

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	Barkisland CE (VA) Primary School		
Headteacher	Becky Schofield		
School and/or HT email	head@barkisland.calderdale.sch.uk	Tel no	01422 823324
Alliance QM Assessor	Tina Warden	Visit date	21 May 2015

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 YES	Parent representatives YES

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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The previous development points have been considered and have been implemented

<p>Suggested areas for development in preparation for the next Quality Mark visit:</p> <ul style="list-style-type: none"> • Continue to develop the implementation of the new assessment tool and develop exemplification files to secure judgements whilst building teachers' and children's confidence to use the new system effectively <i>(Elements: 1, 10)</i> • Monitor and endorse the application of essential skills across the curriculum, to ensure non-negotiables and high expectations are evident in all subjects <i>(Elements: 2, 4, 5, 8, 10)</i> • Provide appropriate support and development for staff new to the school and subject leadership as roles are realigned and new responsibilities are allocated <i>(Element: 6)</i>

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

- School improvement at Barkisland CE (VA) Primary School has been well developed by Senior Leaders who are keenly aware of the needs of their children and the community they serve **(Elements:All)**
- There is a shared ambition for the school to be the best it can be and this is generated throughout the school; validated by comments from staff, pupils, parents and a governor representative **(Elements:1, 3, 5, 9, 10)**
- Assessment remains high profile- serving to determine planning whilst shaping learning opportunities in order to meet the needs of all the children **(Elements:2, 3, 4, 5, 10)**
- A new assessment tool, designed by the Headteacher and Deputy, is being introduced using stages that are differentiated by colour bands and aligned to the new objectives for maths and English- this has been well received by staff and is clearly understood by pupils **(Element:1)**
- This system is accessible for parents and clearly annotates their child's progress and attainment **(Element:9)**
- Children are informed by key objectives, these available in their workbooks, and they understand what they have to do next under headlines such as: *Wicked Writing*, *Great Grammar*, *Greedy Reader* and *Perfect Punctuation* **(Elements:3, 7, 8)**
- The school uses a well rehearsed cycle of *audit-plan-do-review* this supported by termly teacher-pupil 1:1 meetings, scrutiny of work, tracking data, learning walks and observations; and much of this externally validated **(Elements:10)**
- For those children who have barriers to learning then additional support is sought and new programmes developed e.g. precision teaching, as well as support for children with dyslexic tendencies- the school being recognised as having good practice by the Dyslexia Action Group **(Elements:2, 4, 6, 7, 8)**
- Relevant training and professional learning is sought for staff- this aligned to the school's refreshed strategies and new policy influenced by local and national agendas **(Element:6)**
- Inclusion is uppermost at the school- this validated by the parent of a disabled child who provided high praise for the support her child, and the family, continue to receive from the Headteacher and her staff **(Elements:6, 7, 9)**
- As well as implementing Individual Support Plans for children who have special needs there are similar plans for children deemed to be Gifted and Talented, ensuring that there is appropriate challenge for the more able- for instance a group of G & T pupils develop a regular school newspaper the 'Barki Catch-Up' **(Elements:3, 4, 7, 8, 10)**

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- Meanwhile, for those children who have poor handwriting their fine motor skills are actively being improved through 'dough gym' and other short burst exercise regimes- the evidence of improvement was clear in 'before and after' writing samples **(Element:1, 7)**
- Key areas of the learning environment have been improved and upgraded, and new resources acquired e.g. more relevant reading material introduced across the school- this banded to support progress and encourage reading tenacity **(Element:8)**
- Curriculum planning integrates real texts that are pertinent to the themes and children's interests- this serving to stimulate and motivate pupils **(Elements:7, 8)**
- Pupil Voice is strong at Barkisland- the whole School Council provided telling evidence of their love of learning, their enthusiasm for their school, and their keenness to be involved in an array of activities in and beyond the school- all take their roles very seriously and are aware of the impact they have on the school's community **(Elements:1)**
- The time spent at Barkisland CE (VA) School was immensely pleasurable- the timetable of activities provided valuable opportunities to see many examples of excellent practice related to the 10 Elements of the Primary Quality Mark.

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