**Quality Mark Accreditation Summary**

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| **School/Setting Name:** | Moor First School |
| **Members of staff leading accreditation:** | Co-headteachers  Susan Mayes and Victoria Atherton |
| **Type of Visit:** | Renewal Visit (RV) |
| **Date of virtual visit:** | 07/07/2021 |
| **Assessor:** | Elizabeth Pitcher |

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| **Development Points** | | |
| **1.**  **2.**  **3.** | | To continue to improve progress and standards in writing for all learners, through the application of core writing skills for a purpose and audience in other subjects, whilst recognising intrinsic links to reading e.g.   1. by using reading, as a model for effective writing – including a range of styles and text types; 2. by embedding stamina for sustained, high-quality pieces, including the embedding transcriptional and compositional skills.   (Links to QM Elements 2, 3, 4, 5, 7, 8 & 10)  To introduce the new mathematics policy, to include the basis for the continued development of fluency, problem solving and reasoning. Continue to review progress and standards in relation to age-related expectations and greater depth.  (Links to QM Elements 1, 4, 5, 7, 8 &10)  To review current practice in the use of existing phonic programmes and resources and compare with national expectations and, as a result consider next steps. To include relevant training for school staff, as required.  (Links to QM Elements 1, 8 & 10) |
| **Key Strengths** | | |
| **1.** | A clearly defined whole-school strategy for improving English and mathematics is led by strong school leaders who provide clear direction. Importantly, the focus on developing core skills lies at the centre of the planning and implementation of a purposeful curriculum which promotes independence and a love of learning. For example, the promotion of writing skills, reading for pleasure and maths mastery take priority. The mathematics policy - which is currently being updated, is set to provide a clear steer for improving standards. Rigorous, whole-school formative and summative assessment processes and procedures are embedded in practice. As result, insightful analysis provides a clear view of progress and attainment across the school. Gaps in learning are identified to influence planning and teaching, based on national expectations and tailored to specific learning needs.  (QM Elements 1, 2, 3, & 10) | |
| **2.** | The school team at Moor First strive to maintain positive partnerships with parents and carers, by keeping them well informed on their child’s progress and on all aspects of the curriculum. The school’s commitment to seamless transitions for the Early Years children is well-developed because of the sensitive commitment to sustaining positive partnerships with pre-school providers, alongside the school nursery. The home learning packs for pupils during school closures and virtual learning, through *Seesaw* were well-received by learners and their parents. Teachers and teaching assistants work in partnership to further develop the pupil voice, within a culture of high expectations of what all learners can contribute in helping to shape their school. The lines of accountability are strong and transparent, including that of governance. Governors understand the school context well, and play a key role in its strategic development, including the role of link governors for English, mathematics and SEND. Consequently, there is evidence of cohesive partnership. Regular, strategic reports to governors are beneficial in facilitating positive dialogue and understanding of the life of the school. (QM Elements 1, 9 & 10) | |
| **3.** | A key element of this learning community is the value placed on in-depth, high-quality professional development for all staff, which is aligned to school priorities, as well as to the professional development needs of the individual. This commitment is set within the vision of increasing expertise and shared understanding of all aspects of English and mathematics. For example, outwards facing conversations take place at the *ENTRUST* networks, which are attended by mathematics and English leaders. These opportunities are proving to be a useful forum for receiving up to date information related to national developments. Rightly, key messages are cascaded to the school team, to further promote cohesive approaches. A wealth of information is regularly provided for staff and future plans are in place in line with priorities, as for example phonics training to ensure increased understanding and consistency for teaching and learning. (QM Elements 6, 7 & 8) | |
| **Comments**   * Moor First School demonstrates that it fully meets the requirements in relation to the Quality Mark Ten Elements, and is therefore eligible to receive a further Quality Mark Award. The school is to be congratulated on this achievement.   The development points from the previous QM visit which took place in October 2018 were identified as:   1. To further develop and improve the transference of Reading and Maths skills into other areas of the curriculum. (Elements 1 and 7)   **OUTCOME**  The school has continued to focus on these aspects. It is noted that progress in reading is evident through analysis. Notably, during school closures, pupils were able to read to teaching assistants via the virtual platform and reading in other subjects is developing. Mathematics links continue, for example supported by the *White Rose* principles, and *Seesaw* was particularly useful during school closures.   1. To continue to improve progress and standards in Writing, whilst maintaining high standards in Reading and Maths. (Element 7)   **OUTCOME**  The school has maintained a strong focus on the development of writing and recognises the importance of developing rich language experiences and communication skills. The pupil voice is well-used to gain valuable information on attitudes to writing and the tracking of writing progression provides insights into pupils’ ability to transfer key skills for a purpose and audience.   1. To challenge all pupils in maths reasoning and problem solving to ensure they use and develop maths skills already learnt. (Elements 4 and 7)   **OUTCOME**  The school continues to develop these aspects, alongside fluency, in recognising the importance of developing number sense and understanding, as the most effective method for application in a range of contexts. | | |