

## Basic Skills Quality Mark Programme - Visit Feedback Report

<b>School name</b>	Heene Church of England First School		
<b>Headteacher</b>	Dianne Bonthrone		
<b>School and/or HT email</b>	office@heene.w-sussex.sch.uk	<b>Tel no</b>	01903 201386
<b>Alliance QM Assessor</b>	Mandy Williams	<b>Visit date</b>	26/2/14

<b>Purpose of Visit</b>	<b>Renewal Assessment</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> YES	<b>Numeracy Subject Leader</b> YES	<b>Assessment Manager</b> YES
<b>SENCo</b> NO	<b>Pupil representatives</b> On learning walk	<b>Governor representative(s)</b> YES	<b>Parent representative(s)</b> YES

<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:**

Continue with the very good practice I observed in the teaching and learning of Basic Skills.

As the school have largely identified for themselves:-

- Develop further the teaching and learning of phonics throughout the school.
- Maintain the drive for raising standards in year 2 with the particular focus on the developing the learning of a significant group of boys in the basic skills.
- Continue to develop the use of Teaching Assistants with the focus on children's learning and progress in the basic skills through training and performance management.

- Continue working alongside parents to raise their knowledge and understanding of how best they can support their children's learning in the basic skills through e.g. Family Learning.

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

- The Head Teacher and the Deputy Headteacher provide very strong, supportive leadership. Their vision and drive to improve standards of achievement and attainment for all children, has resulted in a growing level of consistency across the school. The children remain at the heart of all decisions. The whole school works together on identified areas for improvement and monitors and evaluates progress together.
- There is a pattern of above average attainment at the end of FS and also at KS1 with results above national in every subject and every level (except L2B+ reading at 1% below). The number of children reaching the expected standard in the phonics screening check is significantly below the national and non-FSM children were twice as likely to reach the expected standards. The school is keenly aware of this and has extended Phased Phonics into more sessions for years 1 and 2 and personalised in year 3 where needed, as well as developing independence and choice within children's writing by creating purposeful writing opportunities to improve the quality of writing.
- The school has invested heavily in short, specific interventions designed to accelerate progress for children who may potentially underachieve without this. Teachers have been employed to plan and deliver programmes designed to meet the needs of small groups and individuals. Teaching Assistants also lead these sessions most effectively.
- The school's development plan has a strong focus on improving basic skills still further, focus on reading, writing, phonics, maths, involving parents. Highly detailed self evaluation is rigorously undertaken. Governors are heavily involved in all aspects of school improvement.
- The use of assessment remains a priority for the school, this year has seen a school wide focus on ensuring all children have true and accurate assessments of their abilities, with an emphasis on those children receiving PPG funding and adopting a new system in year 3 of expecting 1 NC point progress per term.
- Children's targets for the basic skills are set for all children, they and their parents are involved in this process and in their reviews too. Children set their own learning target at the end of every year which is recorded on their annual report.
- The leadership team are to undertake work moderation and standardisation of children's work to support this process, alongside staff moderating anonymised levelled pieces of work. External moderation activities provide further validation for the school.
- In school and cross locality CPD has basic skills at the core for teachers and teaching assistants - all inset / training focuses on developing teaching skills and equipping colleagues with a range of strategies designed to raise standards of achievement. The

Deputy Headteacher is a trained NVQ Assessor successfully mentoring and supporting colleagues across the school, including student teachers.

- The learning environment, both inside and outside, is supportive to the teaching and learning of the basic skills. The school is also very well resourced.
- Pupils with Special Educational Needs (SEN) in the broadest sense are extremely well provided for, and support and provision are excellent. The SENCO makes an excellent contribution in this area.
- Parents are encouraged to work closely with the school. Many volunteer regularly, particularly hearing readers. Parent workshops on the basic skills are being developed through Family Learning.

**Congratulations to the Head Teacher, staff, governors and children for the very good and outstanding practice identified, which is resulting in raising standards of progress and attainment across the Basic Skills.**

Alliance for Lifelong Learning

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