



Quality Mark

VISIT FEEDBACK REPORT

School name	The Beacon Church of England Primary School	Visit date	2 nd December 2021
Headteacher	Sally Aspinwall	NOR	450
Telephone number	0151 263 4206	Assessor	Kim Salisbury
Quality Mark Contact email at school/setting	e.rowley@ldst.org.uk	Quality Mark Contact Name at school/setting	Emma Rowley

A brief context of the School (*Information concerning Federations/MATs etc.*)

The school is part of the Part of the Liverpool Diocesan Schools Trust

Visit Type <i>(Delete as appropriate)</i>	Renewal Visit (RV)
---	--------------------

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 NO
SENCo YES	Pupil representatives YES	Governors/Trustees YES	Parent representative(s) YES

Does the school meet the requirements of the Quality Mark? YES	'Learning Walk' completed? YES
---	-----------------------------------

The previous development points have been implemented. YES	List any noteworthy evidence.
---	-------------------------------

List of development points from the previous visit report and the resulting actions taken, if appropriate: N/A

Suggested areas for development (<i>Maximum of 3 points</i>), 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. <ul style="list-style-type: none"> Continue to embed the new EY curriculum-<i>as per own actions</i>
--

Summary of 'Good practice' identified in relation to the 10 Elements of the Quality Mark: <i>Assessors to complete the boxes below using <u>brief bullet points</u> and delete those elements not relevant to this particular visit.</i> <ul style="list-style-type: none"> <i>For an initial assessment, <u>ALL</u> elements must be reviewed, and evidence recorded.</i> <i>For a renewal visit those particular elements relating to the rising trends of good practice should be recorded.</i> <i>For an ISAR visit only those elements discussed during the informal meeting need to be recorded.</i>
--

Quality Mark Elements
<p>1. A whole school strategy and planning to improve performance in English and mathematics</p> <ul style="list-style-type: none"> A range of strategies are implemented to support children's development of early language and literacy skills. These include a comprehensive nursery rhyme plan, Tales Tool Kit, In Harmony music sessions and strategies from the URLEY language programme. The school also adopts a high quality text based approach which fosters a love of reading in the children. A range of strategies are also implemented to support children's early mathematical development including White Rose Maths and NCTEM activities. Staff have received Specialist Knowledge for Teaching Maths training and utilised resources made available through the Maths Hub.

<ul style="list-style-type: none"> A mastery approach is taken to children’s acquisition of counting and children were able to demonstrate, during the pupil interviews, that they are beginning to use taught strategies to count and subitise.
<p>2. Analysis of the assessment of pupil performance in English and mathematics</p> <ul style="list-style-type: none"> The curriculum for EYs enables children to acquire basic skills. Consideration has been given to children’s needs and interests and, as a result, children’s progress can be monitored effectively. Evidence that the curriculum is implemented effectively was observed during the learning walk.
<p>3. Target setting for improvement of performance in English and mathematics</p> <ul style="list-style-type: none"> The curriculum for EYs has recently been reviewed in line with the EY Reforms. Leaders have carefully considered ways in which children’s progress will be supported in relation to all 7 areas of learning and are able to articulate curriculum aims specific to literacy and mathematics.
<p>4. English and mathematics for all groups of pupils</p> <ul style="list-style-type: none"> A balanced and sequential curriculum is in place to support all children to develop early literacy and mathematical skills. There are also appropriate interventions in place for children who may need additional support in relation to their communication and language development including weekly MAST sessions and Wellcomm activities.
<p>5. Review of the progress made by all groups of pupils in English and mathematics</p> <ul style="list-style-type: none"> Evidence of children’s progress is collected using online app Tapestry. Observations recorded on here are shared regularly with parents/carers. Parents/carers are able to comment and add their own observations. This enables EY staff to gain a holistic view of children’s attainment and progress.
<p>6. A commitment to improving the skills of all staff in the application of English and mathematics in the school</p> <ul style="list-style-type: none"> School leaders are knowledgeable about the curriculum for EYs and how this is implemented to support children to develop basic skills. Leaders spoke articulately about how direct teaching, continuous provision and intervention all support children to make good progress. Leaders are aware of currently priorities for the EYs and there is a supportive and collaborative approach taken to making any improvements needed. Leaders are committed to staff professional development and ensure that there are regular opportunities for staff training. Links with the school’s trust are secure and school leaders support other schools in the trust through sharing of effective practice implemented at The Beacon.
<p>7. The use of a range of teaching approaches and learning styles to improve English and mathematics</p> <ul style="list-style-type: none"> A wide range of strategies are used to support children’s development of basic skills. Early phonics is introduced for 2 year olds and this is built upon in nursery. Reception children are supported through daily synthetic phonics which was observed to be taught consistently by reception staff. There are also appropriate teaching approaches used to support children’s mathematical development (as referenced in element 1).
<p>8. The use of appropriate teaching and learning resources to improve English and mathematics</p> <ul style="list-style-type: none"> The early years offers a stimulating and thoughtfully planned environment for children. There is a wide range of exciting and engaging provision for children and a wealth of quality opportunities for them to learn through exploration and play. There is clear progression from the 2s room through to reception and continuity of pedagogy is evident. Books are well presented to children and are accessible in most areas of provision. Early reading is promoted and staff encourage children to enjoy books through regular story times and sharing books in continuous provision.

- Throughout the learning walk, children were observed to be highly motivated and engaged in their activities. Resources appear well matched to the children's stages of development and are suitably challenging.

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

- Parents interviewed spoke very positively about the ways in which their children are supported to acquire basic skills. They are in regular contact with school staff and were fully aware of strategies, such as daily synthetic phonics used in reception, built into the school's curriculum to support children's literacy development.
- Communication between school and parents/carers is effective and ensures that parents/carers are aware of how to continue to support their children's learning at home.

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

- A robust cycle is in place and evidence was shared with the assessor.

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

Provision for early years children continues to offer engaging and stimulating learning opportunities for children.

The school is committed to staff professional development and, as a result, leaders and early years practitioners are knowledgeable about their roles and the current priorities for the EYFS.

Outdoor provision has continued to be enhanced so that it meets the needs of different age groups accessing the area.

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

Preparation of evidence for the assessment was excellent and ensured the assessment visit ran smoothly. The assessor thanks leaders for all of their efforts in this respect. Leaders and early years practitioners are clearly dedicated to providing quality provision and learning opportunities that will enable children to thrive. Children are supported well to acquire basic skills and evidently enjoy their time in the early years at The Beacon.