

Quality Mark Accreditation Summary

School/Setting Name:	Goring-by-Sea CofE Primary School
Member of staff leading accreditation:	Clare Jee
Type of Visit:	ISAR
Date of virtual visit:	30/09/21
Assessor:	Christina Webster

Development Points	
1.	To successfully address the lack of stamina for writing and improve sentence structure and handwriting which the school has identified since the pandemic. (Elements, 1,2, 3, 4,5, 7)
2.	To embed and develop Maths Mastery across the school with a particular focus on EYFS due to the new EYFS framework. (Elements 6 and 7)
3.	To further develop the marking and feedback policy focussing on introducing pupil conferencing to support target setting, using this as a focus for a piece of action research to consider the impact on pupil progress. (Elements 3 and 6)

Key Strengths	
1.	Reading is a key strength of Goring-by-Sea School, it is the main priority on the SIP and staff are establishing an ethos of reading for pleasure with reading environments within every classroom. Considerable thought has been given to engagement by the English and Reading Lead with the ‘World Cup’ of books to select class readers and ‘Everyone has a book’ policy. Phonics is a focus within the early stages of the school and all staff have received training to support them fully in teaching the necessary skills for early reading. All of these initiatives and focussed teaching have led to excellent results with 94% of pupils in Year 6 reaching expectations and 50% illustrating greater depth. (Elements 1,6 and 7)
2.	Maths Mastery had been introduced across the school prior to the disruption caused by the Covid-19 pandemic which was used as an opportunity to support parents in teaching the subject during lockdowns. On return to school, gaps in pupils learning have been rapidly identified and teachers have used a variety of resources and teaching styles to close the identified gaps in knowledge and understanding including a daily session, Maths Flash and NCETM resources, ‘Ready to progress’ and ‘Mastering Number’. The Maths Lead is constantly looking at how to improve the teaching of mathematics across the school and although unsuccessful in a bid to be part of a group looking at working memory and arithmetic, he has secured funding to allow them to attend training from this study. (Elements 7 and 8)
3.	The Headteacher, Senior Leaders and Governors have a clear school improvement plan which focusses on structured priorities and clearly demonstrates the strategic direction of the school. It is focussed on the needs of pupils based on data, thorough self-evaluation and careful monitoring of teaching



and learning. These judgements are further moderated by both the school improvement partner and the Diocesan Advisor. The improvement plan is a working document which is shared with all staff and regularly reviewed by Senior Leaders and Governors. (Elements 1 and 10)

Comments

Goring-by-Sea CofE Primary School clearly demonstrates a commitment to ensuring all pupils achieve good progress from individual starting points. Senior Leaders have focussed on the curriculum and continuous professional development to ensure teaching and learning are of a high standard and the school moves forward on a journey of continued development and improvement.

