

Basic Skills Quality Mark (BSQM) – Visit Feedback Report

School name: Gosberton House Academy.

Headteacher: Ms. Louise Stanton.

School email: enquiries@gosberton-house.lincs.sch.uk

Tel no: (01775)840
250

Alliance BSQM Assessor: Elizabeth Neal.

Visit date: 8/11/2017

| | |
|--------------------------|----------------------------|
| Purpose of Visit: | Renewal Assessment. |
|--------------------------|----------------------------|

The Assessor spoke with the following people

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

| | |
|--|--|
| 'Learning Walk' completed? YES. | Relevant evidence-base reviewed? YES. |
|--|--|

Suggested areas for development in preparation for the next Quality Mark visit and links to the 10 Elements of the Quality Mark:

Thank you to the school for providing an inspirational Basic Skills Quality Mark Renewal Visit. Gosberton House Academy is a "specialist primary school mainly for children with an Autistic Spectrum Disorder". Furthermore, "the school provides primary education for children with a range of specialist needs including learning, communication, sensory and social ...The Academy is part of the Lincolnshire Educational Trust - University of Lincoln".

Ofsted has designated this school as Outstanding.

The Academy is "Lincolnshire's Autism Social Communication and S.E.N.D. Outreach Service" and is accredited by U.N.I.C.E.F. as a Rights Respecting School. Further recognition includes: Leading Parent Partnership, Investors in People Gold, Eco Schools, Forest School, Family Learning, Healthy Minds, Growth Mindset, Early Bird Plus, R.H.S. Level 3 School Gardening Award.

Given the exemplary nature of the Academy it is a challenge to identify developmental points,

Alliance for Lifelong Learning

however, the Academy is only too aware there is always a capacity to improve. I agree with the Academy's evaluation of the requirement to embed the White Rose Maths. Scheme (Element 6) and also to continually promote pupil independence (Element 1).

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

The Academy of course demonstrates numerous areas of excellent practice of which the following paragraphs represent just a few.

Through my discussions with staff it was evident they are continuously searching the educational landscape to harness potential improvements translating them into bespoke strategies for the Academy's pupils. The analytical thinking and personal drive of all those I met including the pupils was very impressive. All model excellence and want to develop others. The staff demonstrates strong understanding of individual pupils' strengths and development needs in Basic Skills (Element 4) consequently they are confident to hold others to account.

Pupils' Literacy and Numeracy skills are analysed and reported in detail (Elements 1& 2). For Numeracy, apart from using the White Rose Maths. Scheme, the Primary Framework, Abacus Active Learning, Skoolbo interactive resources for home and school, digital media, Numbers at Home, ... the staff prepare an extensive range of personalised resources which the children appear to find motivating and engaging. These resources cover: number, measurement, geometry, statistics, for Year 6 algebra, ratio and proportion. In Literacy too the staff's use of bespoke resources for each child impacts very positively on pupils' progress in: phonics, speaking, listening, reading and writing. Permeating the whole school ethos are the developed practices of encouraging the pupils to read widely for pleasure and information and the encouragement of pupils' skills to write at length.

The children I met were outstanding not only in their Speaking and Listening but as they showed me around the Academy they were proficient in explaining the Academy's curriculum through their varying Key Stages and how the curriculum also embraced individual pupils' learning styles tailored specifically to pupils' needs. It was impressive how the pupils were able to elaborate and explain clearly the understanding of their learning, their learning needs, ideas and values. Teaching to pupils' preferred learning styles underpins all practice within the Academy. The pupils are aware of how these styles respond to their autistic needs. They can talk extensively about S.P.E.L.L.: structure, positive approaches and expectations (Element 7), empathy, low arousal and links. Staff include also: active engagement, immersive, visually mediated, kinaesthetic, over learning, small step and precision teach. The children are aware the Academy works tirelessly to raise standards for all.

The assessment, reporting and recording systems (Element 10) are a strength of the Academy. All children are assessed against B Squared and entered into C.A.S.P.A. with Assessment for Learning strategies underpinning learning provision including photographic evidence. Tapestry is a very effective interactive learning tool between the Academy and the family providing samples of the child's recent work (Element 9). With personal qualities, attitudes matched to learning styles accompanying targets are bespoke. Monitoring and

Alliance for Lifelong Learning

evaluation takes place on a rolling programme with evidence collated in the Basic Skills file against these targets. (Element 5).

(Elements 6 & 8) The Academy has made considerable progress since my last visit including: implementing Numbers Count with the associated staff training, Sandwell assessment materials, Numicon and Letterjoin. Each child has the opportunity to take a Library book home with accompanying challenges for instance - the most unusual place to read. There are specific prizes for improvement in Basic Skills for instance - Super Hero badges, dazzling pencils and book marks. The completion of the Basic Skills Staff Survey Audit, 2017, led to further review of whole school Basic Skills teaching and target setting (Element 3). There has been an introduction of modified support equipment; pencil grips, writing wedges and Hokki stools, alongside the "preparing to write activities" (hand stretching) and Blooms Taxonomy underpinning learning approaches. Phonics groups rolled out to all of Key Stage 2 and the training of staff in Muddy Maths. Numbers at Home, personalised Basic Skills sessions, the introduction of Maths of the Day, the review of marking and assessment policies, individualised sensory support and scouting in house.

The impact of these developments since my last visit has not only driven a further increase in standards but has also enriched and strengthened the Academy's links between school, home, outside agencies and the Academy's own outreach services.

The educational provision available within Gosberton House Academy is outstanding and the renewal of the Basic Skills Quality Mark Award is thoroughly justified and deserved.

Alliance for Lifelong Learning

enquiries@qm-alliance.co.uk

niace
promoting adult learning

The
Basic Skills
Agency

TRIBAL

www.qm-alliance.co.uk

October 2014