



Delivered every Friday without fail!



# Chad Vale Chronicle

Friday 9th March 2012



**Quality, commitment and dedication.**



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**Website Visitor Count:** 135,000

**Perfect Points Awarded:** 17,100



I am delighted to report that for the fourth time whilst I have been head teacher of the school, Chad Vale has achieved the Quality Mark. (Details of which are in this newsletter.) As an outstanding school it is imperative on us all to ensure that standards in all areas continue to rise. It is for this reason that we have outside agencies such as Quality Mark, Arts Mark, ICT mark, Healthy Schools, Eco Awards and Investors in People, monitor the school to ensure that we continue to be outstanding and also guide us to improve further. Success can only be achieved through the dedication and commitment of the teams of professionals that support your children every day. Evidence of their commitment can be seen every day by the way they interact with you and your

children a further example are the staff who are currently spending a week with our year 5 and 6 children at Condover Hall giving up their families and evenings and being 'on duty' for 24 hrs a day. ( All without any additional remuneration whatsoever). Staff do this because they realise that there is nothing more important than a rich and varied education in a variety of environments led by gifted, competent professionals. I am fortunate to have such gifted and committed teams to support me in driving the school forward; I know through comments made to me by yourselves that you also appreciate their professionalism and skills in supporting your children. May I on my and your behalf thank all my colleagues most sincerely for the outstanding quality, commitment and dedication they give to their professional lives.



*This is to certify that*  
**Chad Vale Primary School**  
*Has been awarded the Quality Mark  
for Primary Schools for the fourth time*

*The Elements of this Quality Mark are:*

1. A whole school strategy and planning to improve performance in basic skills.	6. A commitment to improving the skills of staff to teach and extend basic skills.
2. An analysis of the assessment of pupil performance in basic skills.	7. The use of a range of teaching approaches and learning styles to improve basic skills.
3. Target setting for the improvement of the school's performance in basic skills.	8. The use of appropriate teaching and learning materials to improve basic skills.
4. Basic skills improvement planning for pupils underattaining and/or underachieving.	9. The involvement of parents and carers in developing their children's basic skills.
5. Regular review of the progress made by pupils underattaining and/or underachieving.	10. An effective procedure for monitoring planning and assessing improvement in performance in basic skills.

*This Quality Mark is valid for three years*

from 21 Feb 2012 to 21 Feb 2015

Quality Mark Alliance for Lifelong Learning nace Basic Skills

## Broken Toys Project

Could your child draw in pencil part of a toy that has been broken off a toy; any toy; an imaginary toy even? This could be the ear of a teddy bear, a leg of an action man, the wheel of a toy car, a piece of Lego, a doll's arm, an aircraft wing etc. Very simple; nothing too detailed; not coloured in. Parents might like to do it with your child in class during the morning pupil/parent activity (8.45—9.05). Why? All will be revealed over time. Thank you in anticipation.

**Condover Hall - Newsletter Photo special next week!**

## **‘Good Practice’ identified in relation to the 10 Elements of the Quality Mark:**

- ◆ The school has rising numbers and is now 2-Form entry in Early Years. A rebuilding programme has ensured that the school has the capacity for this to extend across the key stages. The additional space is being put to good use, particularly with the development of an Inclusion Room.
- ◆ The school is responding effectively to the changing needs of its pupil intake through CPD, Malachi Trust and other outside support.
- ◆ Staff are enthusiastic, well-informed and work well in teams. They are encouraged to think creatively and to challenge their own thinking and styles of delivery to provide exciting opportunities for the pupils.
- ◆ Assessment procedures are rigorous and robust with the use of APP strategies; the INFORM Tracker; pupil progress meetings; class, group and individual assessments.
- ◆ Moderation of Year 2 SATS is undertaken by all staff and analysis of QCA tests for KS2 also provides shared data analysis opportunities.
- ◆ Pupils have a ‘Passport for Learning’ to support the development and assessment of their own skills; their personal input with these increases as they progress through the school.
- ◆ Pupils are well-supported with their acquisition of basic skills. Staff are well-trained and the curriculum is made accessible to all pupils.
- ◆ Team teaching is used effectively in the school to maximise learning opportunities for the children and staff; all subject co-ordinators team teach with other members of staff.
- ◆ The delivery of the curriculum is emended as appropriate in order to deliver the teaching and learning most effectively; examples of this is the maths skills lesson which takes place each Friday and the focus, of up to 3 weeks, on mental and pure calculations at the start of each term.
- ◆ The Literacy and Numeracy teams receive and deliver high quality CPD in order to move their subject areas forward for the benefit of the pupils’ learning.
- ◆ A Reading Marathon has promoted reading across the school and children are keen to achieve their ‘birthstone awards’.
- ◆ The KRM skills initiative is providing a stimulating, challenging initiative to develop the pupils’ reading, writing and spelling skills through a hierarchical structure. The staff are very enthusiastic about this project which has successfully contributed to pupil attainment and achievement over the past three years.
- ◆ High level vocabulary is displayed and used in the classrooms with the children and staff developing the understanding and use of these words and phrases.
- ◆ A range of interventions are used to support learning and the acquisition of basic skills.
- ◆ Increased pupil involvement in IEPs and review meetings is planned.
- ◆ The monitoring of teaching and learning is well-planned and effective with structured written feedback as appropriate.
- ◆ Planning is structured through the SDP; subject action plans; Plot to Plate plans and daily lesson plans. Differentiation is evident in these documents.
- ◆ Many varied workshops are available to support parents and the school provides quality information for them on pupil progress.
- ◆ A Parent Room is a useful provision for parents.
- ◆ A quiet, industrious ethos was evident across the school with pupils engaged in their learning.

## **Suggested areas for development in preparation for the next Quality Mark visit:**

1. To further develop the pupils’ skills in independent learning and higher order thinking.
2. To develop the outdoor classroom facilities for Early Years in order to provide a high quality base for pupils to extend their learning experiences.