor: Lucinda Ross

Visit date: 19.1.'16

Purpose of Visit <i>(delete as appropriate)</i>	Renewal PQM
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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 NO	Pupil representatives YES	Governor representative(s) YES	Parent representative(s) YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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<i>(Assessor to delete as appropriate)</i>	There were no previous development points.
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Suggested areas for development in preparation for the next Quality Mark visit:

- Following an initial discussion the school has worked towards gathering evidence for Quality Mark renewal accreditation, and following this assessment, the Adviser is happy to recommend the school's Primary Quality Mark be renewed.

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

Hyde Park Infants is a popular school situated close to the city centre. The school shares a site with Hyde Park Junior School and both schools share a federated Board of Governors. The schools are developing consistent practice and close working relationships. Children at the school make very good progress and standards are high. Since the last QM accreditation the school has continued to maintain evidence in all areas of the QM as an integral part of on-going school improvement. A broad range of well-organised evidence was provided for the QM assessment, demonstrating clearly the consistent rigour and high standards maintained in all areas of the work of the school. All evidence was linked to the QM school self-audit, amply covering the 10 elements.

1. Whole school strategic planning to maintain high standards in core subjects and basic skills is in place, and analysis of summative assessment data is used to inform on-going school improvement.
2. The school has effective procedures in place to monitor planning and assess improvements. Target setting is used effectively to impact on learning; the school use new assessment measures and

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track progress using *SPTO*. All staff and governors have received training in this. Subject Leaders play an important role in the leadership of core subjects and work collaboratively with others to promote staff development, and carry out moderation of children's work.

3. Improvement planning for underachieving pupils is securely embedded and progress of vulnerable groups is regularly reviewed. Parents describe the depth of support in place for children with SEN, which supports children in making great progress. The school has a relatively high proportion of children learning EAL, and from the EYFS the Headteacher's commitment to active learning and the development of '*the universal language of play*' helps children acquire language effectively.
4. There is a commitment to developing the skills of staff, linked closely to key priorities in the overall School Improvement Plan. The impact of CPD is reviewed in order to ensure it impacts positively upon teaching and learning.
5. The school use a range of teaching approaches and learning styles in order to develop independence and ensure high standards of achievement in core subject areas. In the EYFS children enjoy a range of free-flow activities in a vibrant learning environment, and have opportunities to engage in Forest School activities in rural settings. During a whole school creative arts week; *Winter Wonderland*, children in the EYFS enjoyed snow play and experiential learning. Children in Y1 engaged in discussion as they interpreted Bruegel's *Winter Landscape with Skaters* and illustrated imaginative adjectives to describe winter. The school has a robust phonic scheme in place, but also encourages children to be adventurous in their vocabulary choices when writing. This means that young writers are not limited to using only those words they can spell, and develop confidence and creativity in writing. In Y2 children enjoy writing for a range of purposes, and in a range of curriculum areas, and achieve high standards at the end of KS1. Core subjects and basic skills are embedded across a creative, thematic curriculum which brings learning alive for children at the school. The school encourage critical thinking and communication skills through '*Godly Play*' in RE, integrated use of IT and an outdoor amphitheatre in the playground.
6. Appropriate materials and resources are effectively used to support teaching and learning. Children at the school all enjoy learning and are enthusiastic in discussing their learning. They describe the way in which their teachers imaginatively plan learning opportunities and deploy a range of resources to bring learning alive for them. They are proud of their achievements and are aware of the progress they make. They understand what it means to be challenged in learning and positively embrace challenge.
7. The involvement of parents/carers and school governors has a positive impact on developing children's basic skills. Parents describe the way they are engaged as partners in children's learning; the school has a genuine '*open door*' policy and communication between home and school is positive. Parents value information shared about the curriculum and key learning objectives, and engage readily in school holiday homework designed to enable pre-teaching in termly topics. Parents feel that the school nurtures children enabling them to '*blossom*,' and through a broad, balanced curriculum make learning fun. School governors are actively involved in the life of the school and have regular opportunities to share in classroom activities. Governors describe the way in which the school nurtures children as being '*second to none*.' The SLT share standards information in a clear way which enables governors to question and challenge appropriately. As a result, the Board of Governors have a good understanding of key priorities and are actively involved in the delivery of the School Improvement Plan.

Hyde Park Infant School has held the Quality Mark for a number of years, and in consideration of the positive work they do in making learning fun for children, I strongly recommend that the school be accredited with a renewed Primary Quality Mark.

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