

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name Baines Endowed CE Primary Academy

Headteacher Miss J Snape

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Alliance BSQM Assessor Lesley Frearson

Visit date 13th July
2016

Purpose of Visit	Initial 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 NO
SENCo YES	Pupil representatives YES	Governor representatives YES	Parent representatives YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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Suggested areas for development in preparation for the next Quality Mark visit and links to the 10 Elements of the Quality Mark:

- Continue to ensure consistency in application of the marking and feedback policy to move learning forward by giving opportunities for pupil corrections/responses and by setting challenges for extending learning in all classes.
- Consider developing more ownership of IEP targets for SEND pupils.
- Develop more opportunities for teacher self-evaluation to sharpen the dialogue and impact of feedback following monitoring activities to improve quality first teaching.

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

Step 1: Elements 2,3,1,& 10

The school has impressive and detailed systems, understood by all, for monitoring the work of the school in basic skills which translate into improvements impacting on all pupils: the most vulnerable, those with SEND, through to the most able; all groups are considered. Assessment data is used exceptionally well to track all learners which promotes systematic scrutiny of cohorts, groups and individuals by all levels of staff through regular pupil progress meetings led by senior leaders and subject leaders. This then impacts on appropriate teacher planning, deployment of support staff and pupil targets. In short, it 'touches' everyone and promotes the best opportunity for every child to progress.

From reception onwards, pupils have targets to direct next steps in learning. They are increasingly involved in self and peer assessment and older pupils acknowledged how marking and feedback supported their learning and progress.

The strategic direction for improvement of basic skills, informed by focused monitoring and penetrating self-evaluation, is led by the headteacher, senior leadership team, governors, MAT Lead and LA SIP through regular Focus Meetings and Governor meetings to evaluate SDP/RAP and improvements in identified key areas. When compared with national and local data, standards of attainment and progress in basic skills at Baines have improved over the past few years to near national and local with the school performing better than the local schools in their MAT this year within the new assessment systems introduced nationally.

Step 2: Elements 4&5

The attention to underattainment/underachievement commands a high profile across the school in all ability groups, including the most able. Tracking and regular pupil progress meetings result in highly focused support and interventions, flexible to meet the needs of pupils at any given point in their development. Pupil premium funding supports a range of needs including acquisition of basic skills through appropriate interventions, supported by social and emotional development.

Those with SEND have their very specific needs met through finely targeted IEP objectives, shaped by parents and pupil views, which inform teacher planning at appropriate points. A wide range of external agencies work closely and regularly with the 2 SENCOs to support the various needs presented. Vulnerable pupils and their parents, supported by well-trained TAs to build self-esteem, are successfully engaged in the Achievement for All (AFA) programme which is having a very positive impact on the acquisition of basic skills.

Step 3: Elements 6,7,& 8

The SDP, closely linked to Performance Management, informs the CPD programme for both teachers and TAs, which includes staff meetings, courses, team teaching observations, online learning and school to school opportunities. As maths has been a high priority, one teacher is now MAST trained and is continuing to complete a Masters degree in maths. The impact of this can be seen in the high maths results this year and progress seen through internal

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tracking. Leadership programmes have been completed by middle and senior leaders and all CPD is evaluated for impact on personal learning and how this contributes to the learning of others in school.

Teachers' planning in basic skills demonstrates appropriate learning through phases, anchor tasks, teaching for fluency, differentiated tasks etc which are all impacting on engagement and skill acquisition. Formative assessment is used to reshape plans as appropriate to meet the needs of groups and individuals. TAs are valued and the school recognises the significant impact they have on learning and personal development. They are well-trained to meet the changing needs of the school, have Performance Management targets and are an integral part of the teaching team.

The Lesson Study approach demonstrates the impact of sharing expertise and knowledge on improving teaching, increasing teaching approaches and learning styles as observed during the learning walk. The learning environment clearly supports and scaffolds learning in English and maths on working walls, as well as celebrating pupils' work in a variety of displays. Resources for basic skills are effective in supporting learning as evaluated by subject leaders. The library and reading schemes have been improved with book banding to ensure progression in reading. Maths resources eg Numicon and a new maths scheme, are a recent addition with evidence of ICT being used effectively to support basic skills in all classes.

Monitoring and evaluation by senior teachers and English or maths subject leaders, is very robust and regular. For example, fortnightly learning walks with a specific focus highlight '2 stars and a wish' during feedback with a follow up visit to ensure the wish is acted upon. Good practice observed is shared at staff meetings/department meetings. External monitoring by LA, SIP and other schools also contributes to improvements in teaching and learning. Governors receive frequent, detailed reports so they have a clear picture of the quality of teaching and learning in the school.

Step 4: Element 9

Parents interviewed were chosen as their children were more able to assess that the school was effective in engaging and challenging this group to reach their potential. All parents, from both key stages, confirmed that the children's ability had been identified early and described the challenges set in homework which their children enjoyed. One parent noted that her child did not always have 'ticks' in her books so knew she was being stretched. Homework was always marked and some parents explained that response marking was very popular and encouraged their children to 'have another go'. Some were aware of the development of thinking skills and of deepening learning. All were extremely enthusiastic about programmes available on the website, especially for maths, which allowed children to move at the appropriate level and extend their skills. Workshops held by the school were welcomed so that they could support at home and they recognised that many events, such as Book at Bedtime, encouraged more parents to read to their children. Extra-curricular clubs also reinforced learning in basic skills, including provision for high ability pupils.

Parental questionnaires gave a positive picture with most saying they were well informed of

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their child's ability and progress through targets, reports and parent evenings. Parents felt that they were always welcome to discuss progress with their views listened to by staff.

The Assessor confirms that the school does meet all 10 Elements for the award of the Basic Skills Primary Quality Mark. Congratulations to the whole staff team, led by a strong and committed senior team, for their daily, very good teaching of basic skills. Baines Endowed CE Academy is clearly improving basic skills in an outstanding environment of care and support, making a significant difference in the lives of their pupils.

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