

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

**School name** STOCKPORT SCHOOL

**Headteacher** Ian Irwin

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**Alliance BSQM Assessor** Janice Raczowska

**Visit date** 14.2.17

<b>Purpose of Visit</b>	<b>Support and review</b>
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The Assessor spoke with the following people

<b>Headteacher and/or 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> NO	<b>Governor representative(s)</b> NO	<b>Parent representative(s)</b> NO

<b>'Learning Walk' completed?</b> NO	<b>Relevant evidence-base reviewed?</b> YES
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**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:**

- Continue to gather a wide range of robust evidence of school improvement and the positive developments in English and maths provision particularly to support under attainment and under achievement. (All Elements)

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

- Since the last award, there has been no complacency in the drive to raise standards in basic skills. Monitoring and tracking of English and maths is said to be more robust to meet the demands of the new national curriculum and KS3 and KS4 assessments and there is an ongoing emphasis on leaders at all levels ensuring consistent policy and

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practice. Outcomes for students show a rapid, improving trend in 2016; the percentage of students gaining A\*-C in English subjects and in maths was above the national average. In every school performance measure, students achieved the school's best results to date, above the national average. In 2016, the achievement gap between disadvantaged students and all learners was also reduced from 21% to 17%. The impact of the strong staff team has continued to be enhanced as roles and responsibilities are said to have become more strategic and effective in order to ensure a full impact on students' learning. The opportunities for staff to attend reciprocal training or work with other schools are continuing. There are strong links with feeder primaries. Students are said to arrive at the school in Y7 with a wide range of skills and abilities so leaders show to be working hard to introduce and trial new strategies to provide the best opportunities and resources students need to develop secure basic skills. Tracking of students' progress and attainment continues to be very regular and robust; a new tracking system and revised marking policy is ensuring teachers make every session count and that there is evidence of some progress in learning. Improved bespoke data tracking reports are very comprehensive in their use of coloured charts to highlight which students in each year group are deemed to be in need of close monitoring, on track or urgently need intervention. The culture of departments and staff monitoring and working together is being maintained; Maths and English leads continue to present as very knowledgeable and active in driving school improvement. Communication at all levels remains strong and discussion with leaders confirms that the focus on English and maths is still very much at the heart of the school. Staff continue to have several opportunities for professional development in order to lead strong English and maths departments.

(Element 1, 2, 3, 4, 5, 6, 10)

- In terms of basic skills provision since the last renewal, more time is now designated to English and maths in Y7, Y8 and Y9 to meet the demands of the new curriculum and assessments. Leaders also describe how they are encouraging staff to deliver more exciting and interesting English and maths sessions around student's interests to motivate and engage them in learning; this has been supported by the introduction of a house system to create some competition and drive for students to achieve. Maths challenges, a Spelling Bee, ghost walks around school to stimulate creativity and experience drama and music, poet and script writer visits are just a small number of activities organised recently. Organising older students from the local college to read with selected school students and designating Y9 students as numeracy leaders to buddy with targeted Y7 students is said to be proving to be effective in improving less able students' confidence and skills. The library room has been enhanced with soft cushions to make it more comfortable and inviting for reading. Non-fiction books have been re-organised to support how the space is used for lessons or small group work. All aspects of learning have been enhanced through a new virtual learning environment which allows staff to place up to date curriculum and year group information and mark students' homework which has been up loaded; parents can also access this information and track what their child has been doing at school. (Element 7, 8)
- The school works hard to ensure a strong relationship with families and the community

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and gained the Leading Parent Partnership school award in March 2016. Leaders describe an increased focus on encouraging parents to be involved in their child's learning and school life, especially when there have been so many external changes and new jargon for them to understand since the last renewal. The number of parents attending parents' evenings, events and meetings about students' progress is said to have increased. Parent courses and workshops about English and maths expectations continue to be offered. In order to support Y6 transition and engage parents from the beginning, staff go out into the most disadvantaged communities around local feeder schools to offer literacy workshops and introduction events. The school website maintains a wealth of information about the curriculum, standards and student progress expectations. A December 2016 newsletter highlights the importance of literacy and reading for pleasure and encourages parents to be interested and involved in their child's learning and progress. (Element 9)

Stockport School is continuing the principles of the Basic Skills Quality Mark and should have gathered further evidence of its effective policy and practice in English and maths for the next renewal in July 2018.

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