

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

**School name** The Fermain Academy

**Headteacher** Nic Brindle

**School and/or HT email** r.salmon@thofermainacademy.org

**Tel no** 01625611001

**Alliance BSQM Assessor** Christina Tims

**Visit date** 11.12.17

<b>Purpose of Visit</b>	<b>Initial Assessment Secondary Basic Skills Quality Mark</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> YES	<b>Governor representative(s)</b> YES	<b>Parent representative(s)</b> YES

**'Learning Walk' completed** YES

**Relevant evidence-base reviewed?** YES

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

- A large amount of summative and formative data is used. Assessments points are taken half termly with clear use of data to support achievement, interventions are reassessed after three weeks and if progress is not improving re-evaluated. Assessments are checked externally to ensure they are accurate and a true reflection of progress. Senior leadership know exactly where children are at and data allows them to clearly identify those at risk of underachieving. (Element 2)
- Targets are set across whole school, cohort and individual level. Initial targets are set via initial assessments but rapidly reassessed to ensure that the pupils are challenged. All pupils have targets in the front of their books and know exactly what they need to do to achieve further. Clear marking also indicates next steps which will help pupils meet and exceed their targets. (Element 3)
- Rigorous self-evaluation is undertaken with the focus on the core skills of English and Maths which leads the strategic plan. The responsibility for basic skills is very clearly made the responsibility of all staff with reference in performance management and insistence on English and Maths in planning for all subjects. Progress towards achieving specific targets for development are clearly established. Core subject leaders provide guidance on specific areas of development for all students and this is highlighted to every staff member so all can drive core learning. (Element 1)
- Monitoring is conducted through both internal and external methods including feeder schools and HMI. Governors visit half termly and in termly meetings monitor progress on the development plan and towards achieving the targets that have been set. (Element 10)
- Pupils have individual plans which clearly identify barriers to learning and also what needs to happen to ensure learning takes place. Planning for all subjects identifies areas of English and Maths for development and also how basic skills can be improved in all lessons. (Element 4)
- There is a system of sharing progress with students through marking and records of achievement and intervention are kept and shared with partner schools as well clearly identifying the areas of underachievement or attainment and what has been put in place to overcome this. Pupil progress is reviewed weekly by staff and is focussed on basic skills development. Termly overviews of progress are also undertaken and attendance is now also a focus of these reviews due to its impact on progress. Parents are contacted weekly with regard to progress and especially what is going well, this is also done through the class dojo system. Pupils know exactly what they need to do to improve and move forward. (Element 5)

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- The main driving force of the provision is to ensure that pupils achieve the necessary qualifications in core subjects and this is reflected in the 100% achievement in qualifications in English and maths last year. Functional skills and vocational options for example the hair and beauty course, are also offered as well as a very strong work placement programme and career support. Links are made with the local community and pupils have undertaken projects to support charities including Macmillan and Children in Need. (Element 6)
- CPD is linked to the school development plan which is directed by student need and also staff need. The passion for lifelong learning is visible throughout the school and non-qualified teachers are being encouraged to gain further qualifications. (Element 7)
- A wide range of teaching styles are used and lessons are adapted to meet the needs of all learners. Space is used well and classrooms are set up to promote learning, the provision as a whole is organised to ensure the students are able to learn. Careful resourcing and management of finances ensures that the provision meets the curriculum needs of the pupils for example the establishment of the hair and beauty classroom. (Element 8)
- Induction policies and open evenings as well as the Home School Policy involves parents although due to the nature of the provision some parents are hard to reach, however the comprehensive use of Class Dojo ensures links are made. Parents are very complimentary they especially liked the online class dojo system which allows them to receive immediate feedback on progress or allows them to ask staff any questions with regard to their children. (Element 9)

Fermain Academy provides all its students with the opportunities to gain the basic skills required to move forward either into further education, employment or training. The dedicated and passionate Head is supported by a professional staff who have a single aim of providing students with the best education possible.

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