

Basic Skills Quality Mark Programme - Visit Feedback Report

School name Harting C.E. Primary School

Headteacher Fiona Mullett

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Alliance QM Assessor Mandy Williams

Visit date 20/11/14

Purpose of Visit	Renewal
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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 Manger YES
SENCo YES	Pupil representatives YES	Governor representative(s) YES	Parent representative(s) YES

'Learning Walk' completed? YES

Relevant evidence-base reviewed? YES

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 identified for themselves:-

- Continue the strong drive in developing Basic Skills through focussing sharply on the identified key issues to secure average and above standards of attainment and 2 levels or more of progress between KS1 and 2 in Writing and Maths
- Continue to develop and embed the explicit marking and feedback to children as this is already having an positive impact on standards
- Continue to provide high quality CPD for all staff, encouraging the dissemination of best practice - teachers describe feeling inspired and empowered
- Continue the high expectations of behaviour for learning, ensuring readiness and preparation in support of the learning of the basic skills across the curriculum

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

- The newly appointed Head Teacher provides strong, supportive and inspirational leadership; along with her newly appointed Acting Senior Teacher, she has created an air of excitement about making further improvements in the teaching and learning of the basic skills. Her vision, determination and drive to improve standards of achievement and attainment for all children, is resulting in growing levels of consistency in many areas. (Element 1 and 10)
- The school's comprehensive and precise development plan has a strong focus on improving basic skills still further. Detailed action plans are produced, these flow in to CPD and appraisal. Progress towards the achievement of the specific actions is undertaken regularly, with governors. Governors receive timely and comprehensive information. (Elements 1 and 10)
- The school has effective assessment and tracking systems in place, rigorous systems are in place to review learning and progress on a regular basis and actions are taken to meet the needs of individual children who may not be making good progress. It must be noted that a movement into or out of the school can have a significant impact on data predictions due to very small cohorts. (Element 2, 3, 4 and 5)
- There is a strong focus on basic skills, a variety of specific interventions are planned for, in order to accelerate progress and halt any potential underachievement. The curriculum is constantly reviewed and themes adapted according to the needs and interests of the children, e.g. meeting the needs of a boy heavy cohort. (Element 2, 4 and 5)
- CPD is an effective area of the school's work. All staff have training in basic skills based on needs ensuring the staff develop knowledge and understanding of teaching literacy and maths. (Element 6)
- The quality and consistency of marking and feedback has been a recent focus for the school, resulting in the development of common expectations from all adults. The children speak most knowledgeably about their next steps and learning targets, especially maths and writing. (Elements 2, 7 and 8)
- Assessment for Learning (AfL) is becoming embedded, increasingly children know the learning intentions and success criteria of lessons and what they need to do to achieve these. These are learning focussed rather than task driven. (Elements 2, 4, 5 and 7)
- SEN provision remains a strength of the school; A range of intervention strategies are put into place to meet individual needs and the progress of this group of children has been good or better. (Elements 4 and 5)
- The environment is supportive to the teaching and learning of the basic skills. The school has invested heavily into a wide range of teaching and learning resources, and is also considering purchasing further high quality resources e.g. iPads / learn pads providing these will impact positively on the children's learning and standards. (Elements 5 and 6)
- Parents are encouraged to work closely with the school. Workshops are held, e.g. on phonics, approaches to Number calculations. The reading café initiative is proving successful. The school recently came second in the Literacy Action Net Awards (November 2014) Parents receive detailed information regarding their children and are invited and encouraged to support the children's learning in a variety of ways, including Stay and Play and Read along. (Elements 4 and 9)

Congratulations to the Head Teacher, staff, governors and children for the continuing good practice identified in all areas of school life and work, which are impacting on raising standards of progress and attainment across the curriculum.

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