

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School Name	Ratcliffe School Dawlish
Exec Headteacher	Mrs Cherie White
Head of School	Mr Richard Ensor
School email	admin@dawlish-ratcliffe.devon.sch.uk
Alliance QM Assessor	Mrs Melody Easter

Purpose of Visit	Interim Support and Review
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The Assessor spoke with the following people

Head of School and Senior Leaders YES	Literacy Subject Leader YES	Numeracy Subject Leader YES	Assessment Manger YES
SENCo NO	Pupil representatives NO	Governor representative(s) NO	Parent representative(s) NO

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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The previous development points have been considered and are being implemented	<ul style="list-style-type: none"> • The school has continued to develop its good practice regarding assessment systems to track attainment and progress of individual and groups of pupils.KS 1 and 2 are using the Rising Stars . • The OFSTED inspection of March 2015 commended the work relating to Assessment the school has undertaken within the SENTient Trust . • A Home School Liason Officer has been appointed to support all aspects of school life. • There are future plans to deliver Basic skills family learning workshops as part of the initiative to enable parents to develop a clearer understanding of how to support their child in all aspects of both Lit and Maths. • The school has invested heavily in ICT programmes that support maths home learning. (Mathletics,My maths,Sum Dog) and in CGP support materials.
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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 develop opportunities that will enable Parents/Carers have a deeper understanding of the school's approaches to teaching Literacy and Maths so that they feel able to support their child in their learning at home.
- Provide clearer guidance to pupils on how they are achieving and how they could further improve through..
 - i. Consistent use of and displaying in books of the targets that pupils need to aim for.
 - ii. Ensuring the school marking policy makes provision for next steps, and is consistently used and understood across the school.

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

It was a real pleasure to visit Ratcliffe School, talk with staff and observe the quality provision provided. There have been significant changes since the BSQM renewal with the School becoming part of the Dawlish Federation of Special Schools. The Headteacher has become Executive Head of both schools and the Head of School hands his former assessment role over to the School's BSQM Lead. The atmosphere for learning is positive and welcoming. Staff have high expectations of pupils, and they respond well to them. There is much laughter in the school, as teachers and other staff make sure learning is enjoyable as well as productive. The learning walk found the atmosphere in classrooms to be industrious and purposeful.

- Last year's OFSTED inspection made many references to the high quality provision of both Literacy and Maths throughout the school. (quotes from report in italics)
"There has been an improvement in the development of pupils' literacy and numeracy skills through work in other subjects. Middle leaders have been central to this improvement. They have examined teaching and learning to ensure teachers are providing pupils with opportunities to improve their reading, writing and mathematical skills in other subjects."

- Senior leaders ensure that the funding for disadvantaged pupils is used to best effect. There is a clear focus on improving the achievement of these pupils in reading, writing and mathematics. Consequently, these pupils achieve as well as other pupils in the school.

"disadvantaged pupils are well targeted, so that these pupils achieve at least as well as their classmates."

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- There is clear evidence to show that both Literacy and Numeracy are given a huge focus across the school .All classrooms have quality literacy and numeracy displays ,these are not "static" but clearly used during teaching. New whole school initiatives such as "Word of the week , Punctuation of the week and Number of the week " have made a real impact.Staff are supported in delivering these through concise guidance by email.
- The large majority of pupils and students are boys so care has been taken to include many "boy-friendly" books with authors such as David Walliams . The same awareness is applied to subjects chosen for writing with Themes such as "The Haunted hotel" -the enthusiasm of the Literacy Subject Leader was infectious and her pupils were keen to "make a start"

"Increasingly, in English, pupils are provided with more challenging activities and their writing skills are improving well. They are given a greater range of opportunities to write at length in different subjects and teachers are becoming much more demanding of the responses they receive, particularly with regard to pupils' handwriting, spelling and grammar."

- Teachers and teaching assistants work well together and with other professionals, including the school's speech and language therapists, to engage pupils in their learning.

"Teachers' work hard to improve pupils' confidence and to develop their speaking skills. Clear questioning by teachers encourages pupils to provide extended answers".

- An integrated, multi-disciplinary approach to teaching, learning and assessment is typical of the school's creative approach and supports progress across the school.Pupils benefit from a wide range of therapeutic support, helping to overcome barriers and remove ceilings to pupils' achievements.The school has invested in innovative sensory equipment to support social and emotional development enabling pupils to access learning either 1-1 or in larger groups. There is strong evidence of the use of ICT to support basic skills everywhere from EYFS to KS4.
- Staff knowledge of pupils is used to good effect to aid learning. For example, teachers and assistants skillfully bring pupils' attention back to the task by knowing what reward will motivate and encourage pupils.They go out of their way to ensure pupils and young people feel valued and respected.Achievements are celebrated and pupils feel proud of themselves.
- The four strands contained in the LASSI continues to support student progress of lit and Maths.The school is outward looking and has forged productive and innovative partnerships within the community that allow the pupils to apply their

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basic skills knowledge to real life experiences. For example an older pupil travels independently from Exmouth to school using a carefully orchestrated "Travel plan". The overall success is reflected in pupils' academic achievements.

"Pupils in Key Stage 4 make good progress in how they use their writing and mathematics skills in other subjects, the result of good teaching which encourages this aspect of their work. Effective teaching ensures that a good proportion achieves well and acquires GCSE qualifications in science and mathematics."

- Teachers are highly skilled in tailoring work to different abilities in their class. In this way, pupils work together as a group, but also stretched and challenged as individuals. A new, internally designed pupil tracking system is now fully in operation and understood by all staff and within the SENTient Trust. This consists of a highly detailed Assessment overview doc. containing a narrative for each pupil and tracking progress through Classroom monitor. Core subject leaders report regularly to the Governing Body on pupil progress and IEPs.

"Teachers maintain detailed records of pupils' progress and these are shared with senior staff who challenge the teachers to ensure pupils make better progress. All pupils have a detailed record of their attainment and this information is used effectively by teachers to plan lessons and the next stages of pupils' learning".

- School leaders have quite rightly invested in the work of teaching assistants. These are valued by teachers, pupils and parents because of their expertise and support. Disadvantaged funding is used to provide 1-1 support for Basic skills including accelerated progress in reading and phonics. A detailed record of interventions and their impact is updated each term ensuring effective monitoring.
- Pupils are encouraged to reflect on their own work and evaluate how much they have learned. Pupils concentrate well, are tenacious and know that they need to learn and practise different skills. One pupil was enthusiastically engaged in a 1-1 Computerised version of Monopoly, developing a variety of maths skills .
- The Teacher/Maths Co leading on the BSQM has a clear understanding of the components within each of its 10 elements and is constantly seeking innovative ways of ensuring that the school continues on its journey to outstanding. His effectiveness will further increase through his new role as Assessment Lead will drive further improvements across the school.

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