

## Basic Skills Quality Mark (BSQM) – Visit Feedback Report

**School name**      Bridgewater Primary School

**Headteacher**    Mrs. Sam Robson

**School and/or**    admin@bridgewater.newcastle.sch.uk

**Tel no**            0191

**HT email**           Sam.Robson@bridgewater.newcastle.sch.uk

                          2745290

**Alliance BSQM**   Tim Nelson

**Visit**              16.11.16

**Assessor**

**date**

<b>Purpose of Visit</b>	<b>Renewal Assessment</b>
-------------------------	---------------------------

The Assessor spoke with the following people

<b>Headteacher and Senior Leaders</b> YES	<b>Literacy Subject Leader</b> YES	<b>Numeracy Subject Leader</b> YES	<b>Assessment Manager</b> YES
<b>SENCo</b> YES	<b>Pupil representatives</b> YES	<b>Governor representatives</b> YES	<b>Parent representatives</b> YES

<b>'Learning Walk' completed?</b> YES	<b>Relevant evidence-base reviewed?</b> YES
---------------------------------------	---

**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:**

- Further extend those children identified as "more able", so that they use their basic skills, knowledge and understanding to a greater depth, to achieve even more highly in their learning.

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

- Under the guidance and experience of a totally committed headteacher and her leadership team, there has developed an ethos and a recognition amongst all staff and members of the school's community, of the need for children to acquire a good

Alliance for Lifelong Learning

grounding in basic skills. The staff team are totally committed to this, and work fastidiously to ensure children acquire basic skills and then continue to develop and extend these as a means of driving their learning.

- Assessment is given a high priority and is used extremely effectively in all its facets across school. Data analysis by senior leaders, tracking and rigorous pupil progress meetings ensure staff, pupils and parents have a clear understanding of children's achievement with basic skills, and the targets for their next steps in learning.  
(Element 2)
- The headteacher and senior leaders have developed excellent systems of collecting information and facilitating discussion, contributing to an early focus on the needs of every child. This information emanates from a number of different sources, and is used to target the needs of the whole child, promoting their well-being and self efficacy, consequently addressing those under performing, and others identified with EAL or SEN constraints, or who may be Pupil Premium with social or emotional needs.  
(Element1)
- Monitoring systems are highly effective and impact upon learning through both short and long term planning, which is frequently annotated and adapted to help with moving the learning forward in the key areas of basic skills, including computer technology. The involvement of a range of professionals and governors with this process ensures even greater accountability in a very efficient process.  
(Elements 4, 5 & 10)
- Visionary leadership ensures that regular opportunities for whole staff training take place, and that all staff are continuously briefed regarding new developments and approaches to teaching and learning. Leaders facilitate the opportunity for staff to share what is working well, and discuss how to change approaches. The appraisal system also helps to identify personal professional development requirements and assists staff with increased knowledge on the effective teaching of basic skills.  
(Element 6)
- A varied range of pedagogical approaches, (including the use of an excellent marking and feedback system in which children participate, a strong focus on the spoken language and reading - including a school library and a specific library for Early Years children), all help to make a distinct difference with the learning of basic skills. Furthermore, the use of a range of specialists (Speech & Lang. therapists, Kalmer Counselling, Family Support worker et al), specialist equipment (cameras, voice recorders, laptops / i-pads) and a strong emphasis on creative learning through the use of the outdoors, the locality and educational visits, all combine to provide a rich, exciting and enjoyable learning curriculum and environment for the children, which helps to motivate and give confidence to all learners as they develop their basic skills.  
(Elements 7 & 8)

Alliance for Lifelong Learning

[enquiries@qm-alliance.co.uk](mailto:enquiries@qm-alliance.co.uk)

**niace**  
promoting adult learning

The  
**Basic Skills**  
Agency

TRIBAL

[www.qm-alliance.co.uk](http://www.qm-alliance.co.uk)

October 2014

- The school is extremely good at promoting basic skills in pupil learning with parents and carers, so that learning happens beyond the school day, and the learning partnership is extended beyond the classroom. This is achieved in a variety of ways including through coffee mornings to discuss homework strategies, newsletters and special parent pamphlets, workshops, meetings, reviews and a whole host of other opportunities. Where parents are unable to assist their child with learning or the home domestic situation may not be appropriate, then pupils attend after school homework club where adults from the school team assist with their further learning. (Element 9)

May I take this opportunity to express sincere thanks to the headteacher and her deputy for facilitating this visit to review their application for BSQM renewal, and to all staff, children and the school's wider community for taking time to talk and show me their vibrant school. Thank you.

Alliance for Lifelong Learning

[enquiries@qm-alliance.co.uk](mailto:enquiries@qm-alliance.co.uk)

 niace  
promoting adult learning

 The  
Basic Skills  
Agency

 TRIBAL

[www.qm-alliance.co.uk](http://www.qm-alliance.co.uk)

October 2014