

Basic Skills Quality Mark Programme – Visit Feedback Report

School name	The Grove Academy, Harrogate, North Yorkshire (Delta Academies Trust)		
Headteacher	Catherine Farrell (Head of Academy)		
School and/or HT email	info@groveacademy.org.uk a.boyce@groveacademy.org.uk	Tel no	01423 536111
Alliance QM Assessor	Gordon Pearce	Visit date	14/06/17

Purpose of Visit <i>(delete as appropriate)</i>	Renewal Assessment
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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 NO	Governor representative(s) NO	Parent representative(s) NO

'Learning Walk' completed? YES	Relevant evidence-base reviewed? YES
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<i>(assessor to delete as appropriate)</i>	The previous development points have been implemented
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<p>Suggested areas for development in preparation for the next Quality Mark visit:</p> <ul style="list-style-type: none"> To further develop Schemes of Work for Functional Skills in relation to the Veloheads project To further develop assessment systems in English and Mathematic in relation to the new examination requirements
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<p>Congratulations to everyone in having the Basic Skills Secondary Quality Mark renewed for a further three years. Well Done! The Academy continues to do a great job in providing a stimulating and creative curriculum to meet the needs of students in terms of Basic Skills. The work completed on the self-audit prior to this visit was excellent. It was very informative and detailed. Thank you.</p>

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The Academy was inspected by Ofsted in 2015 and was judged to be outstanding. There is much good practice to celebrate in terms of the 10 Elements in the Basic Skills Secondary Quality Mark Framework. I can only mention a few in this brief report. 'Good practice' identified in relation to the 10 Elements of the Quality Mark:

In relation to assessment, target setting, planning, monitoring and evaluation

- On-going assessments are used to inform planning. The outcomes from the analysis of data is used to track and identify students strengths and areas for development in all aspects of English & Mathematics (Element 2)
- Students have targets for improving their performance in Basic Skills that are meaningful and manageable. Individual students' targets are shared with the appropriate professionals and have a positive impact on learning and progress. (Element 3)
- There is an excellent whole school approach to Basic Skills that is based on robust and rigorous self-evaluation. The performance and needs of all learners is taken into account and addressed appropriately. The staff know their students very well and ensure that there is an appropriate match in the level of work set. (Element 1)
- The school has excellent systems in place for self-evaluation and monitoring attainment and progress. The school's detailed procedures involves regular discussion by all relevant professionals. All stakeholders are well informed about the school's performance in Basic Skills. (Element 10)

In relation to under-attainment and under-achievement

- Planning and provision are always informed by ongoing assessments. Learners are aware of what they have to do to make further improvements in terms of Basic Skills. The newly devised Level Ladders are very useful.
- The school shares its plans for under-attaining / under-achieving students with the relevant professionals, students, parents and carers. (Element 4)
- Progress is regularly reviewed and written records are kept. (Element 5)

In relation to teaching & learning

- The Academy offers students appropriate opportunities to gain qualification in the Basic Skills and caters for the full range of students' abilities.
- Students are given the opportunity to develop skills for enterprise and employability. The academy has some excellent, creative and innovative projects which combine work-related learning and Basic Skills, e.g. The Veloheads Project. (Element 6)
- The academy offers a range of appropriate CPD for all staff according to needs. (Element 7)
- A range of ICT is used to promote and support Basic Skills and actively engage learners. There is clear evidence that teaching and learning resources and the physical environment are used effectively to support learning.
- There are systematic procedures in place to monitor the effectiveness of teaching and learning and the use of resources (Element 8)

In relation to parents and governors

- The academy communicates very well with parents and carers and works hard to engage them in supporting learning.
- Parents are given regular progress reports on how well their child is doing in Basic Skills.

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- There are appropriate opportunities to consult parents and carers and to seek their views. (Element 9)

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