

## Basic Skills Quality Mark Programme – Visit Feedback Report

<b>School name</b>	Hemingford Grey Primary		
<b>Headteacher</b>	Kate Fox		
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<b>Alliance QM Assessor</b>	Elizabeth Pitcher	<b>Visit date</b>	19/09/2017

<b>Purpose of Visit</b>	Interim Support & Review
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The Assessor spoke with the following people

<b>Headteacher &amp; Deputy HT</b> YES	<b>Numeracy Leader</b> YES	<b>Literacy Leader</b> NO	<b>Assessment Manager</b> YES
<b>SENDCo</b> NO <b>TAs</b> NO	<b>Pupil representatives</b> YES	<b>Governor representative</b> NO	<b>Parent representative</b> NO

<b>'Learning Walk' completed?</b> Focus on Year 5 & 6 learning zones	<b>Relevant evidence-base reviewed?</b> As discussed
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✓ The previous development points have been considered and are being implemented	The previous development points were considered but were not felt appropriate to implement at present N/A
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### 'Good practice' identified in relation to the 10 Elements of the Quality Mark:

Hemingford Grey Primary School continues to demonstrate good practice in relation to the Quality Mark Ten Elements. There are clear indications that the school will be well placed to meet the requirements expected at its 4<sup>th</sup> QM Award in 2019.

In-depth planning, systematic monitoring and evaluation of the standards of the basic skills has high priority. These key areas are strategically well managed and include input from the Basic Skills Team in the school, who meet regularly to discuss and plan. Pupils' involvement in their own learning is valued and lies at the centre of planning and provision, based on the

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characteristics of positive learning, by encompassing such attributes as *resilience, risk taking, resourcefulness, relationships and reflection*. This personalised approach at Hemingford, reflects a highly positive and aspirational learning culture. The Learning Journeys - which are embedded into practice - provide a clear picture of pupils' individual achievement and success. (Links to Elements 2, 3, 1 & 10)

Planning and provision is informed by assessment for the underattaining and underachieving pupils, who continue to receive tailored support to meet their specific learning needs. The Dyslexia Testing Kit is a very useful strategy, whereby pupils who may be at risk of dyslexia can be identified early, before a formal diagnosis may be made by outside agencies. The Booster groups for mathematics are organised to importantly ensure that different groups of learners receive a differentiated approach, including the opportunity for more able pupils to achieve their potential towards mastery. (Links to Elements 4 & 5)

The ongoing strong commitment to improving the skills of all staff remains high priority, and includes a balance of external and in-school training, in line with priorities. The school has taken on the changes to curriculum expectations with thoughtful consideration, and *Big Picture* planning is underpinned by the development of life skills. Since the previous renewal, the Year 5 and 6 Learning Zones have embedded well. The ethos of positive and independent learning permeates the well-organised learning space, where pupils learn collaboratively, balanced by growing independence and judicious teaching. (Links to Elements 6, 7 & 8)

Positive partnerships continue as an important element of Hemingford's ethos, both as a part of the wider learning community and the local community. The school strives to actively engage parents and carers on how they can best support their child through a range of curriculum updates and opportunities to visit the school. (Links to Element 9)

**Suggested areas for development in preparation for the next Quality Mark visit:**

- To successfully assimilate the new guidance for National Curriculum Assessments in relation to the Teacher Assessment Frameworks at the end of key stages 1 and 2 into the school's existing good practice. (links to Elements 1, 2, 3 & 10)
- To continue to focus on improvement in mathematics through a range of identified key actions, and to monitor pupils' progress towards age-related outcomes and mastery. (links to Elements 1, 6, 7 & 10)
- To ensure that relevant stakeholders familiarise with the Quality Mark Ten Elements criteria, leading to increased shared understanding.

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