### Visit Feedback Report

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| **School name** | Christchurch CEP Academy | **Visit date** | February 25 2019 |
| **Headteacher** | Mr Jim Kreiselmeier | **NOR** | 423 |
| **Telephone number** | **01303 253645** | **Assessor** | Mrs Brenda Parsons |
| **Quality Mark Contact email at school/setting** | headteacher@christ-church-folkestone.kent.sch.uk | **Quality Mark Contact Name at school/setting** | Mr Jim Kreiselmeier |

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| **A brief context of the** School  Christchurch is a ‘two-form entry’ Church of England ‘stand- alone’ Academy, with a challenging intake, indicated by figures which approximate 50% Free school meals, 25% SEN and 23 languages spoken. There is a high percentage of refugees. This mixed community also brings a richness to the school which is a ‘haven’ in the community. It works co-operatively with 6 other local schools, Academy, Faith and Non-Faith. Attendance is still an issue. For 67% of pupils this school is a ‘first choice’ school. |

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| **Visit Type**  ***(Delete as appropriate)*** | **Renewal Visit (RV)** |

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| The Assessor spoke to the following people *(delete as appropriate)*: | | | |
| Headteacher and/or Senior Leaders  YES | English Subject Leader  YES | Mathematics Subject Leader  YES | Assessment Manager  YES |
| SENCo  NO | Pupil representatives  YES | Governors/Trustees  YES | Parent representative(s)  NO |

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| **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.**   * Embed using and applying in maths lessons and across the curriculum throughout the school (links to PQM Elements 1,6 and 7) * Have a whole school focus on learning multiplication and division facts (Links to PQM Elements 1, 2, 6 and 7) * Ensure all children can spell 70% of age appropriate vocabulary. (Links to Elements 1, 2 and 7) | **List any noteworthy evidence.**   * Spelling, punctuation and grammar have improved since the last school visit * Maths Mastery is now established in the school and contributes to improved standards. |

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| **List of development points from the previous visit report and the resulting actions taken, if appropriate:**   * Standards and progress have improved. |

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| **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. Ensure that all ‘vulnerable groups’ make good progress and also continue to focus on raising the standards of identified ‘high attainers’ who are coasting in English and mathematics. 2. Continue to raise standards in spelling and in particular ‘applied spelling’ 3. Focus on progression in reasoning. |

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| **Summary of ‘Good practice’ identified in relation to the 10 Elements of the Quality Mark:**  ***Assessors to complete the boxes below using brief bullet points and delete those elements not relevant to this particular visit.***   * ***For an initial assessment, ALL elements must be reviewed, and evidence recorded.*** * ***For a renewal visit those particular elements relating to the rising trends of good practice should be recorded.*** * ***For an ISAR visit only those elements discussed during the informal meeting need to be recorded*.** |
| **Quality Mark Elements** |
| 1. **A whole school strategy and planning to improve performance in English and mathematics**  * There is a strong whole school strategy and planning to improve standards with considerable consistency of approach in Mathematics and English across the school.   e.g. Learning walls are being really well used for English and mathematics. |
| 1. **Analysis of the assessment of pupil performance in English and mathematics**  * This is done well and the school knows and addresses the needs of each pupil with tailored support. * ‘Intervention needs’ are identified by class teachers at any time, at progress meetings and through book scrutiny. |
| 1. **Target setting for improvement of performance in English and mathematics**  * All pupils are given targets each term and those who were interviewed understood how to use them. * The ‘Philosophy for Children’ programme contributes to raising pupil aspirations in mathematics and English. |
| 1. **English and mathematics for all groups of pupils**  * Gifted and talented pupils in Year 5 have a specialist weekly provision. * Personal tailoring of pupil support is a strength in this school. * The ‘Better Reading Partnership’ short -term intervention programme is used to encourage improvement and enjoyment in reading. All pupils read three times a week in school, with additional guided reading and comprehension. |
| **5. Review of the progress made by all groups of pupils in English and mathematics**   * The school was in the top 3% in England for Key Stage 2 English, Reading, Writing and Mathematics last year. |
| **6. A commitment to improving the skills of all staff in the application of English and mathematics in the school**   * Staff development and support is high on the school agenda and is provided in-school and collaboratively with the group of local Faith and non-Faith schools with which the school collaborates closely. * All staff spoken to felt that they were well supported. |
| **7. The use of a range of teaching approaches and learning styles to improve English and mathematics**   * A wide range of teaching styles is used to engage the pupils in both English and mathematics with practical resources like ‘manipulatives’ and practical experiences such as ‘The Forest School’ contributing to enjoyment and understanding in mathematics and English. * Small group working is evident in every small space in the school. A hive of activity with quality input and great enjoyment in learning was evident. * The ‘Philosophy for Children’ programme is contributing to raising standards in Speaking and Listening. |
| **8. The use of appropriate teaching and learning resources to improve English and mathematics**   * The ‘Maths makes Sense’ learning programme is being used effectively to transform children’s understanding and enjoyment in mathematics and is contributing to raised standards. * ‘Numbers Count is also used well.’ * The ‘Read, Write Inc.’ phonics programme is being used well from Reception to Years 1 and 2 * The ‘Spell Well’ programme is also being used. |
| **9.The involvement of parents and/ or carers in developing their child’s English and mathematics**   * Support is strong and genuine as the school understands the great needs that some of the parents have. Support is given to non-English readers through creative and interesting programmes. * Parent and Carer meetings have an approximate attendance of 70%, with 100% attendance for parents and carers of reception pupils. |
| **10.An effective procedure for monitoring, planning and assessing performance in English and mathematics**   * Effective procedures are in place with a programme for monitoring, planning and assessing pupils throughout the school. |

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| ***Secondary Quality Mark - Element 11***   1. **Provision to enable students to gain appropriate national accreditation in English and Mathematics**   Not applicable |

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| **A brief summary of the strengths/ developments since the last visit:-**   * New teaching schemes mentioned above have been implemented and standards and progress have improved. |

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| **Additional Comments or action (if applicable) *Assessors can add additional comments or actions e.g. detailing organisation of evidence if appropriate.***   * The ‘Christchurch Experience’ for pupils and their families is special and is continually being refined. The school provides food parcels for some families, which clearly assists in engaging parents and carers who might otherwise be reticent to visit the school. |