

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name Heene Primary School

Headteacher Mrs Jo MacGovern

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Tel no 01903 201386

Alliance BSQM Assessor Karen Simpson

Visit date 19.05.2017

Purpose of Visit	Renewal Assessment
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The Assessor spoke with the following people

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

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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The previous development points were considered but were not felt appropriate to implement at present

Suggested areas for development in preparation for the next Quality Mark visit and links to the 10 Elements of the Quality Mark:

- Aspects of Element 9;** To explore further the methods of communicating with Parents; as some would like a little more direction/information as to how they can support their children further. A Parental questionnaire or online calendar may need to be considered to highlight further to parents the current provision and to ensure they have a good understanding of the opportunities provided by the school.
- Aspects of Element 6;** To continue to explore with staff the range of teaching styles to enable rapid pupil progress, including embedding the schools approach to marking and success criteria.

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

- **Elements 1 & 10:** School has a clear and focused development plan that emphasises the Headteacher's vision and embeds the process of supporting the raised expectations. The strategic plan is closely linked to targets and expectations in English and Mathematics. The system supports full triangulation with a detailed reporting system. The Governors hold the Headteacher and school to account through robust meetings. The Governors receive 'pertinent' data, summaries and undertake rigorous and active reviews. This results in the strategic plan being carefully tracked by all within the school- including Governance. There is a culture of fostering in depth questions from the Governing body. This is mainly due to the fact that the Governors visit the school frequently and, therefore, understand the workings of the school, and are free to focus in on the 'strategic' rather than the 'operational'.
- **Element 2;** The school uses a range of summative and formative data to analyse pupil performance in the basic skills. It uses this range of assessment information to ensure it provides the appropriate provision for its learners, both those excelling and those falling behind. The school undertakes evaluations of pupil progress through tracking the marking, book reviews and feedback to pupils. This ensures a full triangulation of the pupil's work and tracks any common gaps in education. This is then fed into the school's Pupil Progress tracking system and results in student interventions, staff development and school's next steps to improvement. The school works closely with other schools to support full moderation. This in-house and external moderation supports the self-reflection and tracking system to ensure accuracy and maintain high standards.
- **Element 3 & 9;** Targets are discussed and shared with pupils and parents, where individual learners are involved at an appropriate level. Individual pupil reports identify next steps and, for special needs pupils, carefully structured conversations are organised for parents. The focus for these meetings and reports is on evidencing the impact of those targets set and the actions taken. The school knows its children and families, establishing good working relationships. Parents recognise their relationships with staff and value the fact that, if they have any concerns, they can approach a number of members of staff quickly. The school recognises that it has a mixed language based school and uses a range of outside agencies (including interpreters) to support and engage with the 'harder to reach' parents. As a result a full range of approaches is used to engage and communicate with parents and carers.
- **Elements 4 & 5;** Pupils are well planned for, through pre teaching, post teaching, classroom planning and intervention sessions. Pupils feel they are both supported and challenged appropriately e.g. one child stated the... "Teacher makes us do the super challenge". The school undergoes regular reviews resulting in rapidly identifying pupils, plugging the gaps specific to those pupils/groups of pupils, with comparative information to last year, internal local, local authority and national comparisons. Pupil progress meetings and shared planning and supported marking ensures ongoing

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moderation and the phase leaders focused support embeds the practice.

- **Element 6:** The school's CPD programme is focused on the improvement of the teaching of basic skills. The staff have undertaken recent training to support the development of mastery within the school maths teaching. Careful deployment of staff alongside the systematic programme of CPD including lesson observations, pace, and leaders coaching. Planning scrutiny also supports staff development in the teaching of the basic skills. These approaches feed into the overall tracking system through detailed reports - focusing in on the impact of actions taken - both on improving the teaching and on the impact on pupil progress.
- **Element 7 & 8:** Teaching approaches are varied, with an awareness of individual learning styles for the pupils, their needs and ages. The pupils are involved in their own assessments and the cross curricular approach supports the pupils understanding of the links between the subjects. Using and applying approaches to the curriculum support pupil progress and application of the basic skills. Children take part in catch up programmes, reading incentives that support engagement and volunteers ensure no child misses out. EYFS environmental improvements and training have impacted rapidly on both delivery and pupil progress. Some pupils are invited to the breakfast club to enable the school to support the most vulnerable. There are busy, active classrooms, where IT is present. Punctuation pyramids and similar resources support pupils independent application of skills and concepts.

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