

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

- Elements 1,7,8. St Lukes has a thematic creative curriculum in which writing skills are applied to all relevant subjects in a purposeful way. This is apparent in the wide range of high quality writing on display in the common areas of the school.
- Elements 4, 5. Pupil progress review meetings in reading, writing and maths are thorough with individuals and vulnerable groups highlighted and effective support provided. Teachers are asked to pin-point pupil progress in their books to back up their teacher assessment judgements.
- Element 3,4. In the Reception class each child has their targets in basic skills displayed below their photo. The targets are written in language which the children understand, and they know what they need to do to achieve them.
- Elements, 4,5,7, 8. The school has a good range of interventions in basic skills which are evaluated for their effectiveness. One, "Mighty Writer", which is used with higher attaining Reception children and middle and lower attaining pupils in Key Stage 1, has significantly improved the quality of their descriptive writing and their ability to use grammar correctly.
- Element 6. All staff have access to a wide range of good quality CPD which support the school's improvement priorities in basic skills and individual training needs. For example, staff received extensive CPD this year based on Bloom's taxonomy, higher order questioning, dialogic and reciprocal teaching, which has ensured there is a strong focus on communication across the curriculum. This has had a positive impact on basic skills as it has encouraged more pupil talk, less teacher-talk and an emphasis on pupil exploration and explanation in lessons.
- Elements 6,7,8. St Luke's has implemented reciprocal reading lessons throughout the school to develop vocabulary, fluency and comprehension skills. The assessor saw children explaining in an informed way about the texts they were reading. This innovative approach has helped to raise standards in reading. 69% of Year 6 pupils achieved the expected standard or above in reading in 2017 whilst this figure rose to 85% in 2018.
- Element 8. English and maths working walls show children the processes used in previous lessons and model learning.
- Element 9. Parents and carers are well informed about the school's approach to basic skills. The school uses workshops, newsletters, their website and time in class sessions to communicate aspects of basic skills to parents. Reception parents spend the first few minutes of each day in class helping children with their work. After each termly class assembly parents are invited to come into class to see their children's work and observe them learning and to see their children being taught.

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