



# Quality Mark

## VISIT FEEDBACK REPORT

<b>School name</b>	Parkside Middle School	<b>Visit date</b>	3 April 2019
<b>Headteacher</b> Deputies	Neil Mills Natalie Mancini, R Jenkin	<b>NOR</b>	562
<b>Telephone number</b>	01527 873660	<b>Assessor</b>	Lynda Townsend
<b>Quality Mark Contact email at school/setting</b>	Natalie Mancini	<b>Quality Mark Contact Name at school/setting</b>	Neil Mills

### A brief context of the School

Parkside Middle School is a five-form entry school. It was inspected in February 2014 and graded as 'good'. A section 8 short inspection took place on 11 July 2018 which confirmed that the 'school continues to be good but also based on the evidence gathered during the short inspection, the lead inspector believed the school has demonstrated strong practice and marked improvement in specific areas. The report/letter then states, 'this may indicate that the school has improved significantly overall'. Therefore, the lead inspector recommended that the school's next inspection be a section 5 inspection. About 22% of the pupils are disadvantaged which is in line with national averages. There is a slightly higher proportion of pupils with special educational needs than the national average. The next steps from the section 8 inspection were that leaders and those responsible for governance should ensure that: -

- *further attention is given to improving pupils' progress in reading and mathematics, and in other subjects, so that it matches the exceptional progress made in writing*
- *any remaining unevenness in teaching is tackled so that all teaching is of the highest possible quality.*

Leaders have acted swiftly in addressing the 'next steps'. Actions include introducing:

- senior leaders as tutors for reading, writing to raise standards; reading logs and reading conversations to assist teachers in monitoring the impact of Accelerated Reader programme; reading and grammar intervention programme to address gaps in pupils' knowledge and skills; online times tables challenge; five question challenge and calculation challenge
- deep analysis of the impact of the quality of education offered and subsequently refining of the training programme to match needs; lesson studies for teachers to work alongside each other to share best practice; mathematics workshops to improve teachers' subject knowledge; new resources. The above actions have resulted in a marked improvement in outcomes for pupils (see below).

<b>Visit Type</b>	<b>Interim Support &amp; Review Visit (ISAR)</b>
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<b>The Assessor spoke to the following people <i>(delete as appropriate)</i>:</b>			
<b>Headteacher and/or Senior Leaders</b>	<b>English Subject Leader</b>	<b>Mathematics Subject Leader</b>	<b>Assessment Manager</b>
YES	NO	NO	YES
<b>SENCo</b>	<b>Pupil representatives</b>	<b>Governors/Trustees</b>	<b>Parent representative(s)</b>
NO	YES	NO	NO

<b>Does the school meet the requirements of the Quality Mark?</b>	<b>'Learning Walk' completed?</b>
YES	YES

<b>The previous development points have been implemented.</b>	<b>List any noteworthy evidence.</b>
YES	<p>Leaders have worked very hard in ensuring all the previous development points have been addressed quickly. The school is very outward looking. Leaders work closely with local schools to share expertise and training and initiatives which have a known impact.</p> <p>The school is involved in school to school support. For example, the school has taken on a key role as one of the schools leading the Worcestershire Middle Schools Peer Review Project. The headteacher has delivered talks to the Heads of Schools in all phases on the benefits of high-quality peer review work.</p>

<p><b>List of development points from the previous visit report and the resulting actions taken, if appropriate:</b></p> <ul style="list-style-type: none"> <li>• <b>To continue to maintain standards above national averages in mathematics by ensuring consistent high-quality teaching</b> <ul style="list-style-type: none"> <li>- Through a bespoke high-quality training programme, lesson studies, new resources and greater teacher collaboration leaders say the quality of teaching across the school is consistently of a high-quality. Trends show that results in mathematics are above national.</li> </ul> </li> </ul>
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The results this year are predicted to rise even higher to 81% at expected level and 30% at the higher standard in mathematics.

- **To continue the drive to develop high standards in writing in the foundation subjects.**
  - High expectations are set for the pupils to ensure they transfer their writing skills to the same standard in the foundation subjects as in English. This is confirmed in the pupils’ books. The pupils themselves state that the teachers constantly check and give feedback about spellings and the use of grammar.
  - There is a high focus across the school to ensure pupils constantly develop their repertoire of subject-specific vocabulary. Vocabulary is displayed in the learning environment and given high profile. Tasks ensure pupils have opportunities to regularly apply vocabulary in context to consolidate their knowledge and understanding.
- **To continue the trend of diminishing the difference in progress and attainment for disadvantaged and SEND pupils in all subjects.**
  - Numerous interventions are in place such as group tutoring, accelerated reader, online programmes to help with spellings, grammar, times tables. The impact of these shows the difference these initiatives make to ensuring disadvantaged and pupils with SEND catch up with their peers. Leaders would like to continue the work on this even though an impact can be seen with the interventions implemented.

**Suggested areas for development (*Maximum of 3 points*), 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 continue to accelerate the progress of all pupils in reading, grammar, spelling and punctuation and mathematics.
2. To continue to ensure that disadvantaged pupils achieve in line with their peers in English and mathematics.
3. To consistently achieve high standards across the school in English and mathematics.

**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**

- A rigorous cycle of school improvement is in place. Priorities are identified as a result of scheduled monitoring and action plans drawn up.
- Actions are reviewed for impact at the end of each term.
- Current priorities are; English: Spelling, Vocabulary; Mathematics: Retention of times tables, number bonds, skills and knowledge

**2. Analysis of the assessment of pupil performance in English and mathematics**

- When the pupils start at Parkside Middle School in Year 5, they complete a series of baseline tests called GL assessments. This enables staff to have a thorough understanding of the strengths, gaps in learning and next steps.
- Pupils progress is effectively tracked and analysed termly.

- Pupils who need extra support are identified and supported. Their continuing development is closely monitored and discussed in pupil progress meetings. Their progress is analysed in Thrive screenings, STAR assessments, whole school tracking. As a result, pupils at risk of falling behind are quickly identified and relevant support given.

### **3. Target setting for improvement of performance in English and mathematics N/A**

### **4. English and mathematics for all groups of pupils**

- Examples of interventions include group tutoring and Lexia (an on-line programme which focuses on spelling and grammar, as a result pupils' skills in spelling and grammar has improved. This programme was introduced in January 2019 and results already show a marked difference in pupils' attainment. Other initiatives include: Accelerated Reader, Peer to Peer support for timetables (Yr8 with Yr6), phonics and spelling.
- Information evenings, coffee mornings, parental workshops from outside agencies are held.

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

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

- Subject workshops are held to improve consistency in subject knowledge and pedagogy
- Lesson studies have made a difference in improving the quality of teaching. Teachers observe each other and share good practice.
- Leaders ensure they invest in high-quality resources, which have a known impact.
- Leaders organise high quality professional development from internal and external providers based on the school improvement priorities which have English and mathematics as a key focus
- The school greatly benefits from membership of the Bromsgrove Middle School Learning partnership

The above are some examples which have contributed to improving staff performance which has then impacted on raising outcomes for pupils.

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

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

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

Communication is in place for parents for example, through

- Information evenings
- Guidance on website
- Policies which are accessible on the website and available in school
- Parent Forum
- Parents are always informed if their child is having any Wave 2 intervention and updates are given on their progress.

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

- Subject presentations are given to the Full Governing Body to ensure they are fully informed of outcomes for pupils and policies. Information is also shared with governors in Committee meetings (including a Strategy Subcommittee) and in the sharing of whole school data, the self-evaluation form and the school improvement plan, which governors have an input into.
- Governors then use their knowledge to challenge leaders and hold leaders to account

**Secondary Quality Mark - Element 11****11. Provision to enable students to gain appropriate national accreditation in English and Mathematics**

NA

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

- The school's outcomes in English and mathematics which have been above national for a number of years now continue to improve year on year.
- The wider curriculum is delivered well.
- Pupils skills in English and mathematics is of the same high standard across the curriculum as those seen in English and mathematics lessons.
- Pupils are presented with many opportunities to apply the skills they are developing in English and mathematics
- The school is very outward looking and works well with other schools in order to extend the skills of staff.
- Leaders are constantly evaluating their practice and identifying next steps.
- High-quality professional development is provided for all staff.
- The pupils have excellent attitudes to learning and clearly enjoy their studies.
- Leaders constantly seek and invest in proven initiatives which have a marked impact on raising outcomes and ensuring pupils who are not on track to meet age-related expectations catch up.

**Developments**

- To continue to accelerate the progress of all pupils in reading, grammar, spelling and punctuation and mathematics.
- To continue to diminish the difference between disadvantaged and others nationally in English and mathematics.
- To consistently achieve high standards across the school in English and mathematics.

**Additional Comments or action (if applicable)**

Well done to the staff, pupils and governors at Parkside Middle School for the wonderful work you are doing to continue to raise standards in English and mathematics.

Many thanks to Natalie Mancini and Becky Jenkin for talking me on a Learning Walk round school and to the Headteacher, Neil Mills for the meeting we all had afterwards to discuss the impact of recent work in the school and the excellent predictions for the Year 6 end of key stage 2 outcomes.

My very best wishes to everyone at Parkside Middle School for your future successes!