

Basic Skills Quality Mark - Hull Visit Feedback Report

School	Craven	Visit date	29th June 2017
Assessor	Rachel Wilkes	Time on site	4 hours

Ofsted Status	Outstanding
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Visit Type	Renewal
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The Assessor spoke to the following people:

Headteacher and Senior Leaders Yes / No	Literacy Subject Leader Yes / No	Numeracy Subject Leader Yes / No	Assessment Manager Yes / No
SENCo Yes / No	Pupil representatives Yes / No	Governor Yes / No	Parent representative(s) Yes / No
Other staff	NOR - 208		

Did the Assessor receive the Self Audit Form prior to the visit? Yes / No	Did the Assessor receive progress data prior to the visit? Yes / No
'Learning Walk' completed? Yes / No	Relevant evidence base reviewed? Yes / No

Does the school meet the requirements of the Basic Skills Quality Mark?

YES. This is an outstanding school with delightful children. There is a very strong sense of shared leadership at the school leaders at all levels have a significant impact on the quality of basic skills provision across the school.

The previous development points have been implemented

- Raise the profile of GPS and improve pupil outcomes in Spelling. There is now a key leader in school to drive this agenda and work in books shows that children are given many opportunities to learn and apply new skills in this area of the curriculum. The No Nonsense spelling approach has been implemented and children have at least 1 spelling lesson a week with further work being woven across the curriculum. Groupings for this are flexible across the phases and children undertake a range of SPAG work that links to the text type being

tests. The use of SPAG.com is found to be helpful by teachers and this supports their teacher assessment for next steps for the children. Phonics is taught daily in KS1 and is heavily resourced with 4 adults for each class to ensure appropriate differentiation and enable rapid progress. Targeted children have 2 phonics sessions per day. This has seen an increase in the 2017 phonics check results at Y1.

- Develop child friendly targets for Reading, Writing and Maths. Children are really clear about what they are working on and the KPIs needed for them to achieve ARE. Children across school were seen to be working hard; they understand the purpose of their learning and how they will apply those skills.
- Embed the use of Educator within EYFS. Staff find this to be a useful tool for planning and assessing children.

Recent initiatives / developments

- The leadership team is being further developed and the academy has excellent capacity to sustain its high achievements as the Headteacher takes on a wider role within the trust. Leadership capacity is a strength of the academy and new leaders are nurtured and developed to continue the good work of the academy.
- The academy has responded well to demands on its time and resources following its 'outstanding' judgement from OfSTED in September 2016. It has further developed its system leadership responsibilities and capacity.
- Significant work has been undertaken on SPAG and a new leader is now in place to drive this aspect of the academy's english curriculum.
- Funding has been used to purchase 3rd Space Learning which is an online maths tutoring programme. Leaders have found this to be an excellent resource that has supported the academy in closing the gaps for individual children, enabling them to meet ARE.
- Talk for Writing has been fully embedded this year and is having a positive impact on written outcomes across the curriculum. The writing cycle has been adapted to include a stimulus day, cold and hot writes throughout a unit of work and has increased the productivity of children.
- The reading approach has been tweaked to include elements of reciprocal reading and whole class reading. There is now a very strong reading culture in the school.
- Significant work has been done this year with the White Rose Maths Hub to develop a mastery approach to learning. The peer coaching model embedded within this approach and the use of an additional teacher has enabled pupils to make rapid progress.

Key Strengths as identified from the visit:

- 1) The school knows itself very well. All members of the school community are clear about areas of strength and areas for development and there is a shared focus on improving outcomes for children. Data is used effectively to identify school improvement initiatives. Leadership at all levels is a clear strength of the school. This is exemplified by the stability of the school, despite the headteacher undertaking wider system leadership responsibilities.
- 2) Attitudes to learning displayed by all pupils in every area of the school are extremely positive. Children of all ages work collaboratively and enthusiastically as a result of the

3) Accuracy of assessment and consistency of school policy is a key feature of this school. This includes the provision for and assessment of pupils with SEND. No stone is left unturned in identifying barriers to learning for the children and addressing individual needs.

The very high quality of teaching and learning, underpinned by comprehensive and responsive CPD, including coaching and mentoring for staff at all levels is a key success of the school. It ensures that all children have equality of opportunity.

Summary of Evidence

Assessor to list elements being reviewed if a monitoring visit.

Assessor to complete the boxes below using brief bullet points. Only enter recommended action where necessary.

Elements	Strengths	Recommended action (if applicable)
<p>1 A whole school strategy and planning to improve performance in basic skills</p>	<p>The drive and vision of the Head teacher, shared and acted upon by senior leaders is a great strength for this inclusive school. The SLT and middle leaders are all collectively involved in the rigorous monitoring and self-evaluation of the school's performance. Shared leadership with improving the basic skills for all children is a real feature of this school.</p> <p>Subject leaders know the strengths and areas for development in their subjects and use their initiative to ensure that provision in their subject is of a very high quality.</p> <p>Leaders know the school well and all staff are involved in ensuring high quality provision. Basic Skills are given a very high priority in this school - this is evident in books, classroom displays and also in the working atmosphere in classrooms. The curriculum is broad and balanced - it has numerous opportunities planned in for enhancement of basic skills in a meaningful way. Pupils work hard because they are motivated by a challenging and interesting curriculum.</p> <p>Presentation throughout the academy - displays in classrooms and corridors, communal areas and in pupil books is very high and demonstrates the commitment to high expectations held by the school. Pupils are highly motivated by the range of rewards that are in place when they achieve well. These rewards are based firmly around learning behaviours and link very clearly to the basic skills agenda. Children are proud of their achievements and are key drivers of further change within the academy. They run the</p>	

	<p>reward shop themselves and take ownership for congratulating others on their achievements.</p> <p>School improvement planning matches well to data outcomes and shows that leaders know what needs to improve and what the staff need to work on to further improve outcomes. There is a tangible whole school expectation and ethos of self-improvement which has a tangible impact on the quality of provision. The self-evaluation of the academy is accurate and succinct which enables all staff to understand the key things that are being work upon at any given time.</p> <p>Leadership is seen and valued as an important aspect of the academy's strategy for ensuring that all children have the best possible provision. Year 6 pupils delight in taking on wider responsibilities and support the work of the staff by mentoring and developing younger pupils.</p> <p>The wider academy trust plays in important part in maintaining a relentless focus on the acquisition of basic skills within a purposeful and exciting curriculum.</p> <p>Target setting systems are robust, carefully tracked and monitored and very regular progress meetings ensue that no child is left behind and that every child and their progress are discussed regularly.</p> <p>Action plans are to the point and highly effective. Monitoring and checking are robust and link well to CPD needs for individual staff members. Inclusion is very high and is a strength for the academy. Children with additional needs are very well catered for and expected to achieve highly.</p>	
<p>2 Analysis of the assessment of pupil performance in basic skills</p>	<p>Assessment, tracking and monitoring are embedded across the academy and well understood by all staff. Academy Development Plans are robust and link well to data and analysis - all leaders understand the purpose of the actions on the plans and their role in ensuring that improvements are made. Data systems are very strong, simple to use and yet give enough detail to enable teachers and leaders to accurately identify areas for improvement and individual pupils who need additional support.</p> <p>The school is using a sensible and systematic system for tracking pupil progress. This gives leaders and teachers useful information about next steps for children and helps to identify underperforming groups or individuals. RAG rating on a weekly basis ensures that staff are highly skilled at knowing how well</p>	<p>Develop a system of tracking small steps progress for Foundation subjects so that expectations for each year group are clear.</p>

	<p>children are performing and leaders use this information effectively to understand how classes are performing.</p> <p>The data is very thoroughly analysed and used to drive the school improvement priorities. Interventions are very well monitored for impact and pupil progress is robust with a clear emphasis on pupil's books.</p> <p>Assessments are moderated to ensure accuracy across school. This is done internally and externally.</p> <p>There are assessment points regularly built into the school year to ensure that progress of children is carefully tracked and target children are monitored more frequently. All teaching staff, including support staff have an in-depth knowledge of the tracking system and TA assessments feed into the work being carried out by teachers.</p>	
<p>3 Target setting for the improvement of the school's performance in basic skills</p>	<p>Target setting is an important aspect of the work undertaken by the academy. Achievement is very high across all subjects and has been for several years. Targets are set using FFT 5 which shows the ambition and drive of the leadership team.</p> <p>All children and classes have targets that are clearly set out of them at an individual, cohort and vulnerable group level.</p> <p>Careful and rigorous tracking of pupil progress throughout the year for all pupils ensures that no children are left behind at the end of an assessment period. Standards have risen year on year for several years and outcomes at the end of KS2 are expected to be well above national again. Given the demographic of the school's intake and the low levels of Literacy on entry to the academy, this is testament to the highly successful staff and leadership team. This work is further enhanced by the support and challenge from Delta Academies Trust which is seen by the leadership of this forward thinking academy to be extremely helpful in ensuring that achievement is high.</p>	
<p>4 Basic skills improvement planning for pupils underattaining and /or underachieving</p>	<p>Provision for SEN and vulnerable pupils is a strength of the school. Systems and processes are robust and carefully managed with children at the heart of everything. Tracking systems and whole school monitoring and moderation processes ensure that no child is left behind. Teachers constantly implement 'on the go' interventions to ensure that children quickly catch up when they have experienced difficulty with a concept or task in class. Those with more significant needs are carefully monitored by the SENco and EWBW lead to ensure that more specialist and highly tailored provision is in place. Pupil Passports are shared with staff, pupils and parents - they are a shared working document that evolve as the child makes progress over the assessment period. They include strengths and areas for development for the child including strategies that work well for them. Targets on these pupil</p>	

	<p>passports are focussed and are reviewed termly towards achieving a pre-set long term goal.</p> <p>B squared is used for SEN tracking and data is analysed by age, SEN need etc. Findings from analysis feed into whole school data tracking and CPD needs for staff at all levels.</p> <p>There are currently no pupils with an EHCP in the school. The school has a rising number of ASD pupils. The use of expert outreach teachers from specialist setting ensure that staff are well equipped to plan according to the needs of these pupils.</p>	
<p>5 Regular review of the progress made by pupils underattaining and /or underachieving in basic skills</p>	<p>Tracking for SEN pupils, and for those with additional needs, is carried out termly and small steps progress are measured on a daily basis. Weekly RAG reports highlight how the children are doing on their path towards ARE TAs carrying out interventions also complete RAG rated overviews for children in these groups.</p> <p>There is a holistic approach to the progress made by al children and in particular those with identified SEND or who are underachieving. There is a truly joined up approach by staff to meet the needs of the whole child. Pastoral and teaching staff complement each other very well to ensure that barriers to learning are reduced and pupils receive the support they need.</p>	
<p>6 A commitment to improving the skills of all staff to teach and extend basic skills</p>	<p>There is a very strong commitment to system leadership and staff CPD at this academy. The skills of all staff are valued and CPD has a high priority and is linked carefully to the development needs of the academy. Staff at all levels work together in a highly effective way and there is a culture of peer support, coaching and mentoring for staff at all stages of their careers. Induction processes for NQTs and staff new to the school are excellent and a great deal of time is given to ensuring that the high expectations that have been built up at Craven Academy are shared by all staff.</p> <p>Highly skilled SLT members take responsibility for different aspects of the academy's work and have an oversight so that they can support staff who are new or finding things difficult. There is a great team spirit at the school. Staff clearly have children at the heart of everything that they do and so they strive to support each other to ensure that the children get the best possible provision.</p> <p>There is great strength and capacity to support others within the staff ay Craven, many of whom are experienced at supporting</p>	

	<p>others. The academy also makes use of experts in others schools in their trust which enables staff to have a large pool of talent to both challenge and support their practice.</p>	
<p>7 The use of a range of teaching approaches and learning styles to improve basic skills</p>	<p>Children are very active in their own learning and school life in general. They show high levels of independence and the Year 6 children in particular are exceptionally well prepared for secondary school. They make a significant contribution to the leadership of the school and undertake a wide range of jobs and have responsibilities both for themselves and others.</p> <p>Differentiation across the curriculum and particularly in core subjects is well embedded and is having a positive impact on pupil progress. Children move on quickly with their learning during a lesson so that no time is lost and progress is maximised. Intervention strategies and resources are used flexibly to support the needs of individuals and groups. Additional and highly experienced teachers also support the work of the school by boosting in Y5/6 and Y2. An extended school day also enables staff to maximise the time spent with children in preparing them for the next stage of their education.</p> <p>Evidence to support judgements about the quality of teaching and learning are taken from a wide range of sources. The staff team are a collaborative and cohesive group who support each other very effectively to ensure that all children have high quality learning experiences. Attainment is high as a result of high quality teaching and learning over time.</p> <p>Whole school policy is applied consistently across the school which ensures that all children have equality of opportunity. The leadership team regularly check that initiatives implemented remain at the heart of practice.</p> <p>Staff CPD is seen as a priority and ensures that all children have the best possible provision. TAs are a key feature of the effectiveness of the school's work. This ensures that pupils are absolutely at the heart of all that the school does.</p> <p>Marking and feedback are highly effective and pupils respond to teacher comments, ensuring that they make maximum progress in each learning activity.</p> <p>Handwriting and presentation are excellent across both the school and the curriculum. There are high expectations for every aspect</p>	

	of school life.	
<p>8</p> <p>The use of appropriate teaching and learning materials and learning environments</p>	<p>The learning environment is high quality and engaging. It is both celebratory and supports learning. There is a high focus on basic skills in all areas of the school. Writing is of a particular high quality throughout the school. There are lots of spaces throughout the school where focussed intervention and independent work can be undertaken. During my visit these spaces within school were very well utilised and children showed high levels of trust and independence in using them.</p> <p>Subject leaders utilise their budgets effectively to ensure subjects are well resourced and meet the needs of the pupils.</p> <p>A range of resources are used to support pupils progress across school. Teachers talked about a Hull4Week where cluster competitions and activities were held and target children were taught intensively from across the cluster. This is an excellent example of how taking a less traditional approach allows the needs of all children to be met fully.</p> <p>Topic books and cross curricular skills are very well balanced. Topic books are of the highest quality and really show how children apply their knowledge and skills across the curriculum so that this learning is deep and will stay with them as they move onto the next stage of their education.</p> <p>Pupils are clearly proud of their school. It is well looked after by them and is a nurturing and stimulating place for them to learn.</p>	
<p>9</p> <p>The involvement of parents and / or carers in developing their child's basic skills</p>	<p>Parents and carers are welcomed and encouraged at this academy. Relationships between staff and parents appear to be very strong and there is an exceptionally high range of strategies and rewards to encourage and thank parents for their contribution to their children's schooling.</p> <p>Parents are welcomed into school for adult education courses, NAPA, Rock Challenge, festivals, stay and play, curriculum challenges, assembly rewards, coffee morning, family picnics, topic books mornings, workshops and a wide range of seasonal activities.</p> <p>Attendance has a very high profile in the school and parents are actively encouraged to bring their children to school on time every day. There are lots of rewards and sanctions in place for this and support for families who may be struggling. The offer of early help from school staff goes a long way to building successful relationships with parents.</p> <p>Community involvement is high and there are good participation</p>	

	Homework is done weekly and through the school system of 'Leading Learners' parents and children can see that this work has a high value, is purposeful and a large number of children do their homework each week.	
10 An effective procedure for monitoring, planning and assessing improvement in basic skills performance	<p>This is a strength of the school as a result of the continual evaluative cycle which is driven by the extremely knowledgeable Head teacher and her leadership team. The school makes use of all available data sources such as Raise on line, trust benchmarking data and FFT and governors are effective in holding leaders to account. Leaders report to governors so they are able to monitor the work of the school. A range of summative tools are used to assess pupil progress throughout the school year.</p> <p>Pupil progress meetings are an effective tool for challenging staff, holding them to account and ensure that no child is left behind.</p> <p>Assessment of the school's performance overtime links directly to the future planning of staffing, resources and curriculum work. Changes made to provision are monitored carefully and evaluated by key members of staff. All staff work together as a team to ensure that the provision at the school is of a high standard.</p> <p>High standards are expected at this academy and all staff take responsibility for their part in the jigsaw of helping the children to achieve highly in all that they do.</p>	Continue to share your outstanding practice with colleague within and beyond your trust so that other children can benefit from the good work that has been done at Craven.

Additional Comments (if applicable)

This is a highly successful school. Staff morale is high and colleagues work very well together and give endlessly of their time in order to give the children the best possible start to their education. All staff are committed to making sure that children at Craven achieve their full potential in all aspects of their learning and personal development.

There is great strength in the leadership team and wider role of the headteacher within the trust has enabled others to develop their skills. It is clear that there is very strong capacity at Craven.

It was an absolute pleasure to visit this small, welcoming and inspiring academy. The children are a credit to the school and the commitment of all staff is palpable. The school can be re-awarded the full Basic Skills Quality Mark. Well done!

