



Quality Mark

VISIT FEEDBACK REPORT

School name	Dame Ellen Pinsent School	Visit date	13 January 2020
Headteacher	Denise Fountain	NOR	150
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A brief context of the School/Setting

Dame Ellen Pinsent is located in the south of Birmingham and is a Primary Special School for cognition and learning. There are 150 pupils on roll with a range of special educational needs, including autistic spectrum condition, speech and language and moderate to severe learning difficulties. At the last Ofsted inspection in September 2018 the school was judged to be Outstanding.

Visit Type	Renewal visit (RV)
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The Assessor spoke to the following people (*delegate as appropriate*):

Headteacher and/or Senior Leaders YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governors YES	Parent representative(s) YES

Does the school meet the requirements of the Quality Mark? YES	'Learning Walk' completed? YES
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The previous development points have been implemented. Yes	List any noteworthy evidence.
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List of development points from the previous visit report and the resulting actions taken, if appropriate:

To continue the development of Assessment.

Access to Education Framework (A2E) is now used and has been adapted to ensure it captures the small steps of progress for the range of children within the school.

To continue to enhance the established reading strategies.

Strategies and programs are used regularly to support reading. Phonics teaching is driving this.

To support staff to further develop the curriculum.

Staff have Written 'I can...' statements for their current class for Art & Design, History, Geography and Music and then placed them on a progressive scale to show where those skills are. It is intend to use these statements to help to develop a bespoke and progressive set of skills to support teachers with the progression, teaching and learning in these areas.

Suggested areas for development 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.

1. To further develop planning in Mathematics in order to improve deeper knowledge and understanding.
2. To ensure Reading at home matches phonics teaching delivered in school.

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

Quality Mark Elements

1. A whole school strategy and planning to improve performance in English and mathematics

The School Improvement Plan is clear and informative. The SIP objectives are disseminated into specific actions and responsibility, which link to staff Appraisal documents. It is the responsibility of all staff to raise standards through improving the English and Mathematics of all pupils. Continual improvements are made to promote this. These curriculum developments have been made as a result of discussion and internal data analysis. Pupil progress meetings with the Leadership Team identify pupil needs. Each class follows a subject overview for English and Maths and uses this to develop a weekly plan for these subjects. Where possible, these subjects link to each class Topic, making activities purposeful and exciting. Strategies and programs are used regularly to support writing, reading and number skills, such as 'Talk for writing', 'Write Dance', 'See and Learn' for Reading and Number, 'Read Write Inc. Scheme', Reading for Pleasure, Quality texts, Numicon, real-life Maths skills and planning for learning.

2. Analysis of the assessment of student performance in English and mathematics

Assessment is continuous and informs planning with a range of assessment strategies used. The school has developed a bespoke assessment package, Access to Education Framework (A2E). The team have developed colour-coding descriptors to allow the children 4 stages to complete each progress statement. The colours represent; beginning, emerging, developing and secure. This allows the children to make small steps of progress that is then acknowledged and celebrated. The data is interpreted and used effectively to personalise individuals learning opportunities. This information gives a picture of strengths and weakness for individuals and is used to inform future planning,

learning and teaching. Children with more complex needs and those who are not currently meeting the expectations of the A2E Framework are still using the P-Levels until the school hears further on the development of The Rochford Review and the Engagement Scales. Reading, writing and Mathematics continue to be the focus of the School Improvement Plan. The school supports children with various complex needs. Learning Plans for pupils are reviewed regularly and are shared with parents. Teachers use next steps to inform future planning and teaching. All pupils have their interventions and progress tracked and recorded. All staff use summative and formative assessment to help ensure all pupils make progress. Teacher assessment judgements are scrutinised and moderated to ensure consistency in teacher assessment and target setting.

3. Target setting for improvement of performance in English and mathematics

There is a comprehensive target setting system that clearly tracks progress and identifies where support may be needed. Long Term EHCP Targets are used as the children's next steps as these underpin all aspects of their development. The Long Term targets are broken down into termly targets to make them more realistic for the children. These targets are shared with parents at the beginning of the year. At the end of each term the targets are RAG rated and this enables the next terms target to be tweaked as appropriate. Staff are encouraged to have high expectations of pupil's performance and continuously seek new practice to improve and build on this, promoting independence.

4. English and mathematics for all groups of pupils

Teachers and Teaching Assistants work with pupils to improve their Mathematics and English across all areas of the curriculum. The quality and depth of information, alongside continuous and rigorous monitoring ensures that support is very effectively targeted. This is for all groups of pupils ensuring that no pupil is overlooked, and that work is bespoke to the individual. Timetabling ensures that each year group has identified times for English and Mathematics. There are displays of pupil's "work and achievements" around the school, many of which reflect the good practice within the school. The classroom displays include Mathematics and English working walls which are used on an interactive basis within lessons. A learning walk provided the opportunity to see quality teaching and a range of displays supporting English and mathematics, which were consistent in all classrooms and common areas. All children have current and up to date EHCPs with appropriate learning targets. All EHCPs are reviewed on an annual basis, but are monitored regularly by teachers and support staff and completed termly if necessary and targets broken down and adapted. Identified children are given weekly 1:1 IEP intervention where necessary. Children with underdeveloped speech/ language/ comprehension difficulties are referred to the Speech and Language Therapy Service. The S&L therapist sets targets, which are then incorporated into the child's EHCP. All classes have identified both under attaining and underachieving children to target with intervention opportunities. These are detailed on intervention planning sheets that are written termly and evaluate impact at the end of each term. Both teachers and TAs lead intervention groups, including Lego Therapy, Theralympics, iPads, speech and language therapy and cognitive behavioural therapy.

5. Review of the progress made by all groups of pupils in English and mathematics

An overview of children's progress is discussed at SLT, Extended Leadership meetings, with Governors and shared with English and Mathematics co-ordinators who then relate this into the classroom and with individual members of staff as appropriate. The reporting aspect is being developed this year to ensure it is making an impact on the Quality of Learning across the school. The identification of those children making 'Below Expected' progress is accessed by the SENCO who then instructs an HLTA to support with IEP interventions. Regular monitoring is carried out by subject leaders to ensure that

evidence from regular CPD, work from interventions and class teaching all impact positively on individual pupil progress. All classes have an appropriate number of teachers and teaching assistants to ensure there is enough support to allow the children to make the expected progress in English and Mathematics.

6. A commitment to improving the skills of all staff in the application of English and mathematics in the school

The leadership team ensures that all members of staff are involved in developing the CPD so that it impacts directly on the pupils and their performance. There is a high level of commitment to CPD at Dame Ellen Pinsent School with the aim of improving all teachers' skills. The commitment given to CPD has resulted in a skilled and well-motivated staff who are very well positioned to ensure the progress of all pupils. Staff development training is identified in subject action plans and during Fact-Finding weeks to support teaching of Mathematics and English. Subject Co-ordinators also share their priorities and expectations each year and use their management time to support staff in highlighted areas. The Mathematics and English Leaders are always open to developing their areas of the curriculum. In house training from the English and Mathematics leaders have supported this. Regular INSET training sessions have been held for the benefit of all staff to develop their subject knowledge, particularly in the areas of Mathematics and Reading. Leaders always feedback best practice to colleagues. Where possible, whole-school CPD is selected in order to up skill as many adults as possible and to ensure policies are consistent across the school. Training for individual staff and whole school CPD needs are identified through a variety of sources – lesson observations, book trawls, data analysis and during staff appraisal and support staff performance management target setting. The SLT conduct Appraisal meetings and associated observations. Targets on these are linked to the SIP and to the teacher's own CPD needs. School is beginning to actively seek links with other schools to enable the observation and sharing of good practise and they are linked with 7 other special schools within a Cooperative Trust. Subject-co-ordinators within the Cooperative Trust meet termly to discuss and develop their subjects. One of the INSET days in the Summer term involves each member of staff going to another school for the day within the Cooperative Trust to share and learn new skills and strategies to improve teaching and learning.

7. The use of a range of teaching approaches and learning styles to improve English and mathematics

The Teaching and Learning policy outlines the requirement to consider the range of learning needs and styles when planning learning activities. Teachers use a range of approaches to engage their learners. This is to incorporate all pupils' learning preferences. Starting in the Reception class, children are systematically taught to be resourceful, resilient and how to reflect on their learning and how to work with others. The school has explored a range of ways to engage children in learning, including theme weeks like Enterprise week, cross-curricular links with computing, the use of real-life skills, trips, WOW days and competitions. Lessons are planned carefully to ensure the maximum participation and interest of the pupils and try to link as much as possible to class topics. Children's work is celebrated by being displayed in the classroom and around the school; achievement is celebrated weekly by highlighting examples of good writing in a weekly assembly where each class awards a pupil with the writing wizard or maths wizard certificate. There is also a Maths Challenge board where children can take part in a class competition to complete the given Maths challenges, changed each half term.

8. The use of appropriate teaching and learning resources to improve English and mathematic

The Learning environment has been designed to be supportive of pupil progress and enable pupils to work independently. Learning prompts for English and Mathematics can be found in all the teaching areas and this is supported with resources, which are effectively used to support learning. The children enjoy these, as they find accessing the text difficult. As well as this, teachers use a wide variety of texts, which get progressively more challenging as the children move through the school.

The libraries are used regularly by all classes as all children are encouraged to read widely for development and reading for pleasure. These books can be taken home. There are also books available in each classroom, which are used by children during independent reading. At the beginning of the year each class was given a budget to develop their class book corner. This was a competition across the school, which was won by the EYFS classroom.

There has been an investment in the use of technology across the school. The children have access to a range of technologies to support pupils' developing skills and to enhance purposeful learning.

Resources for English and Mathematics are kept in classrooms and various designated areas around the building. Resources are bought each year to replenish, replace or supplement already existing resources.

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

Dame Ellen Pinsent Primary School places a great emphasis on establishing positive relationships with parents and carers, working in partnership, sharing knowledge and experiences to contribute to the shared view of a child's needs and the best ways of supporting them. The Leadership team believe that strong links between parents and school can only benefit the child as they see the two working together for their benefit. They believe pupils at all levels of ability achieve to a greater extent when they know that everyone is concerned and willing to support them. There is good communication with parents through the School website, which is the main vehicle for keeping parents up to date with the life of the school. Termly Newsletters inform parents about school events and successes. Regular meetings are held with parents to support them with the different approaches that school are using with children. Reviews for children allow for staff and parents to discuss progress against current targets and the setting of new ones where appropriate. This gives parents and staff a clear vision on how best to meet the child's needs. Parents receive termly information about how their children are performing through parent evening consultations. Feedback from parents/carers is highly valued by the school and they have an open door approach so that any concerns can be swiftly addressed. The Mathematics and Science Co-Ordinator also runs a parent liaison group where she meets with parents to help improve their skills in English and Maths, as well as sharing strategies and resources used in school with parents so that they can continue the learning/progress at home. Each class delivers three parent workshops throughout the year to give children and parents the skills they will need to help them to take learning home. Homework is sent home weekly. The school has recently introduced homework pyramids to improve the amount of homework returned, to encourage the children to take more pride in their homework and to show parents that completed homework is marked and valued by teachers. This has been a great success and once the pyramid is complete the children win a Golden Ticket, which enables them to go on a treat each term.

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

A great deal of emphasis is placed on English and Mathematics skills and the continued training and updating of staff skills will help raise standards in the classroom. Long-term plans are in place to ensure that there is suitable coverage of the curriculum. Governors take an active role in school life and schedule monitoring visits that are linked to school improvement priorities. The information

gleaned from their visits is used to triangulate the information presented at governor meetings with what can be seen in school. This gives governors an understanding of how well the school is progressing towards the actions in the SIP. A triangulation method is used for monitoring all subjects with a strong focus on English and Mathematics. Work scrutinies, learning walks, observations are all part of the monitoring cycle. A great deal of emphasis is placed on English and Mathematics skills and the continued training and updating of staff skills helps to continue to raise standards in the classroom. The leadership Team make good use of research, which is reflected through the commitment to ensuring that all staff receive relevant external and in-school professional development.

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

School is very welcoming. The school prides itself on using the building creatively so that all available teaching spaces are being used. The Head Teacher together with the Leadership Team have a vision for the role the school plays in the education of the children in their care. All the stakeholders mirror the Leadership team's enthusiasm and commitment to learning. Everyone with whom I spoke commented on the positive ethos within the school and numerous comments were made about the friendly atmosphere. Parents said, "Children at Dame Ellen Pinsent get the best possible start in life working in a home from home environment, being taught by staff that value everyone as an individual." Time and effort has been invested in the Learning environment that includes an extensive outdoor learning environment, in addition there is a forest school and extensive outdoor play equipment.

The Key strengths are:

- The Leadership team.
- The approach to mathematics, English and the wider curriculum opportunities offered to the pupils.
- The intervention programmes that have taken place have had a positive impact upon learning.

Development points are:

- To further develop planning in Mathematics in order to improve deeper knowledge and understanding.
- To ensure Reading at home matches phonics teaching delivered in school.

Additional Comments or action

There is a firm commitment to creating a caring environment, where individual needs are met. Pupils are encouraged to be involved in their next steps through both verbal and visual prompts. During discussions with the pupils they were happy to talk about how they enjoyed coming to school and demonstrated an enthusiasm for learning. Everyone at the school makes every effort to ensure that any barriers to learning are removed. The staff at Dame Ellen Pinsent School provide for the needs of the pupil and their families in a caring way, having high aspirations, for enabling the pupil to make progress and for ensuring that the standards of the Quality Mark continue to be met.