



TIPTON ST JOHN  
CHURCH OF ENGLAND VA PRIMARY SCHOOL

# SELF EVALUATION FRAMEWORK

Believing and Achieving Together  
to be the Best that We Can Be

Tipton St John Church of  
England Primary School

Spring 2025

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## About Tipton St John Church of England Primary School:

Tipton Church of England (VA) Primary School is a small, rural 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 can join our governor-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 (last episode Oct 2023 externally, May 23 internally). The original school building (KS2) is approximately 180 years old and the other part (EYFS/KS1) is a 'temporary' structure built around 50 years ago. The school has been accepted on the School Rebuild Programme, but it has not been possible to secure a new site in the village at this time and the governors are working with the local authority to find a solution.

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 Amanda Fulford, 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. The school also has well-established links with teacher training providers - the University of Exeter and Exeter Consortium Teaching School.

Our shared vision is *to believe and achieve together to be the best we can be* and we live out this vision through our HEART Values which are embedded in the daily life of our school, helping us to live life to the fullest.

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

14% 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 the progress of non-disadvantaged pupils.

31% of all pupils are currently identified as needing SEN support. 10% of the school have EHCPs – most in KS2 with a high number of EHCPs and very high number of SEND pupils in both KS2 classes.

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

Communication and Interaction 39%  
Cognition and Learning (SPLD) 29%  
Speech Language Communication 14%  
Specific Learning Difficulty 7%  
Moderate Learning Difficulty 7%  
Social, Emotional and Mental Health 43%

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 (0.8 contract across the Federation), and work closely with the Inclusion Team and Educational Psychology services.

The school was graded as 'Good' in its last Ofsted (April 2022), 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 Platinum PE Mark in 2023, and were one of the first in East Devon to receive this.

## Our Vision and Core Values

**Based on the wisdom of the Bible...**

***'I have come that they may have life, and have it to the full.'***

**(John 10:10)**

**We have a vision...**

**Believing & Achieving Together to be the Best We Can Be**

Deeply rooted in Christian faith and the wisdom of the Bible, we believe that Jesus' promise of 'life in all its fullness' (John 10:10) can be realised at Feniton School through a broad and balanced curriculum which promotes diversity, healthy living, celebrates achievements, nurtures talents and prepares all pupils for living their own life to the full.

**Believing:** Tipton St John is a school which is deeply rooted and committed to the Bible teaching that Love is the greatest gift.

*Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes and always perseveres. 1 Cor 13: 4-7*

**Achieving:** What do we hope for our children and community to achieve? Again, we look to the life of Jesus who knew about 'life to the full'. The Bible tells us in Luke's gospel that Jesus grew in some key ways:

**Wisdom:** We want our children to be wise. To have knowledge, and to know how to use it well.

**Stature:** We want our children to be healthy and strong. To understand and respect their minds and their bodies.

**Favour with God and man:** We want our children to learn to live in ways that show care and love for others. To be people who grow to enrich the lives of those around them and make changes for the better.

*And Jesus grew in wisdom and stature, and in favour with God and man. Luke 2:40*

**The best we can be:** Tipton St John Primary School believes that each and every child is uniquely important in their own ways. Every child's successes are valued, be those successes academic or otherwise. All we ask is that each member of our community, adults and children alike, strive to develop the self-awareness of what they can accomplish and set out to be that person to the best of their ability.

## Our Values:

**HEART** sums up our school's core Christian values – these values help to shape our teaching, our learning and the personal growth of every child. Through our values we can aspire to realise our vision of being the best we can be.

**H – Hope**

**E – Empathy**

**A – Achievement**

**R – Reflection**

## T – Thankfulness

**With God’s LOVE and LOVE for one another encircling all of the above values.**

HEART comes from the pupils, teachers, parents, governors and wider community: what we value about the school and what we think makes us special and unique. These values are integrated into everyday school life.

Contextual Data	Number	Attendance percentage
Whole School	91	96.66%
PPG (FSM / Ever 6/ CIC,SERVICE)	11	95.83%
Service Children	3	99.54%
Eligible Free School Meals	11	95.83%
SEN School Support (K Code)	22	95.42%
EHCP	9	94.44%
Children in Care	-	-
Adopted from care	-	-
Children on Child Protection Plan	-	-
EAL	5	95.88%
Traveller	-	-

### Attainment Data:

#### EYFS – Good Level of Development

Pupils	Number	Good Level of Development		County 2023	National 2023
		No	Yes		
All	14	29% (4 children)	71% (10)	<b>68.9%</b>	<b>67.2%</b>
Male	7	29% (2)	71% (5)	<b>62.2%</b>	<b>60.6%</b>
Female	7	29% (2)	71% (5)	<b>76.1%</b>	<b>74.2%</b>
EAL	-	-	-	<b>51.8%</b>	<b>62.4%</b>
Not EAL	-	-	-	<b>71%</b>	<b>69.3%</b>
PP	1	100% (1)	0	<b>51.7%</b>	<b>51.6%</b>
Not PP	13	23% (3)	77% (10)	<b>72%</b>	<b>71.5%</b>
SEND	1	100% (1)	0	<b>19.8%</b>	<b>19.8%</b>
Not SEND	13	23% (3)	77% (10)		
Summer Born	4	1	3		<b>59.4%</b>
Attendance below 90%	-	-	-		

#### Year 1 Phonics

	Achieving Expected Standard				
	Number	No	Yes	% school	% National
All	0	0	3	100	79%
Male	3	0	3	100	76%
Female	-	-	-	-	82%
EAL	-	-	-	-	78%
PP	-	-	-	-	67%
Not PP	-	-	-	100	83%
SEND	-	-	-	-	42%
Not SEND	-	-	-	100	
Summer Born	-	-	-	-	
Attendance below 90%	1	0	1	100%	

Year 4 MTC

	Cohort		Achieving 23 or above	
	Number	%	Number	%
All	9	100	6	67%
Male	5	55%	4	80%
Female	4	45%	2	50%
PP	0	0	0	0
Not PP	0	0	0	0
SEND	2	22%	0	0%
Not SEND	7	78%	6	86%
Summer Born	4	44%	2	50%
Attendance below 90%	0	0	0	0

Year 6 KS2 Assessments

	% of pupils achieving EXS or above		
	National	County	School
Reading	74%	74.8%	78%
Writing	72%	66.6%	56%
SPAG	72%	-	56%
Maths	73%	69.45%	67%
Combined	61%	55.3%	56%

- NB KS2 SATS results not including one child off long term illness but remained on roll (since May 22)

Attendance Data

Attendance Autumn 2024	
Whole School	96.66%

PPG	95.83%
SEND Support	95.42%
EHCP	94.44%
Whole School Authorised Absence	5.42%
Whole School Unauthorised Absence	0.13%

Cohort Attendance Autumn 2024	
Reception	94.24%
1	95.69%
2	93.19%
3	95.10%
4	96.66%
5	96.20%
6	96.08%

### Behaviour Data

Autumn 2024	
Behaviour incidents involving Head of School	Ongoing behaviour of 3 pupils in Willow Class
Fixed Term Exclusions	1
Permanent Exclusions	0
Positive handling incidents by staff	1
Bullying concerns raised	1
Racist incidents	0
LGBT+ incidents	0
Disability incidents	0
Reports/concerns of radicalisation	0

Overall Effectiveness - Good	
Current OFSTED Judgement: Good	
<p>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.</p> <p>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. Physical literacy, mastering number and whole class reading have all been adopted and already demonstrate a positive impact on children's progress across the school.</p> <p>Training and support for teaching assistants has had a positive impact on capacity to support progress for all children including those with the highest needs. The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development continues to be strong.</p> <p>Safeguarding is highly effective and pupils thrive.</p> <p>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 positive attitudes to teaching and learning.</p> <p>There is a comprehensive programme of CPD for all staff and a resolute commitment towards a fully inclusive and high-quality curriculum for all pupils. Subject leadership is managed through Curriculum Action Teams across our federation, which further strengthens the impact we have on curriculum design and development. Our intention is to improve standards of teaching and learning in very specific areas, maintain a manageable workload for staff and encourage further collaborative working to build on expertise and enable staff to do fewer things in greater depth.</p> <p>Our curriculum is designed to meet the needs of the children in the context of locality, as well as being ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to success in life. Quality first teaching is our priority, supported by early intervention to meet pupils' needs. Pupils demonstrate enthusiasm and commitment to their education. They make a highly positive, tangible contribution to the life of the school and wider community.</p> <p>Attendance is consistently above national and Devon figures. Last term year Tipton had an overall attendance of 96.1%. National attendance was 94.8%.</p> <p>Our HEART values drive our school. They provide a foundation for us to promote love, respect and an enjoyment of learning. Due to this our pupils behave with consistently 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.</p>	
Quality of Education - Good	
Current OFSTED Judgement: Good	
Strengths	Areas for development

<p>An experienced staff sharing considerable strengths and very supportive of each other.</p> <p>Leaders have considered how the curriculum supports pupils to achieve well, including pupils with SEND. (Ofsted Apr 22)</p> <p>We plan what we want pupils to remember and have organised the curriculum carefully so that pupils build on knowledge they have learned before.</p> <p>Evidence in books reflects the sequence of learning planned and also shows children taking pride in their work. (LA Adviser Nov 2024)</p> <p>Collaborative approach to CPD – staff are actively involved via our Federation Curriculum Action teams in overseeing the implementation process to improve and enhance our provision in different subject areas. This involves them setting up action plans, organising and delivering CPD, and monitoring and evaluating impact.</p>	<p>To continue to support staff, especially new TAs with appropriate training – focussing on SEND needs, and the teaching of phonics. Also this year a focus on Ordinarily Available Inclusive Provision (OAIP).</p> <p>To structure the reading comprehension curriculum through KS2 and ensure learning in reading is effectively sequenced.</p> <p>To develop the children’s ability to reflect confidently on their achievements and their next steps with reference to our vision and HEART values in their learning, supported by curriculum frameworks and policies, helping teachers respond effectively with high quality teaching and effective assessment.</p> <p>To establish a new system for reporting on pupil data outcomes. (SIMS and Whole School Data Summary new format, moving to Bromcom)</p>
<b>Federation Development Plan Priorities 3 and 4</b>	

<b>Behaviour and Attitudes – Good</b>	
<b>Current OFSTED Judgement: Good</b>	
<b>Strengths</b>	<b>Areas for development</b>
<p>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.</p> <p>Staff recognise the importance of building strong relationships which can enable children to foster positive attitudes to learning in a supportive and consistent environment.</p>	<p>To further embed an updated behaviour and relationships policy, that is guided by our ethos, our vision and values as a Church of England Primary School.</p> <p>To develop staff understanding and expertise towards a proactive approach to behaviour management with a laser focus on relationship building and consistency of routines and expectations.</p>

<b>Personal Development - Good</b>	
<b>Current OFSTED Judgement: Good</b>	
<b>Strengths</b>	<b>Areas for development</b>
<p>Staff are nurturing towards pupils and support them to realise the school vision to ‘be the best we can be’. As a result, pupils are kind, polite and respectful. They talk enthusiastically about their learning and feel safe. Pupils know what bullying means and</p>	<p><b>Equality and Diversity</b></p> <p>To continue to develop and embed a curriculum which promotes a positive understanding of different characteristics, recognises the contribution that individuals and groups with</p>



<p>say that this can happen in school. However, they trust adults to support any problems they have and older pupils say that bullying is rare. (Ofsted Apr 22)</p> <p>Leaders use the strong links they have with the church to support pupils' wider development. Pupils value the opportunities they have to visit and speak with members of the local community. They understand how different people live and many older pupils complete a civic award.</p> <p>As a result, pupils are well prepared for life in modern Britain. (Ofsted Apr 22)</p> <p>Pupils know how to keep safe. This includes when they are online and outside of school. Leaders provide wider opportunities for pupils to learn how to keep safe, including through the mini police and school visitors. (Ofsted Apr 22)</p>	<p>protected characteristics make to society, and challenges stereotyping and discrimination.</p>
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Leadership and Management – Good	
Current OFSTED Judgement: Good	
Strengths	Areas for development
<p>Leaders have high expectations of pupils. They are ambitious for all learners, including those with special educational needs and/or disabilities (SEND). Staff use what they know about pupils to help them learn well and succeed. (Ofsted Aril 22)</p> <p>Leaders ensure that teachers receive focussed and highly effective professional development.</p> <p>Teachers' subject and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p> <p>Staff consistently report high levels of support for well-being issues.</p>	<p><b>Curriculum Action Teams</b></p> <p>The development of a clear cycle of information gathering action planning, monitoring and evaluation to ensure deeper, more meaningful curriculum impact can be evidenced.</p> <p>To lead the induction of new staff to adopt high expectations and consistent routines.</p> <p>For governors to reach a conclusion on the school rebuild programme – securing a site in the village or moving to a formal consultation on an alternative site.</p>
Federation Development Plan Priority 2	

Early Years Foundation Stage - Good	
Current OFSTED Judgement: Good	
Strengths	Areas for development
<p>Phonics teaching is very effective.</p> <p>From the beginning of the early years foundation stage, children learn routines to help</p>	<p>To maintain good progress for all pupils in the 2024-25 cohort based on their starting points.</p>

<p>them to become independent. Staff support children well to develop their language and communication skills. Children are keen to learn and develop their early reading, writing and mathematics through a well-structured curriculum. As a result, they are very well prepared for the next stage of their education in key stage 1. (Ofsted Apr 22)</p>	<p>To embed Mastering Number to promote basic number fluency (second year).</p> <p>To work with colleagues through school to create a clear progression map for oracy through school – especially related to English and Maths.</p> <p>To continue to ensure that the teaching and delivery of phonics is consistent in approach and resources by working closely with KS1 colleagues.</p>
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