

## Basic Skills Quality Mark Programme – Visit Feedback Report

School name: Plympton St. Maurice Primary School

Headteacher: Sarah-Jane Tustain

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Tel no: 01752 337427

Alliance QM Assessor: Lucinda Ross

Visit date: 18.7.'16

Purpose of Visit <i>(delete as appropriate)</i>	PQM renewal
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The Assessor spoke with the following people

Headteacher / Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager
SENCo	Pupil representatives YES	Governor representative(s) YES	Parent representative(s) YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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<i>(Assessor to delete as appropriate)</i>	There were no previous development points.
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### Suggested areas for development in preparation for the next Quality Mark visit:

- Following an initial discussion the school has worked towards gathering evidence for Quality Mark renewal, and following this assessment, the Adviser is happy to recommend the school be awarded the Primary Quality Mark again.

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

- Plympton St. Maurice Primary School is a school with 195 pupils currently on roll, located in a suburb on the outskirts of the city. The school has a warm, family atmosphere and the whole school community talk with enthusiasm of their involvement in the life of the school.
- A broad range of well-organised evidence was provided for the QM assessment, demonstrating clearly the consistent rigour and high standards maintained in all areas of

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the work of the school. The school has clear systems in place, all interlinked and focused upon pupil outcomes. All evidence was linked to the QM school self-audit, amply covering the 10 elements.

- The Learning Walk of the school shows lively, active learning in every class. Pupil Voice is valued in this school and corridor displays exemplify children's involvement in the School Parliament and HMS Heroes, which provide meaningful opportunities for writing. Children enjoy diverse and creative opportunities for writing across the curriculum and the standard of written work is high: children research and write about the Amazon rainforest and Ancient Egypt; write postcards to their teachers whilst on holiday; and one Y2 pupil was keen to share a book he had written and illustrated at home. The school environment is well organised to support independent learning and use of working walls in core subjects is consistent across both key stages, as are the use of shared targets. Children in the EYFS were observed enjoying play based learning applying mathematical skills to practical gardening, whilst in Y5 children were writing, producing and acting in a play based on Greek mythology. In Y6 children worked creatively to compose a musical soundtrack to an old movie, following an English activity in which they had discussed the screenplay and drafted storyboards.
- Both the Literacy and Numeracy Subject Leaders work in close partnership with colleagues across the school and play a strategic role in leading learning in their subjects. Both present excellent subject knowledge and are enthusiastic in engaging their own continuous professional development, and supporting others. They work collegiately with colleagues in other schools to ensure an outward looking ethos which is reflected in the innovative curriculum development within the school. In English there is a focus on closing gaps whilst also ensuring that children are inspired through enjoyable experiences such as Bedtime Reading twilight sessions, author visits and participation in reading competitions. In maths there is developing use of models and images to support deeper understanding and help children develop mastery of key concepts. Children describe maths in the school as 'magical,' and 'exciting.' IT is also a key aspect of learning integral across the curriculum and children have been involved in developing policy and practice related to e-safety. Subject leaders feel that they make a difference to the experience of their colleagues and children in school.
- Children at Plympton St. Maurice are happy and enjoy being in school. They feel safe, well cared for and supported in learning. They describe with enthusiasm the ways in which teachers make learning in core subjects fun and interesting. Older pupils describe the way their teachers help them develop skills in citizenship, encourage them to care for others, and help them develop the confidence needed to move forward in life.
- Parents and governors are extremely positive about the quality of learning at the school. They describe the school as a happy place, where children are safe and secure. Governors have an active role in the strategic leadership of the school and are involved in data analysis, action planning and all aspects of learning review. They are proud of the fact that 'very teacher knows every child' in their school. Parents express that children feel enthusiastic about their learning and enjoy coming out school. They know what their children are learning and appreciate the ways in which they are helped if they are struggling, and challenged where appropriate. They are provided opportunities to volunteer and be active in school. They value the genuine 'open door' policy and the way they are listened to and engaged as partners in children's learning.
- Overall, Plympton St. Maurice Primary is a school where learning is what matters most. School improvement is an integral part of every aspect of school life, as the team work

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together to strive for ever better outcomes for children. This is also a warm, caring school where every child is personally understood and nurtured. The school community is a happy one and this helps children learn well. There is a high standard in the quality of teaching and learning in core subjects which leads to extremely good results in progress and attainment. **As a result of this assessment, I strongly recommend that the Primary Quality Mark at Plympton St. Maurice Primary School be renewed.**

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