



Basic Skills Quality Mark Programme - Visit Feedback Report

School name	Ratcliffe		
Head of School	Mr Richard Ensor		
School and/or HT email	admin@dawlish-ratcliffe.devon.sch.uk	Tel no	
Alliance QM Assessor	Mrs Mel Easter	Visit date	12.1.2018

Purpose of Visit	<i>Renewal Assessment(mixed phase)</i>
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The Assessor spoke with the following people

<i>Headteacher and/or Senior Leaders</i> YES	<i>Literacy Subject Leader</i> YES	<i>Numeracy Subject Leader</i> YES	<i>Assessment Manger</i> YES
<i>SENCo</i> YES	<i>Pupil representatives</i> YES	<i>Governor representative(s)</i> NO	<i>Parent representative(s)</i> YES(separate to visit)

<i>'Learning Walk' completed?</i> YES	<i>Relevant evidence-base reviewed?</i> YES
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<i>The development points</i>	<ul style="list-style-type: none"> <i>Continue to develop opportunities that will</i>
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from previous basic skills school action plan have been considered and implemented

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.

There have been several developments including both a new parent/ staff liaison appointment and a designated review and plans coordinator . Parents are well equipped in a variety of ways so that they feel confident and able to support their child's learning at home through....

Parent support groups, setting of homework with supportive emails and resources to assist parents to help pupils, development of parent reporting through classroom monitor and the possibility to use Tapestry in future. Leaders have also improved the annual review pro forma to make it more parent/carer friendly and have significant input into EHCP's, supporting parents and carers with this process during reviews. The school holds annual reviews, where tutors, parents, carers and other professionals supporting the pupil are invited to attend. A formal annual review report is provided by all teachers of the pupil, including learning and progress made, targets met and next steps.

In addition to the annual reviews there are also two parent's evenings during the academic year to review pupils' achievements and targets.

There is a strong sense of 'working together' to assist the academic and social progression of pupils at the school, through regular liaising between key adults.

- 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.

Staff have worked hard to ensure that this is consistent across the school with increased formal moderation, work scrutiny and observations. There are

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clear assessment expectations and target setting processes. The updated marking and assessment policies are shared and reviewed during teacher's meetings.

Talking with students they feel that the feedback from staff is " what helps them do better."

We discussed the value of revisiting the marking policy to look at it in the wider context of feedback and " in the moment " marking. This has already been built into next step plans .

It was a real pleasure to visit Ratcliffe school - On entering the school I was aware of a real focus on quality learning , exciting opportunities and high aspirations. Achievements in a wide range of subjects and life skills are celebrated and pupils and young people feel valued and respected.

There is an extremely strong whole team commitment to improving basic skills, this is supported across the School and driven by dedicated Senior staff and Subject Leaders.

In addition to discussions with a range of staff , pupils and stakeholders the School also provided exemplary evidence by way of a highly detailed self evaluation , appropriate data documentation , Target setting, CPD and PM evidence , external reports and intervention impact reports. **It clearly demonstrate that at the time of the renewal assessment Ratcliffe continues to meet the criteria for all 10 elements of the Quality Mark.** Ratcliffe has grown in pupil numbers and the age range extended to include KS 2 therefore the school provided additional evidence to meet the standards for the renewal in a mixed phased setting.

Suggested areas for development in preparation for the next Quality Mark visit:

As identified in the review meeting with Literacy Leader and Assessment/maths Leader

- To look at opportunities to develop writing across the curriculum. e.g Writing as an historian or geographer!

To provide additional opportunities within maths for students to aspire ,achieve and celebrate through external awards in order to help motivate or keep motivated any potential disengaged pupils, to extend higher achieving learners and prepare for future exam processes. These could be delivered through various exam boards including EdExcel and AQA.

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

- The School Development plan is Basic skills driven and has a clear flight path for ensuring that achievement and progress in both Literacy and Numeracy are key priorities. These are shared and understood at every level across the school. Pupils who join the school are assessed early so that teachers can begin to meet the pupils' basic skills needs immediately. Pupils and parents/carers are always made aware of what level they are currently working at and how they can move forward.
- Key objectives for improvement are based upon the belief that every student has a right to achieve in a way that is meaning and relevant to the individual. The impact of this can be seen in many areas but particularly in reading where Reading Ages Data demonstrates many pupils have improved from being 'non-readers' (under 6 years) to gaining a reading age. Many pupils have also increased their reading age to 16+, some of which were reading below their age expectation when they initially joined Ratcliffe.
- All pupils have individual SMART targets that are updated every half term across the whole school. The targets set by teachers of English and maths, as well as a 'Life And Social Skills Index (LASSI)' target, set for day pupils by home base tutors and by care staff for residential pupils. The targets are specific to each pupil and are set as an ongoing document leading from the previous evaluated target. All of these targets are discussed with the pupil, who can assist altering the target if required and then signing to acknowledge working towards the target. Targets are forwarded to, and collated by, home base tutors which supports the impact they will have on pupils' learning needs.
- The school has a high level of assessment data, comparing attainment within different cohorts of the pupil population, summative data is collected through teacher assessments and external examination results. In addition to this, the school uses formative assessment through pupil narratives drawn together from teacher observations, highlighting successful strategies to overcome basic skills barriers. They include detail on what resources can be used to assist pupils, for instance, number lines, counting cubes, times tables grids, interactive whiteboard printouts, larger fonts, computer packages available, etc.
- Highly effective use of systems such as Classroom monitor across the school for pupils of all ages allow teachers to assess those that are underachieving in basic skills to be highlighted and provide targets to inform planning. It also allows assessment of pupils who join the school and a way of sharing the assessment procedure directly with pupils in class. This is being further developed to share assessment data and progress with parents.

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- Students from the school described it as "Interesting ,helpful and friendly One of the more confident students was able to talk about how feedback and marking helps them improve their work and how they respond.He appreciated the one to one discussions with teachers and LSAs which focus on learning and new targets and the readiness of staff to make their learning more, or less, challenging in response.He and other students appreciate the time staff make in encouraging learning to be based on individual interests. The school has provided pupils with the opportunity to achieve a vast range of accredited life skills awards. Many of these include basic literacy and numeracy skills required to function in everyday life. For instance, telling the time, managing money, reading bus and train timetables and using a public library.
- The school has successfully implemented exciting and engaging literacy and numeracy starters across the curriculum to ensure that progress in these areas is the responsibility of all staff and all subject areas. . In addition to this a weekly word of the week (WOW), punctuation of the week (POW) and number of the week (NOW) is shared with the whole staff team to promote literacy and numeracy progress across the whole school.Pupils were quick to praise these and felt they made learning all the more interesting.
- The 'learning walk' with the Basic skills Lead/Maths Lead/Assessment Lead provided clear evidence of the school's aspirations and consistency in approaches to target setting , learning behaviour, quality resources and many areas that encourage literacy and maths. Throughout the school there was a purposeful buzz around learning.Some of the older students were visiting the moors and would be using their maths skills to plot coordinates on the map. Targets for literacy and maths are displayed on classroom walls,.
- The assessor witnessed engaging one to one and small group sessions that supported both literacy and maths. Learners at all levels were supported in their learning journey through a range of strategies including **a rich and varied ICT provision** that assist pupils in making progress in basic skills. Many of the packages provide ongoing assessment and aspects that need to be worked on to ensure progression.Much of the software gives those pupils who are struggling with basic literacy or numeracy skills the chance to access other aspects of the curriculum and in turn increase confidence in learning and independence.
- The dedicated Head of school who was interviewed provided a very strong account of the school's efforts in continually looking for avenues to develop basic literacy and maths skills.It is clear that varying layers of accountability are upheld across the school at every level.The huge emphasis and commitment to literacy and Numeracy CPD is reflected in the evidence provided. Literacy and numeracy lead teachers observe all other teachers of maths and English, checking pupils work against recorded levels and providing formal written feedback to teachers. .This in turn is successfully linked to the annual appraisal cycle .

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- Highly effective input from the leadership team ensures basic skills are addressed on a whole school level. All pupils' individual needs and backgrounds are clearly identified and accommodated for, through Placement Care Plans and the school's equal opportunities policy. This allows all staff to work on improving performance in basic skills. Pupils who are under attaining are highlighted and shared with staff as it is seen as the responsibility of everyone working with these pupils to raise attainment. Targets are set and strategies put in place to meet all pupils' learning needs, extended to the twenty four hour curriculum. The highly effective LASSI programme (**Life and Social Skills Index**) was set up and is monitored through the leadership team .
- Although I was unable to speak to a Governor the school provided detailed evidence to demonstrate how it keeps the GB informed .Regular teachers meetings and curriculum meetings with the governing body allows progress and practice in basic skills to be shared .The link Governor for literacy and assessment has regular contact with subject leaders.

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- The school provided exemplary evidence to support a mixed phase renewal, demonstrating how it provides opportunities for all pupils to gain qualifications appropriate to their ability in English and maths. This includes English Entry Level qualifications, English Language and Literature GCSE, Functional Skills English, maths Entry Level, maths GCSE, Functional Skills maths and Functional Skills Entry Level maths. Pupils are entered according to their levels of ability and judgements by teachers.
- Pupils are given the opportunity to attend college placements through KS4 to gain qualifications appropriate to their individual needs and to suit their potential future college and career choices. As a school we have had enterprise as a specific subject to study for selected pupils and class groups, to develop skills that can equip them for life beyond school. Pupils also attend courses offsite including animal care, car mechanics, hairdressing, brick-laying and other vocational courses that pupils highlight as an interest.
- Ratcliffe provides its' pupils with opportunities that are best suited for their own future, for instance, last year they enabled a disengaged pupil to access a lifeguarding course and now he is successfully working as a lifeguard.
- KS4 pupils have annual reviews geared towards life beyond school, considering what support they will require, as well as what skills, experiences and qualifications they need to acquire before finishing school. Pupils also have the opportunity to meet with a member of careers South West on several occasions throughout KS4 to help prepare for college or/and careers. In addition to this our school timetable allows for KS3/4

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pupils to have a THRIVE and careers lesson most days.

A final quote from the highly effective BSQL lead who has demonstrated rigorous leadership in this renewal process states "We feel it is important that all pupils leave our care well equipped for life after Ratcliffe at whatever level they are working at in basic skills. For some pupils this will mean working through individual objectives in literacy and numeracy. For other pupils this will be gaining grade 4 or above GCSE qualifications in as many subjects as possible including English and maths."

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