

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

- Newcomen Primary School has a positive ethos and climate of respect and trust.
- All members of staff contribute through open, constructive supportive relationships where children are listened to - promoting an encouraging climate. Staff model behaviour that promotes highly effective learning in the basic skills throughout the school. Element 7
- The role and responsibility of the Head teacher, Deputy Head teacher and curriculum leaders in leading improvements in learning is extremely clear. Element 3
- All members of staff have high expectations for all pupils and the raising of achievement results in active independent learning and the vital support of parents. Element 3&9
- Newcomen Primary School has strong links with parents and actively encourages them to participate in the life of the school. Element 9
- Governors monitor the school's progress and provide strategic leadership and accountability. Element 9
- Quality Mark is embedded into the whole structure and ethos of the school. The strengths of Basic Skills promote independence. The Quality Mark provides a framework of whole school evaluation, which allows detailed analysis of Basic Skills to drive forward school improvement. Element 2
- All staff have opportunities to participate in CPD for basic skills. There is a timetable of staff training. 6 Element
- Curriculum Leaders are responsible for Assessment, Inclusion, Literacy and Maths. Element 1&6
- The KS1 leader is a specialist Leader in Education and an LA moderator. She has supported the development of literacy in a school in East Cleveland. Element 6
- There is professional accountability for progress and attainment. There is specific planning to ensure that any under attainment or under achievement is quickly identified. Element 5
- Booster provision is provided in reading and maths. There are regular reviews of pupil progress in standards meetings and sharing of data analysis and best practice. Monthly meetings with the SENCo are held to ensure that provision is appropriate and having an impact. Element 2, 4&5
- The SDP promotes team teaching with a focus on standards. Next steps in learning are very clear and there is no stalling of progress. Element 1 & 10

- The writing checklist continues to have a **major** impact and it is firmly **embedded** across the school. The checklist helps the children to improve sentence structure and punctuation in all genres of writing. Element 8
- The writing checklist is on display in all the classrooms and whole school moderation of writing is a continuous focus. The school has excellent results in SPAG and phonics. Element 8
- The writing checklist is shared with the Landmark Alliance. There are four elements to the checklist. It has been adapted to fit the New National curriculum. Element 8
- There are strong cross curricular links to History, Geography and Maths Element 8
- The school promotes metacognition through independent learning and higher order thinking. The children are taught to think about thinking and how to use their knowledge about when and how to use particular strategies for learning or for problem solving. Element 7
- Examples of metacognition in Literacy & Numeracy observed by the assessor;
- The Head teacher asked the Year 6 class some quick fire questions based on grammar. Several individual children contributed extremely enthusiastically and offered numerous examples of application in their writing. This was very impressive. Element 7
- A group of children in the hall were quoting the school code of conduct. Element 7
- There is a weekly focus in Maths lessons and excellent use of apparatus. Maths challenges are organised to develop the children's thinking. Element 7
- All children are targeted and assessed. There are booster classes for the highest performing children. Element 7
- SEN and pupil premium children make as much progress as the rest of the children.
- In the planning all children have to have the consistency of full coverage. Element 7
- The children are confident in their knowledge of the lesson structure. Element 7

The Learning Environment Walk with the Head Teacher demonstrated evidence of support for Basic Skills through the following:

- Courtesy Code of Conduct designed by the children, the Mission Statement- Believe, Achieve and Succeed, the school prayer. British values, Apollo arts, world religions, the right to read project and reading in unusual places.

- The right to read project, self esteem board

The continued commitment to improving Basic Skills is evident throughout the school. The working walls exemplify the teaching sequence for a particular unit of work. Working walls for literacy and numeracy are created to:

- Enable the children to find key information about their current learning. Element 7
- Provide children with a visible exemplification of their targets and how their learning towards this is developed. Element 7
- The teachers use working walls to model and demonstrate key knowledge and skills in order to make explicit to children the underlying structures and elements of what is being taught. Element 7

The school has an extremely warm and friendly atmosphere for all who work within it and for visitors. The school provides an environment in which children and staff flourish and feel both very secure and happy.

Thank you for allowing me to visit your school. I had a wonderful day!