



Quality Mark

VISIT FEEDBACK REPORT

School name	The Norwich Free School	Visit date	13 December 2019
Headteacher	Tania Sidney-Roberts	NOR	172
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A brief context of the School

- Norwich Free School is a one-form entry primary school located in the centre of Norwich, Norfolk.
- The school has 7 classes and teaches pupils from Reception to Year 6. It serves a transient community comprising 18% EAL and pupil premium and 17% SEN.
- Norwich Free School was last inspected by Ofsted in November 2017 and was judged to be good.
- The Quality Mark was awarded in September 2016 for the first time.

Visit Type	Renewal Visit (RV)
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The Assessor spoke to the following people:

Headteacher and/or Senior Leaders YES	English Subject Leader YES	Mathematics Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governors/Trustees YES (via telephone)	Parent representative(s) YES

<p>Does the school meet the requirements of the Quality Mark?</p> <p style="text-align: center;">YES</p>	<p>'Learning Walk' completed?</p> <p style="text-align: center;">YES</p>
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<p>The previous development points have been implemented.</p> <p style="text-align: center;">YES</p>	<p>List any noteworthy evidence.</p>
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List of development points from the previous visit report and the resulting actions taken, if appropriate:

- 1. To raise expectation of pupil premium students and to ensure that the school's website is compliant with all statutory requirements**
 - The school's website was redesigned in the summer term (2019). It now contains all statutory information and provides a good source of reference for parents (both prospective and existing) to keep them informed about what is happening in the school.
 - Staff have worked hard to raise the expectations of pupil premium students. In 2019, at KS2, 100% of pupils achieved the expected or better standard in English and mathematics. 75% achieved greater depth in both subjects.

- 2. To further develop the use of working walls across the school to provide support for pupils, as well as being a focus for teachers to further understanding and add challenge**
 - All classrooms now have working walls (or 'wow' walls) in English and mathematics. There are some good examples of pupils' work being displayed for others to use and aspire to (particularly in Reception).

- 3. To develop the use of IT equipment to support and challenge learning, particularly in the lower school and for higher-achieving students in the EYFS**
 - The school has a range of IT equipment to support and challenge learning in English and mathematics. These include digital cameras, robots (Bee-Bots), tablets and laptops.
 - IT is used well across the school. Applications (such as coding software) challenges pupils' critical-thinking skills. The OWL project (aimed at supporting and challenging the most able pupils) has proved highly successful in engaging pupils and fostering their independent learning skills.

- 4. To closely track *mobile* students' achievement across the school and compare this to the achievement of students who join the school in the Early Years and leave at the end of Year 6.**
 - Owing to the demographics of the school, more pupils are joining and leaving mid-year because of their parents' work commitments and employment on temporary (or fixed term) contracts in the local area.
 - These pupils achieve well in the school. In 2019, 87% of 'mobile' pupils achieved the expected

(or better standard) in reading and mathematics and 72% in writing. This compared favourably with the achievement of 'non-mobile' pupils across the school (see Element 2 for more information).

Suggested areas for development, 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 develop pupils' application of spelling and use of grammar in their independent written work. (Elements: 1-3, 5, 7-8, 10).
2. To further develop pupils' ability to write across the curriculum in order to raise achievement in English. (Elements: 1, 3-5, 7-8, 10).
3. To address gaps in pupils' mathematical understanding for them to fully access the curriculum suitable for their age. (Elements: 1, 3-4, 7-8, 10).

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

- There is a strong inclusive vision and ethos throughout the school resulting in a harmonious and purposeful learning environment. Pupils display positive attitudes to English and mathematics.
- Self-evaluation and improvement planning are effectively focussed on improving English and mathematics outcomes for pupils.
- The school has robust tracking and monitoring systems in place. This enables senior and subject leaders to identify under achievement (or those at risk of falling behind) in order to provide the appropriate support needed for them to succeed.
- There is a shared accountability across the school for improving standards. Governors help to monitor learning in the school. They ask staff questions about English and mathematics and, following any visits, feed back to the wider governing body.

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

- All pupils are carefully monitored and tracked on an on-going basis to enable staff to identify how well pupils achieve and where further support and intervention is required.
- The percentage of pupils achieving a good level of development in the Early Years is above average at 79% (vs 72% national).
- The percentage of pupils passing the Year 1 phonics screening test for 2019 was in line with national (83% vs 82%).
- The percentage of KS1 pupils meeting the expected (or better) standards in reading was 88% (compared to 75% national), 71% (verses 69%) in writing and 83% (verses 76%) in mathematics.
- At KS2, the percentage of pupils meeting the expected standards in reading, writing and mathematics (combined) was also above national 79% (vs 65%) with 8% at greater depth (11% national).
- Both pupil premium and EAL pupils achieve well in the school. There is no gap in learning between these groups of pupils and their peers across the school. The school have received letters of commendation celebrating the achievement of these groups of pupils from external sources.

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

- Termly target setting is based on continuous assessment and is shared with parents at consultation evenings. 'Must, should, could' targets are set in English and mathematics lessons, across the school, for pupils to aspire and achieve. These targets build on prior learning in order to support pupils' good progress in lessons.
- Performance management targets are linked to English and mathematics to ensure accountability for pupil outcomes.
- Parents and carers are regularly consulted, and kept informed, about pupils' progress and next steps for future development. These are shared through the annual report, parent consultations evenings, and the review of Pupil Passport (IEP) targets for SEN Pupils.

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

- The school operates several intervention programmes for pupils of most learning abilities in English and mathematics. These include 'speech link,' 'Yeti Mountain,' and 'The OWL project.'
- Interventions for SEN pupils have had a positive impact on developing pupils' confidence; on their speaking and listening skills and in their ability to access mathematics at a more suitably challenging level.
- More able pupils, across the school, are challenged in all lessons but particularly through the 'OWL project'. This has helped to foster pupils' ability to write with purpose and for different audiences, as well as challenge their application of mathematics in different contexts both at school and at home.

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

- Pupils make good progress, across the school, in English and mathematics. In 2019, KS2 reading progress was 5.51, writing was 1.09 and mathematics was 2.69 above national progress scores. In 2016 and 2018, the school was ranked in the top 3% of the country for pupil progress by the Department for Education (DfE).
- School leaders regularly meet with teachers and identify individuals who require extra support or additional challenge. Provision is then put in place to address pupils' academic needs.
- Subject leaders monitor data to target support, both for pupils and teachers, in order to take appropriate action to improve outcomes.

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

- There is a programme of professional development in place to ensure that all teachers and TAs are kept updated with developments in English and mathematics.
- Senior leaders promote a culture of professional enquiry. Several members of staff have completed professional courses to further their education and deepen their understanding of the learning process. These include the National Professional Qualifications and the national SENCO award. All Teaching Assistants are trained at Level 3.

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

- Classrooms and corridors sometimes showcase (and celebrate) high levels of literacy and mathematics learning across the school. Pupils appear proud of their work and talk positively about their different learning experiences.
- In class, pupils benefit from a range of adult support, independent and collaborative learning

opportunities. Practical learning resources (including IT) are used well to consolidate and extend learning. The pupils talk positively about their learning and can explain how lessons challenge their thinking.

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

- The physical environment and displays support and reinforce key understanding in English and in mathematics. This includes the use of working walls (and 'wow' walls) as well as other visual resources to provide strategies for pupils in these subjects.
- The school's library contains a good selection of fiction and a modest selection of non-fiction texts. These are frequently accessed by all pupils. School leaders' have clearly fostered pupils' enjoyment for reading and a *love* of books. Pupils talk positively about their reading experiences and how reading has developed their use (and understanding of) new vocabulary.

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

- Leaders regularly engage and communicate with parents and carers in the life of the school through newsletters, their website, the promotion of 'Tapestry', twice yearly parents' evenings and through the school's annual report. Staff promote an open-door policy to encourage parents to talk about pupils' learning.
- Leaders have run several workshops to educate parents about how to promote learning outside of school. These include events where parents learn alongside pupils, as well as their attendance at the English and mathematics 'cafes'. These events are typically well attended (mostly by EYFS and KS1 parents).

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

- The monitoring and scrutiny of pupils' performance in English and mathematics is effective and robust.
- Senior staff and subject leaders monitor teaching and learning through regular observations, learning walks, book trawls, pupil voice surveys and analysis of pupil performance outcomes. As a result, staff know where gaps in pupils' learning remain and can, therefore, address their individual needs.
- Governors hold the school to account, both supporting and challenging school leaders to achieve good outcomes in English and mathematics. They act as a driver for continuous improvement.

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

- The strong, inclusive vision and ethos throughout the school demonstrated through pupils' attitudes and in their behaviour.
- The focus and promotion of reading across the school, fostering pupils' love and enjoyment of reading.
- The development of pupils' problem-solving and reasoning skills in mathematics.
- The support for SEN pupils, particularly those who have a specific learning difficulty in English and mathematics.

Areas for Improvement

1. To develop pupils' application of spelling and use of grammar in their independent written work. (Elements: 1-3, 5, 7-8, 10).
2. To further develop pupils' ability to write across the curriculum in order to raise achievement in English. (Elements: 1, 3-5, 7-8, 10).
3. To address gaps in pupils' mathematical understanding for them to fully access the curriculum suitable for their age. (Elements: 1, 3-4, 7-8, 10).

Additional Comments or action (if applicable):

- Congratulations on the renewal of your Quality Mark award for the second time! I would like to thank all the staff, particularly Faye, for their hard work and for taking the time to meet with me. I wish the school continued success for the future.