



# Quality Mark

## VISIT FEEDBACK REPORT

<b>School name</b>	Bruche Primary Academy	<b>Visit date</b>	31 March 2021
<b>Headteacher</b>	Chris Jones	<b>NOR</b>	242
<b>Telephone number</b>	01925 815772	<b>Assessor</b>	Matthew Klimcke
<b>Quality Mark Contact email at school/setting</b>	bruche.head@wpat.uk	<b>Quality Mark Contact Name at school/setting</b>	Chris Jones

### A brief context of the School

- Bruche Primary Academy is a one form-entry school located in Warrington. It was last inspected by Ofsted in July 2019 and was judged to be good. It is a popular school and is oversubscribed. The Times newspaper recently named Bruche the 51<sup>st</sup> best state primary school in the country.
- The school teaches children from the ages of 2 to 11. Pupil mobility is low.
- Of the 242 children on roll, 21% qualify for Pupil Premium Funding, 6% are identified as special educational needs (SEND) and 4% are learning English as an additional language (EAL).
- This is the school's first Quality Mark for English and mathematics.

<b>Visit Type</b>	<b>Initial Assessment Visit</b>
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### The Assessor spoke to the following people:

<b>Headteacher and/or Senior Leaders</b> YES	<b>English Subject Leader</b> YES	<b>Mathematics Subject Leader</b> YES	<b>Assessment Manager</b> YES
<b>SENCo</b> YES	<b>Pupil representatives</b> NO	<b>Governors/Trustees</b> YES	<b>Parent representative(s)</b> YES



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

- Staff do not set traditional targets for children. When they have trialled this approach in the past, it has not had a positive impact on children's achievement. Instead, all children are expected to achieve the learning of each English and mathematics lesson, regardless of ability. It is through the consistent application of the school's feedback policy which personalises the support needed for each individual.
- Marking is bespoke to each child and pupils are expected to know what they need to show evidence of in their next piece of work.
- For children with SEND (or those with a personalised support plan) targets are still set. Parents and carers are regularly consulted, and kept informed, about children's progress and next steps in development.

**4. English and mathematics planning and intervention for all groups of pupils**

- With the exception of children with SEND who do receive (where appropriate) English and mathematics interventions to address their specific learning needs, staff do not deliver interventions because they believe all pupils should benefit from receiving quality first teaching and the support of their peer group.
- Instead, staff run a pre-teach model for children who are underachieving (or *falling behind*). This strategy in securing children's learning involves a three-staged approach:
  1. Each day, teaching assistants deliver a pre-teach lesson about what children will be learning later that morning in English and mathematics with their teacher. This lesson takes place before the start of the school day.
  2. Later that morning, children receive the same lesson again (this time delivered by the class teacher) covering the same objectives as those taught by the teaching assistants.
  3. Towards the end of the day, the same children have a consolidation lesson, reviewing key learning from their English and mathematics lessons earlier that morning.
- In 2019, the school achieved the 'Best Practice in Teaching Assistants Award' for this successful approach to supporting children's learning.
- This approach ensures that no child goes home without a secure understanding of the key skills developed in English and mathematics.

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

- Overall, children make rapid progress in English and mathematics. Although *disadvantaged* children achieve better than non-disadvantaged pupils, both groups still achieve exceptionally well and make better than expected progress.
- The progress of children in Year 6, for 2019, was well-above the national average in reading, writing and mathematics (+5.0, +4.3 and +3.9 respectively). Similarly elsewhere in the school, children make strong progress and achieve high outcomes in English and mathematics.

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

- School leaders heavily invests in continuous professional development (CPD) opportunities for all staff. Bruche deploys a consultant model for CPD, ensuring that all staff have access to quality, bespoke training and support. For the last three years, staff have participated in many EEF projects which have had a positive impact on the quality of teaching and learning in English and mathematics.

- Senior leaders promote a culture of professional enquiry. Several members of staff have completed nationally recognised courses and professional qualifications to further their education and deepen their understanding of the learning process. These include the HLTA award, NPQs and Level 3 Forest School training.

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

- The school's unique approach to teaching and learning is far removed from more traditional ways of teaching. At Bruche, children 'learn without limits' meaning that no *ceiling* is put on a child's ability to excel. This is further complimented by the school's pre-teach model to ensure that all children secure at least the expected learning of every lesson in English and mathematics.
- Whether lessons are taught in class or online, higher-order thinking skills are embedded into every lesson to ensure that children remain engaged and challenged.
- Learning opportunities are accessible for all children. Activities are often creative and successfully '*hook children in,*' creating a desire to want to learn! Where applicable, visitors to the school have helped to make learning in English and mathematics more meaningful (e.g. 'Active Maths' in PE) but mostly, challenges are set by teachers which are *easy to enter but difficult to leave!*

#### **8. The use of appropriate teaching and learning resources to improve English and mathematics.**

- The school boasts a range of resources to support children's learning in English and mathematics. This includes the use of technology (iPads, laptops, Bee-Bots) and practical apparatus to ensure that all children are able to access learning at various stages of development.
- Working walls are consistently used well across the schools. Here, children can see 'what a good one looks like' in English and mathematics and refer to previously taught and scaffolded learning by the class teacher.
- Outdoors, the school has access to a wide range of provision and resources to further compliment English and mathematics learning. This includes a drama area, a woodland area (specifically for Forest School provision), a maths and writing zone, a reading club area and a place where children can learn through small-world play (developing their communication and language skills).

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

- Leaders have forged strong links with parents and carers. They regularly engage and communicate with parents through the school's website, newsletters, social media accounts, annual reports, progress cards and during parents' evenings.
- Parents are provided with an online copy of the school's SDP so that they know what staff are trying to achieve in English and mathematics.
- During lockdown, in addition to 'live' lessons, the school utilised 'Bruche TV' to share pre-recorded English and mathematics sessions for children to revisit prior learning. This helped to reduce *gaps* in children's learning following their return to school.
- The SENDco proactively ensured that, during lockdown, children with SEND continued to receive the necessary support and (where applicable) interventions delivered by outside agencies to ensure that their needs continued to be met.

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

- The monitoring and scrutiny of teaching and learning is both effective and robust. Leaders formally observe lessons, undertake learning walks (pre-COVID), hold pupil conferences, analyse data and look at written work to form a rounded view of the impact teaching has on children's learning. Regular monitoring has continued throughout lockdown.
- The governors demonstrate a secure understanding of how well children achieve in English and mathematics. They hold the school to account and challenge leaders to ensure that high levels of achievement and the quality of provision are not only maintained but built upon.

**Summary of the strengths: -**

- Staff are highly passionate about their subjects and achieving excellence in English and mathematics. They positively promote, as well as achieve, the school's vision: 'Success for All!'
- Achievement in English and mathematics across the school is consistently high. All groups of children achieve well, particularly those who are considered disadvantaged.
- The school's bespoke approach to teaching and learning in English and mathematics helps children develop at a level which is personalised to them. This helps children to achieve well and develop, as well as master, key skills in English and maths.
- There is a culture of professional development and inquiry for all staff at the school. Staff are encouraged to professionally develop and *grow*, keeping abreast of recent developments in pedagogy concerning English and mathematics. Staff know that the impact of their work has a profound and a lasting impact on the children that they teach.

**Areas for development: -**

- To ensure that the high standards achieved by children in English and mathematics are consistently well applied and maintained in all curriculum subjects. **(Elements: 1-5, 7-8 & 10).**
- To fully embed the Forest School curriculum to further develop key skills in English and mathematics. **(Elements: 1, 6-8 & 10).**

**Additional Comments**

- Congratulations on the award of your first Quality Mark for English and mathematics!
- My sincere thanks to Chris for sending me such a detailed and well-considered audit toolkit and for organising such an enjoyable and insightful virtual visit!
- Please also pass on my thanks to Chris Gould, Stacey, Hannah, Carol and Rebecca for giving me their time so generously. Their positivity and passion was infectious!
- I wish the school continued success for the future and look forward to supporting and reviewing your progress in approximately 18 months.

M. Klimcke

QM Assessor.