**BASIC SKILLS QUALITY MARK 2016**

**The Quality Mark provides a framework for self-evaluation and continuous improvement of the basic skills of all pupils in a school. This includes both those who underachieve and those whose attainment is lower than would be expected for someone of their age.**

**Quality Mark processes complement the principles underpinning current national education strategies, inspection and curriculum frameworks and support the drive to improve standards in literacy and maths.**

We are proud that Bushfield Infant School has achieved this award for the sixth time, following rigorous assessment and self-evaluation by accredited assessors.

The school has fully met all ten elements which are:

* Whole school strategy and planning to improve performance in basic skills
* Analysis of assessment of pupil performance
* Target setting for the improvement of performance in basic skills
* Improvement planning for under attaining and/or under achieving pupils
* Review of pupil progress
* A commitment to improving the skills of staff
* The use of a range of teaching approaches and learning styles to improve basic skills
* The use of appropriate teaching & learning materials
* The involvement of parents and carers in developing their child’s basic skills
* An effective procedure for monitoring, planning and assessing improvement in performance in basic skills

The following quotes are taken from the final BSQM report:

*‘****The school illustrates an outstanding commitment to raising standards in all elements of literacy and numeracy and maximises the use of both across the whole curriculum.’***

***‘There is evidence of shared aspirations to support children to achieve the best that they possibly can.’***

***‘Children are very proud of their school and talked enthusiastically about their learning experiences.’***

***‘The commitment of everyone involved in the school is exemplary.’***

***‘A positive approach to learning permeates throughout the school.’***

***‘Enthusiastic and dynamic leadership from the Head Teacher and governors drive planned initiatives with the support of staff at all levels.’***

***‘There is a clear aspiration to ensure children are fully prepared to contribute to their own learning and their future.’***

***‘Support staff provide the delivery of high quality initiatives that are having a measureable impact on pupil progress.’***