

School Self - Evaluation
Introduction

School context – key features

Tipton Primary School is a small, rural Church school with 89 children on roll. Classes are mixed age, with Oak Class (Y5 and 6) and Willow Class (Y3 and 4) in Key Stage Two and Maple Class (Y1 and 2) in Key Stage One. Our youngest children join with the School run Pre-School to form Hazel Class (Reception and Pre-School). The school is on a split site with a road running between, and regularly suffers from flooding on the lower site where the EYFS and KS1 children learn. The original school building (KS2) is approximately 170 years old and the other part (EYFS/KS1) is a 'temporary' structure. Much work over the past decades has led to a proposed relocation into Ottery St Mary, due to difficulties maintaining or rebuilding the structures on the flood plain. A significant proportion of our pupils also come from outside catchment. – mainly from the nearby town of Ottery St Mary; a result of new housing.

The vast majority of pupils are White British. FSM is low, although there are varying income levels across the school community.

Together with Feniton Primary School, we form the Otter Valley Federation, which was established in September 2013, with both schools being run by one governing board and a single budget. The Federation is led by Colin Butler in post as Executive Headteacher. We work collaboratively within our federation to provide high quality leadership across both schools and a comprehensive programme of CPD for all staff. We work closely with local schools within the Local Learning Community moderating work and meeting to discuss current issues in a range of core subjects. We are also outward looking in our approach to fostering links with schools wider afield and in recent years have formed The East Devon Church Schools Group with the aim of further improving pupil outcomes. The school also has well-established links with teacher training providers - the University of Exeter, SCITT and Exeter Consortium Teaching School

Attainment on entry in Reception for all cohorts is broadly average.

13% of our children are eligible for a Pupil Premium. The progress of children in receipt of Pupil Premium across the school is generally in line with or better than the progress of non-disadvantaged pupils.

38% of all pupils are currently identified as needing SEN support. 8% of the school have EHCPs – all in KS2 with an extremely high number of both EHCPs and SEND in our Y3/4 class.

This high need breaks down in the following areas of primary need, with some children having multiple needs:

Communication and Interaction 27%
Cognition and Learning (SPLD) 18%
Physical and Sensory (HI/VI) 0%
Social, Emotional and Mental Health 55%

In recent years we have seen a significant increase in the number of children joining our school with a diagnosis of ASC or ADHD. To address this need, we have employed a Federation SENDCo (0.6 contract across the Federation), and work closely with the School Nurse and Educational Psychology team.

The school was graded as 'Good' in its last Ofsted (January 2017), and as outstanding in the SIAMS inspection (July 2017). We also successfully applied for; and were re-awarded Tribal Quality Mark in 2018, reviewed again in 2021.

We have also been awarded Gold PE Mark over a number of years, and were the first school in our area to receive the Platinum Award in 2019. In 2018, the school completed the Centre Of Excellence in Financial Education award.

In response to Covid 19, we have been able to provide a comprehensive package of home learning. Teachers led online lesson reviews three times a day and we continued to be prepared to support children in the coming year. As a result of the pandemic, we have seen a decline in the number of children reaching expectation, particularly in reading and we are working hard to close this gap. We have also seen an increase in the number and level of need amongst SEND children, and have invested a lot of time and CPD into ensuring their needs are being met.

Progress in previous inspection key issues

Extent to which areas for development at previous inspection have been addressed.

Ensure that pupils' writing continues to improve, particularly in their spelling and the accurate use of punctuation and grammar.

- We have introduced non - negotiable expectations at the ends of each year group for maths and writing.
- Teachers are encouraged to focus on these objectives in order to ensure minimum expected outcomes for all children.

- Literacy co-ordinator has a plan in place to address the key issues raised through staff training, book scrutinies and clearly defined expected approaches to the teaching of spelling, punctuation and grammar.
- SMT have spent a set amount of time in meetings to evaluate books with reference to teacher response to spelling punctuation and grammar.
- We have invested in Spelling Frame logins for all children in Key Stage 1 and 2 to support individualised learning at home.

Ensure that teachers routinely plan opportunities for the most able pupils to attempt work that will challenge them fully.

- Although opportunities have been somewhat limited through the pandemic, more able pupils have continued to be given work to challenge and stretch them. For example,
- Work scrutinies for the most able pupils in all curriculum areas will be set up.
- Staff training to consider the delivery of learning at a greater depth will be delivered.
- Governors and SMT will work to track and evaluate progress in the delivery and outcomes of learning at a greater depth and gauge impact of initiatives.

Quality of Education Evaluation: Good

Evidence that supports this judgement:

Strengths	Areas for Development
Learning builds well on what children already know and teachers routinely use methods to help children remember more and use their assessment to adapt their teaching to targeting any gaps.	To ensure all pupils receive a broad and balanced curriculum which is progressive in skills and knowledge, with a particular focus on Reading, Phonics, and Computing in 2021/22.
Work given to our pupils over time and within mixed age classes, matches the aims of our curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.	To improve children's metacognitive skills through the use of retrieval practice.
An experienced staff sharing considerable strengths and very supportive of each other.	Reviewing and restoring these levels of excellence after Covid interruptions – rebuilding coherently and cohesively, focus on ensuring practice is embedded within progression framework and planning.
Effective targeted CPD provision for staff.	To continue to support staff, especially new TAs with appropriate training – focussing on SEND needs, and the teaching of phonics.
Early identification of SEND needs and deploying staff and resources to best meet the needs of pupils.	To improve pupil progress in writing with a focus on the application of spelling.
	Ensuring smooth transition between EYFS and KS1, within the confines of a Y1/2 class.

INTENT

Knowledge + Skill (capacity to perform) + Attitude = PROGRESS

We place a strong emphasis on challenging and supporting every pupil to aspire and achieve academic success and mastery of the curriculum.

We intend to achieve this through a well-designed, progressive curriculum which enables all children to learn a high-quality curriculum: knowing more, remembering more and being able to do more of the curriculum.

We want children to understand that our curriculum comprises of a body of knowledge and skills which are hierarchical, enabling them to build a competent long-term memory and to tackle increasingly complex tasks as they move through the school.

We want children to understand that the knowledge and skills they acquire will often be transferable to different contexts.

Learning must be durable (it should last) and flexible (it should be applicable in different contexts) ...if we accept these ideas then we should always accept that learning cannot be observed in the here and now. The only way to see if something has been retained over time and transferred to a new context is to look at what students can do later and elsewhere. (David Didau)

A Relevant Curriculum

Our curriculum is designed to meet the needs of the children in the context of our locality, for example:

- We make cross curricular links with aspects of learning about Melanesia and teach about the historic links and host regular visitors at the school.

- Living close to the coast and to local rivers we ensure all children can swim by the end of KS2 with top-up swimming sessions and additional water safety lessons.
- As a Christian School we root our learning in our Christian values and expect attitudes to learning and behaviour to reflect these at all times.
- Year 6 children participate in the Torbay and Devon Civic Award and Mini-Police raise their awareness of others and develop a sense of courageous advocacy.
- Financial Education objectives have been integrated into the curriculum to ensure the children are financially literate.
- Residential visits are an integrated part of the curriculum throughout all KS2 year groups and enable children to grow in self-confidence and independence away from familiar surroundings.
- Aware that our children experience less diversity in the community than in other parts of the UK, in RE lessons and across the curriculum we regularly plan to make specific links between the learning that is being explored and wider current affairs.
- Our PSHE Curriculum is informed by the PSHE Association document
- As a rural school we seek opportunities with local organisations, such as the Devon Wildlife Trust to promote a love of the environment and a respect for all living things and help the children understand how they can make a positive difference to the natural world.
- Aware again that our children can be less 'streetwise' than their peers than in other areas of Britain, we raise the profile of internet safety through PSHE and Computing.

Reading is at the heart of our curriculum and we aim to foster an enjoyment of reading from the earliest age. We have the highest expectations of children's reading at home and school and regularly hold EYFS and KS1 phonics workshops to help parents understand the principles of synthetic phonics teaching. Our curriculum has quality texts woven through to engage the children and we encourage links with our local libraries and hold regular book fairs. SEND and disadvantaged children receive additional reading time to ensure they have the best opportunity of meeting age-related expectations. Class story time is a precious part of our day where we can model reading for enjoyment and develop language and a deeper comprehension of the text.

IMPLEMENTATION

Our curriculum drives our school. It is focused on subject disciplines with depth and breadth of discovery. It is a progressive model which demands a deeper understanding as a child moves through the school.

We have a clear focus on assessment to elicit children prior knowledge and to summarise the progress they have made.

This year, we are restructuring our subject leadership to form Curriculum Action Teams. These four teams have been formed to further strengthen the impact we have in curriculum design and improvement. Our intention is to:

- Improve standards of teaching and learning in very specific areas
- Maintain a manageable workload for staff
- Encourage further collaborative working to build on expertise and enable staff to do fewer things in greater depth

Reading is prioritised. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. This is reflected in our strong results by the end of KS2. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Over the past two years, we have invested in an improved stock of phonically decodable reading books to connect closely to the phonics knowledge pupils are taught when they are learning to read and write, both for Guided Reading and Independent Reading.

We have a sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate which will give them the foundations for future learning. We have had a consistently high pass rate of the Year 1 phonics screening (above National), with 100% of our pupils passing the Screening by the end of Year 2. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. We are building on teachers' pedagogical knowledge this year with a whole school CPD programme to develop vocabulary teaching.

The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Teachers have worked collaboratively to devise subject progression documents which enable effective sequencing and a richness of opportunity for the pupils.

The curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. We ensure there is space in the curriculum for teachers to address the needs and motivate specific groups of children. For example in PSHE long term planning / Civic Award in Year 6 / residential visits.

Quality first teaching is our priority, supported by early intervention to meet pupils' needs. To meet these aims we have reduced the number of individual and group interventions and invested in pre-teaching, high quality feedback and scaffolded learning.

Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Teachers create an environment that focuses on pupils. We are ambitious and have invested in high quality resources (e.g Maths No Problem /White Rose Maths/ Devon Babcock Literacy Sequences) to ensure the pupils can achieve their best and to unburden teachers with unnecessary workload.

This year, we are planning to introduce a forest school and embed our revised PSHE curriculum.

IMPACT

We have subject leads who are experienced in leading a subject and who have a secure understanding of the quality of their subject and how well children are performing across the school. This year the SMT are committed to providing additional monitoring time for subject leaders to evaluate the impact of their subject and to talk to pupils about how learning and standards can be further improved.

We invest time in staff CPD and most recently we have supported the role of subject leaders with the introduction of Curriculum Action Teams across the federation which encourage networking and sharing best practice. Our developments in this area have been informed by the work of Mary Myatt 'Back on Track: Fewer things, greater depth' (2020)

We have made effective use of the Sports Premium Grant to engage all children in fun physical activity. Alongside our Year 6 play leaders, managed by our PE Subject Lead, the children understand the importance of keeping themselves active and healthy.

Our Pupil Premium Funding has had a positive impact on outcomes for our disadvantaged pupils and this has mainly been achieved through the effective targeting of learning mentors with individual children to improve their attitudes to learning and keep a high level of motivation. The grant has also supported us in being able to purchase quality curriculum resources such as the White Rose Maths scheme. Results especially in Reading are strong for these children.

Changes made to our curriculum design and organisation are based on sound research which we have undertaken both through reading and discussion (EEF effective use of Pupil Premium / Effective deployment of TAs) and through our own annual cycles of lesson study and participation in local hubs.

Behaviour and Attitudes Evaluation: Good

Evidence that supports this judgement:

Strengths

Areas for Development

The children's behaviour and the level of parental support for our school vision are both very good. The vast majority of parents are clear that the school is a safe, caring and supportive place for their children.	To further develop consistent delivery of strategies for children with ADHD/ASC.
Very effective support and a caring environment for all pupils with an inclusive approach that aims to support pupils and parents. Children are encouraged to help in the life of the school and, increasingly, to help develop approaches to learning and community development.	To embed shared vocabulary across the school to enable children to develop emotional regulation (5-point scale) To support children affected socially and emotionally by the Covid Pandemic through Play Therapy and high quality PSHE/RSE teaching.
Staff recognise the importance of building strong relationships which can enable children to foster positive attitudes to learning in a supportive and consistent environment.	To develop children's sense of responsibility and consistent approach to manners throughout the school day.
	To continue to close the gap between attendance for disadvantaged and non-disadvantaged pupils and ensure all pupils, especially disadvantaged pupils are supported to access home learning during the Covid Pandemic.

Pupils behave with high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community, through activities such as the Year 6 Civic Award, Ethos Team contributions, links with St Petrock's and the Food Banks, and the local community for various activities throughout the year.

Pupils actively support the wellbeing of other pupils through leadership roles in the Ethos Committee, and on the playground. In Family groups, older children are expected to demonstrate care for and leadership of the learning and thinking of younger children, and younger children gain an appreciation of the needs of those older than them.

Pupils behave well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively with the support of local SEMH and Communication & Interaction Teams. At times, certain children have required extra support, including for example, transporting children to ensure they attended school on one occasion.

Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so; are resilient to setbacks and take pride in their achievements. Every Friday afternoon we reinforce this sense of achievement and pride in our Collective Worship, where we celebrate the children's achievements, giving out certificates, and highlight those who have been noted by other children for their living out of our School Values.

Parental attendance at parent evenings is close to 100%. Those that don't attend are given a further opportunity by phone. We have good levels of communication via a weekly e-bulletin, email, the village magazine and school web site and text message. During the coronavirus outbreak, we were able to provide online parents' meetings using a School Cloud system purchased by the Federation.

Where children have difficulties we always aim to contact parents and carers early to discuss issues whether of poor behaviour or concerns relating to emotional issues. The school is quick to engage with Devon SEMH Team for guidance if the need arises.

Our staff are up to date on safeguarding training and are aware of the well-established process if any question of that nature arises.

Regular CAP (Child Assault Prevention) workshops and talks led by the local police on E-safety ensure that the children are confident at keeping themselves safe from abuse and exploitation.

Personal Development Evaluation: Good

Evidence that supports this judgement:

Strengths	Areas for Development
Our teaching of SMSC/PSHE/RSE and British Values.	To deliver Forest Skills sessions for all classes.
Preparing children for transitions between classes and moving on to Secondary School.	To review further opportunities to raise the profile of pupil voice across the school community.
Focus on Character Education to support children's personal development beyond the curriculum.	To re-establish links with our partner schools in Solomon Islands in ways meaningful to children.

Opportunities for pupils to develop their talents and interests are of exceptional quality. We look for our school community to inspire each other.

The most disadvantaged pupils consistently benefit from this excellent work. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. In 2021-22, some PPG pupils in Y6 have been targeted to ensure they achieve their Civic Award.

The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. The School shows respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.

We Eat Elephants is a new resource which we have incorporated into our PSHE curriculum to help children with critical thinking and problem solving of social situations.

Transition to Secondary Schools is smooth due to the strong relationship forged with the secondary school. A week long transition visit helps to acclimatise the children to their new environment and further opportunities throughout KS2 participating

in competitive sports with other schools and a Church School Transition afternoon and an annual Federation Day helps to prepare the children for making new friends.

The school is actively promoting British values in conjunction with school values. Regular opportunities for debate are provided in all classes to discuss events that are extreme. All staff have received Prevent training. All staff are aware that our pupils need protecting from radicalisation and extremism. They are vigilant and ready to challenge pupils' views and encourage debate. Discriminatory and prejudiced behaviour is not tolerated and opportunities are sought by teachers to incorporate these themes into their planning wherever relevant.

Leadership and Management Evaluation: At Least Good

Evidence that supports this judgement:

Strengths

Areas for Development

Leaders ensure that teachers receive focused and highly effective professional development.

To increase the amount of curriculum monitoring being conducted by the governors and SMT to support the continual monitoring of the Federation Development Plan

Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

To introduce Curriculum Action Teams as the driving force behind curriculum improvements. Enabling teaching staff to work collaboratively and feel confident in communicating the intent and progression of learning in different subjects and be able to articulate clear impact on learning (triangulation).

Staff consistently report high levels of support for well-being issues.

To introduce an online system for tracking the progress and provision of SEND pupils.

Leaders and middle managers are ambitious and have a clear vision for the future to further raise and sustain high levels of attainment and progress for ALL pupils in all subjects. The SMT encourages an outward looking approach to development, engaging strongly with our federation partner, the Local Learning Community, East Devon Church Schools Group (EDCSG), advisory teams and other bodies including SCITT. All staff are expected to take responsibility for school improvement and in a collaborative learning culture, play an active role in leading an aspect of school life.

"The close, supportive collaboration in school improvement across the Federation continues apace and has a positive impact on its provision and practice in English and mathematics. The Federation meets the criteria for all 10 key elements of the award. Morale is high and there is a palpable commitment from all staff to improving the performance of learners in English and mathematics. 2017 data demonstrate impressive outcomes." Basic Skills Mark April 2018

"The strong collaboration across the Federation continues to foster the high quality of Continuing Professional Development and the synergy of development plans and action research." Basic Skills Mark April 2018

The school community is highly cohesive and dedicated in its pursuit of excellence. Morale is high and belief in the school's success runs through all levels of staff; parents run school activities and teaching assistants are happy to take leadership roles across aspects of the school – Thrive practitioners, NELI leads, First Aid monitoring, Health and Safety equipment checks etc.

There is a high level of expectation communicated through weekly staff meetings, twilight training, pupil progress meetings, teacher observations, book scrutinies and moderation within the federation and more widely in the LLC.

CPD is a significant part of maintaining an outward looking approach to developing teaching and learning. Teachers are regularly given the opportunity to collaborate with colleagues at other schools to discuss their specialist subjects and to moderate pupils' work.

There is an expectation that all staff, when applicable, will share their skills and knowledge beyond the school. Our science lead has successfully mentored our federated school through their science mark, and our humanities lead has attended training on behalf of the Federation. Shared staff meetings across both schools allow for expertise to be utilised effectively for all staff and children.

The SMT have been involved in training with Kingsbridge Research School and the EEF to consider ways of Maximising the Impact of TA deployment. This has had a positive impact on pupil progress with improved feedback between teacher and TA and the teacher spending more time working alongside the high attaining and SEND pupils. More recently, this year we have been drawing on the work of Mary Myatt to inform our subject leadership developments.

"It is clear that the association with the Kingsbridge Research School has been a rich learning experience and resulted in the more effective deployment and empowerment of teaching assistants. Because teaching assistants are now more confident to advance learning, provide accurate feedback, pre-teach and take on responsibility for assessments, teachers can decide how best to accelerate learning within their class, depending on current priorities. The assessor observed this growing confidence and expertise and observed an example of a teaching assistant with very good subject knowledge teaching the majority of the

class while the teacher was freed to focus on challenging aspects of diary writing with higher ability pupils. Teaching assistants are very aware of the positive impact they have on outcomes for pupils and this is a focus for their performance management. Senior Leaders agreed that more powerful teaching teams have resulted and that pupils are responding to teaching assistants as they would to their teachers.” Basic Skills Quality Mark, April 2018

A priority for the SMT and Governors is to safeguard the mental health and wellbeing of all staff. It was recognised that levels of staff sickness were higher than average in 2018/19. Staff were supported by the SMT through informal drop-ins at the end of day; mentoring sessions to support with planning; encouraging peer support from colleagues. Staff are regularly reminded about the NHS 10 a day guide to a healthy mind. Flexible working and phased returns have been negotiated to support individuals. There is an ‘open door’ culture where staff feel able to confide in others and seek help. Staff are also aware that the SMT have high expectations and will work to maximise attendance from all employees.

Early Years Evaluation: At Least Good

Provision, good level of development, engagement of pupils

Strengths	Areas for Development
Levels of attainment and progress above Devon and National	To maintain good progress for all pupils in the 2021-22 cohort based on their starting points.
Improved awareness of children’s language and vocabulary development has impacted on teaching and learning with good overlap between home and school.	To implement the new curriculum and identify strengths and areas for development in curriculum delivery.
Phonics teaching is very effective.	To ensure that the teaching and delivery of phonics is consistent in approach and resources.

The children are highly motivated and eager to join in. They share and co-operate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties. This is evidenced through regular lesson drop-ins and talking to the children.

The impact of the curriculum on what children know, can remember and do is strong. This is because where ever possible it is based on the children’s interests. They demonstrate this through being deeply engaged and sustaining high levels of concentration. The children, including those from disadvantaged backgrounds, do well. Children with SEN and/or disabilities achieve the best possible outcomes and a readiness for Year 1.

Standards of achievements are usually above national.

Our school’s approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of reception, paving the way for a successful reading experience through KS1 and 2. Early identification of difficulties with reading are picked up and managed effectively with daily reading and phonics and comprehension interventions. Reading is the priority for home learning.

We communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, we respond and adapt their teaching as necessary.

Our staff provide information for parents about their child’s progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child’s learning at home, including detail about the school’s method of teaching reading and how to help their children learn to read. A parent workshop is held in the first couple of weeks of term to teach all parents about synthetic phonics.

Our children are ready for the next stage of education, especially Year 1 in school. They have the knowledge and skills they need to benefit from what school has to offer when it’s time to move on. By the end of Reception, our children achieve well, particularly those children with lower starting points. Transition begins at the start of the summer term with supervised playtimes with the rest of the school and reading time with their Year 1 teacher.

Overall Effectiveness

Tipton St John Church of England Primary School is a place where children are happy, and feel safe in their learning and their play. Relationships between children and staff are excellent, providing a secure platform for children to take risks in their learning and in their development as people. We judge ourselves to be a Good school, with many outstanding and unique features.

Teachers at Tipton St John are committed to their role as practitioners and carers, taking responsibility for their own professional development and subject knowledge, and being open to try new initiatives. Peer teaching and pre-teaching have had a positive outcome on learning and a review of the deployment of teaching assistants has had a positive impact. The

school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development continues to be strong.

Safeguarding is highly effective and pupils thrive.

Tipton St John Church of England Primary School is always striving to be the best it can be. We work closely in partnership with other schools to achieve our aims and develop further. We are aware of limitations posed by site and resources, but maximise on relationship and strong attitudes to teaching and learning.