

## Basic Skills Quality Mark (BSQM) – Visit Feedback Report

**School name** Heene CE (Aided) Primary School

**Headteacher** Mrs Jo MacGovern

**School and/or HT email** office@heene.w-sussex.sch.uk

**Tel no** 01903 201 386

**Alliance BSQM Assessor** Karen Simpson

**Visit date** 10.05.2018

<b>Purpose of Visit</b>	<b>Interim Support and Review</b>
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The Assessor spoke with the following people

<b>Headteacher and/or Senior Leaders</b> YES	<b>Literacy Subject Leader</b> NO	<b>Numeracy Subject Leader</b> NO	<b>Assessment Manager</b> NO
<b>SENCo</b> NO	<b>Pupil representatives</b> NO	<b>Governor representative(s)</b> NO	<b>Parent representative(s)</b> NO

<b>'Learning Walk' completed?</b> YES	<b>Relevant evidence-base reviewed?</b> YES
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The previous development points have been considered and are being / have been implemented

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

- **Element 7;** To explore the curriculum further in order to ensure that there are no potential subject gaps. Through this process teachers will enable pupils to have a richer context in which to use and apply their developing core skills. Teachers will be further able to provide pupils with a range of exciting and engaging topics.
- **Element 8;** To continue the work developing the school's approach to reading; raising staff expectations, broadening the pupil's vocabulary and their understanding of a wider range of writing structures etc. With this approach staff will also be able to

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explore further the standard of pupil's writing and to raise pupil expectations.

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

- **Element 1:** The whole school strategic planning focuses in on the development of core skills in English and Maths, including using and applying skills across the curriculum. This is closely tracked and evaluated using external agencies e.g. LA advisors and inspectorate to support evaluation and to provide in depth analysis of progress made against agreed targets.
- **Element 2 and 3;** The Headteacher knows her school well. Strengths and next steps of development are identified. Recent gender differences in each year group have been identified and targeted ensuring differences between subgroups reduces and the vast majority of pupils make better progress. The school links with other expanding schools to compare progress and the school's own impact and expectations.
- **Element 6:** The school has developed the Teaching Assistants and their timetable to enable flexibility around the needs of the individual pupil. Pre and post teaching, supported by targeted interventions by trained staff, are evidencing rapid impact. The review of phonics, and adjustments to the teaching approach, ensures plenty of opportunities for pupils to use and apply their developing skills. As a result pupil's progress is strong and sustained.
- **Element 9:** Parents are actively involved in the life of the school and their child's progress. Regular newsletters keep parents informed and the website, emails, text messaging processes ensures that no parent is left out of the school's communication. The school informs parents of homework expectations and regular information evenings enable parents to be informed about methods of teaching e.g. phonics, development in maths and reading as well as the school's expectations.
- **Element 10;** The school is active in the moderation process both internally and externally with other schools in the locality. Moderation is tightly linked to the school's CPD programme and robust reporting arrangements link the information gathered to the pupil's next steps as well as next steps in teaching. Governors are well informed and proactive, supporting the school and ensuring challenge is rooted in strategic development and not operational application.

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[enquiries@qm-alliance.co.uk](mailto:enquiries@qm-alliance.co.uk)

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