

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name Goring by Sea CofE Primary School

Headteacher Mrs Clare Jee

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Alliance BSQM Assessor Karen Simpson

Visit date 2.2.2017

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 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:

- **Aspects of Element 1;** To continue its pursuit of excellence as it progresses into a Primary School through its further exploration of the provision/challenge for the more able pupils as they move from year group to year group.

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

- **Element 1:** The school has a clear improvement plan. The headteacher's vision of 'Try...there are no mistakes only lessons' is the fundamental thinking that drives the school improvement plan. Clear planning, direction and vision set by the senior leaders has supported the school in its drive both to improve in a changing academic climate and against their own changes as they move into a two form Primary school. The school has a focus on the 'whole child' and this focus supports the direction and attitude which, with the focused development plan, results in the school setting high expectations. The school is keen to self-challenge, this is a core focus and a refusal to be drawn off its core purpose ensures the school meets its pupils needs. The school is process not product focused and is actively developing pupil's resilience, developing core learning skills. The focus is to develop effective learners with the drive to have the children clearly identifiable when they move in other settings (e.g. secondary school) by not only their abilities and progress in the basic skills but also on their distinct learning behaviours and attitudes towards learning and challenge.
- **Element 2 & 3:** The school uses a range of regular data trawls to set targets and establish a range of baselines. All staff use data, the moderation of work and pupil outcomes to identify need, track and teach. There are regular meetings to discuss the trends, individual needs and next steps. Through its data analysis, and reviewing other information, the school also recognise the changing nature of its intake and is adjusting its processes accordingly. The school's clarity of vision is based in its tight assessment and target setting processes. Based on this the school is then structured to support pupils and, although robust, the systems leave staff free to deploy skills in response to observations and assessment of need. The school has developed a robust tracking system but does not use this as the only identification tool to measure pupil barriers or achievements. The school principles of 'never underestimate' supports the targeting and assessment processes for the pupils. Teachers are clear in their expectations and demand more from the pupils. The data analysis, planning and application threads into the curriculum and its delivery.
- **Elements 4, 5 & 7:** Through an effective marking system pupils are involved in their learning, reviewing their own assessments. They are fully supported in identifying their next steps in learning. Pupils with complex needs are taught both the basic skills and the skills for learning. The school deploys a range of teaching approaches to support the learning styles of its pupils. There is a core of non-negotiables, an understanding of best practice, but this does not bind or 'tie up' the teachers - they are free to deploy best practice which is measured by impact. The expectation is to challenge, take risks, and ensure that pupils progress and provide evidence of this progress. As a result the teaching methods and range of resources are suitably deployed to impact on progress, attainment, identify pupils next steps and the removal of any potential barriers. Pupils clearly love the school and take the quality of provision as 'standard'. They are used to being challenged and, as such, are also used to challenging themselves. Pupils independence and problem solving goes beyond the

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teaching of the basic skills but into real life deployment as pupils are expected to support the development and improvement of the school - for example pupils run a child initiated and child led newspaper.

- **Element 6 & 8;** The school has developed a forward thinking approach that feeds into both teaching and whole school and individual continuous professional development. School has been clearly focused on its internal development to ensure that the staff can provide for its change of pupils as they grow through the school. The school has been proactive in employing and then training its staff to ensure it is KS2 ready at all levels - expectations as well as provision in the basic skills. The school is well resourced and has considered its growing needs as the pupils go through the school. The library is inviting and well stocked with a developing IT provision.
- **Element 9:** School has a strong ethos and Staff and Governors are proactive in sharing these with parents. Links with parents are strong as the school has worked hard to ensure Parents are totally involved in the schools development from a First School into a Primary. School is keen to take the best of a First school (with close Parental links) into a fit for purpose Primary. It is proactive in developing supportive links with parents whilst developing pupil independence and matching high parental expectation. The school has a robust and useful website and has considered the needs of its working parents. Strong Parent/teacher relationships ensure rapid contact is available for those who need it. Regular questionnaires and parent class reps ensure there are clear opportunities for information gathering.
- **Element 10;** The Governors recognise the need to continue to develop their role in supporting and challenging a growing school. All reports and information support the drive for improvement i.e. down to colour coding the challenging questions at the meetings. The Governors monitor the school both through its documentation but also through regular visits, triangulating the information given.

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