

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name	Heathmere Primary School		
Headteacher	Miss Emma Lewis		
School and/or HT email	sbm@heathmere.wandsworth.sch.uk	Tel no	0208788 9057
Alliance BSQM Assessor	Rekha Bhakoo CBE	Visit date	16/03/18

Purpose of Visit	Renewal Assessment
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The Assessor spoke with the following people

Headteacher and Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manager YES
SENCo YES	Pupil representatives YES	Governor representative YES	Parent representative(s) NO

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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	The school was very well prepared for the visit with the relevant evidence available for scrutiny.
<i>(assessor to delete as appropriate)</i>	The previous development points have been considered and 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:

- To ensure that the school provides appropriate strategies for planning, teaching, learning and the deployment of relevant resources to enable a greater proportion of pupils to achieve "Secure" and at "Greater Depth" in the Basic Skills at the end of EYFS, Key Stage 1 and 2 and Elements 1, 2, 3, 4, 7.
- To continue to develop effective strategies to assess pupils' reading in order to drive improvement even further in this area. Element 1, 2, 3.

- To continue to develop the whole school focus on developing vocabulary and language by ensuring that Basic Skills are applied across the wider curriculum. Element 1.

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

Heathmere Primary School continues to fulfil all the requirements, in all elements of the Basic Skills Quality Mark. Particular strengths are highlighted below:

- At all levels, the leadership and management of Basic Skills provision is impressive. Planning for improvement is based upon accurate self-assessment and rigorous monitoring. National changes to the curriculum & assessment were seen as an opportunity to further improve the quality of teaching & learning and to research best practice. Preparation for the renewal visit was both thorough and detailed. This reflected the deep commitment of the school towards the teaching of Basic Skills. Elements 1, 6, 7, 9.
- The school is highly inclusive. Intervention programmes are timely and effective and cover a wide range of need. Interventions are constantly reviewed for their impact. The school is highly effective in identifying, baselining, planning, assessing and tracking the progress of pupils with SEND. Learning plans and targets are fully in place to ensure that this group of children make progress from their starting points in basic skills. The school has already achieved the Inclusion Quality Mark Award and is now planning to become a Flagship School for IQM. Elements 1, 2, 4.
- Training and support are in place to support teaching and support staff to meet the needs of the children in basic skills as well developing the professional skills of all staff. There is a strong culture amongst staff of sharing good practice and children's work. Internal, external and inter-school moderation is part of regular practice and is embedded throughout the school. Teachers' planning is focussed & adaptable to ensure it meets children's needs. Elements 1, 6, 7, 8.
- The school is well resourced and the environment is conducive to developing a positive learning atmosphere. There are clear expectations that the learning environment is tidy, organised, stimulating and celebratory of pupils' work and achievements. All classrooms have "Learning Walls", demonstrating and reflecting pupils' thinking and learning in Maths and writing. Pupil's targets are clearly displayed in their books. They self and peer assess against these targets and in discussions gave a clear view of how well they are doing in school and what they need to do to improve. The effective use of "next steps" targets to help pupils to understand what they need to do in order to improve is having a positive impact on pupils' progress in basic skills. Element 4, 7.
- The pupils are rightly proud of their school and all agreed that they are given many opportunities through the regular use of the school Library, educational visits and the variety of clubs which are available, to develop their basic skills as well as developing their interpersonal skills. The pupils displayed positive attitudes to learning and they are both polite and courteous. Element 7.
- The regular use of Pupil Progress Meetings with class teachers to keep the progress of children who have been identified as needing additional support under constant review. Elements 2, 4, 5.

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- The school improvement plan clearly focuses on the basic skills and demonstrates the commitment of the governors and leadership team; and the responsibility of all the staff, to improving the basic skills of every child. Elements 1, 4.
- There has been a focus on increasing the percentage of pupils achieving “Secure” in Maths and Reading. This work has been led by two enthusiastic leaders of Maths and English with a passion for their subjects as well as the teaching of young people in basic skills. They are well positioned, with the support of the Head and Deputy to lead the developments that are outlined in their action plans. In Maths, the focus has been on, fluency, reasoning and problem-solving and the school has developed its own individual structure to Maths lessons to ensure that pupils get the opportunity to grapple with mathematical concepts in order to increase the percentage of pupils at Greater Depth. Indeed, the planning for basic skills is for Greater Depth demonstrating the high aspirations of all staff. In Reading, the school has been focusing on embedding Reciprocal Reading throughout the school. This was introduced to the whole school in 2015 and with all staff being trained and structures in place; the school has made some progress in developing pupils’ comprehension and extending vocabulary and developing pupils’ verbal communication skills. The school is ensuring that pupils are reading for enjoyment by providing pupils with a wide range of books in classrooms and in the newly developed school library which was opened by Jacqueline Wilson in 2015. The Library is well- resourced and the children take books out on a regular basis. The school has a Patron of Reading, Neal Zetter, who comes into school regularly and uses the writing and/or performing of poetry to develop literacy, self-expression, confidence, creativity and presentation skills. The recent focus on poetry has inspired pupils to read and recite poetry as well as having a positive impact on engaging reluctant readers, particularly boys. Elements 1, 7, 6, 10.
- There is a strong emphasis on developing pupils’ language skills. All staff insists that pupils respond in full sentences and there is a focus on clarifying and understanding. The emphasis on the accurate use of technical vocabulary and making sure those pupils understand the meaning of words has had a positive impact on developing pupils’ reading and writing skills. Element 1, 7.
- Resourcing is of a high quality, as is the learning environment. ICT provision is an inbuilt curriculum entitlement across the school for all pupils in order to enhance their basic skills acquisition. ICT resources include laptops, iPads, interactive boards and visualisers. Element 8.
- The school has a very rigorous planned procedure for monitoring and evaluating the effectiveness of its plans and the quality of its teaching and learning. It triangulates all the evidence available to make judgements, including the use of data, pupils work, assessments, lesson observations and pupil voice. Element 10.
- Early Years accommodation and provision is enhanced through a vocabulary rich indoor and outdoor learning environment. Both indoor and outdoor areas provide pupils with a stimulating place to learn. The Nursery and Reception areas are well resourced and varied activities capture pupils’ interest and imagination. The early years staff attend moderation meetings to ensure that assessments of pupils are robust and accurate. The school was last moderated successfully externally for end of year assessments in 2016, reinforcing the schools’ observation and development and accuracy of judgements for end of FS2. Elements 1, 2, 5, 7.

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- Governors are fully involved in the school and visit the school on a regular basis to talk to curriculum leaders and monitor the progress of the School Improvement Plan, Basic Skills curriculum leaders and monitor the progress of the School Improvement Plan, Basic Skills Curriculum plans as well as looking at the progress of different groups of pupils. Governors provide effective challenge and support to ensure that progress in the basic skills is made by all pupils. School leaders and governors have clear targets for improving performance in Basic Skills that are quantifiable, measurable, and realistic and evidence based. The Governing Body is well informed through detailed termly reports from the Headteacher. Element 10.
- The school has an “open door” policy and parents and carers are warmly welcomed into the school. They attend assemblies and workshops which the school organises, as well as half-termly Parent Open Hours, which allows parents to join their child in class. The workshops are particularly well attended by parents with pupils in the Foundation Stage and Key Stage 1. The school has a Family Link Officer who has held ESOL classes for parents. Parents are given end of year written reports as well as the opportunity to attend termly parents’ evenings to discuss the progress of the child. Element 9.

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