



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

Summer 2026

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## 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 Tipton St John 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.

### 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.

### Our Context:

Tipton Church of England (VA) Primary School is a small, rural school with 84 children on roll and currently 6 children attending our preschool. 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 4 classes are mixed age, with Oak Class (Y5 and 6) and Willow Class (Y3 and 4) in Key Stage Two on upper site. Maple Class (Y1 and 2) in Key Stage One and Hazel Class (Reception and Pre-School) on lower site.

Since our last inspection the school has had a change in senior management and significant changes in staffing. Despite this, the school has continued to build on its successes, growing its own leaders within the federation and strengthening our Christian vision and values rooted in John 10:10. We have developed a comprehensive and ambitious approach to school improvement, valuing a relational approach and time for reflection and we are especially proud of our recent developments in spirituality, behaviour management and meeting the needs of all our SEND pupils. We have supported new teachers in the school to consider the importance of challenging learners and having high expectations of achievement.

In 2023 we were accepted on the National School Rebuild Programme with the intention of relocating the school beyond a flood plain to a safer location. Working together with Devon County

Council and the local community we have explored various sites in and beyond the village. Understandably this has caused tensions within the community, and we continue to manage this situation. The decisions made by the Governing Board deeply reflect our Christian Vision and Values,

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 federation also has well-established links with teacher training providers - the University of Exeter and Exeter Consortium Teaching School.

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 LA Inclusion Team and Educational Psychology services.

To help manage falling pupil roll in the local area we are establishing a wrap around care offer from May 2026 promoting an external provider in the neighbouring village hall.

We have high levels of in year pupil mobility. For example in our current Year 6, 62% of pupils have joined since the start of Year 4 (8 pupils).

### **Last Ofsted – March 2022**

#### **Area to Improve**

*Leaders have not assured themselves sufficiently that the curriculum is put in place as intended. This means that there is some variability in the quality of teaching in some subjects. Leaders should check that the teaching of the curriculum is consistently of a high quality to support pupils to know and remember more over time.*

#### **How we are addressing this area:**

- Introduction of OVF subject frameworks
- Focus on EEF five a day to ensure children are supported through universal provision
- Regular reviews of previous learning at starts of lessons, and use of plenaries to check in a timely manner that children are recalling key learning and information
- Displays highlighting key vocabulary and use of dual coding
- Planning formats introduced that prioritise the importance of careful sequencing of learning (supported by framework)

*Leaders have not planned the sequence of learning in reading well enough at key stage two. As a result, some pupils do not know as much about comprehension and inference in reading as they could. Leaders must ensure that the key stage two reading curriculum is well sequenced so that all pupils build on what they already know.*

#### **How we are addressing this area:**

- Devon Schools Library Service – coverage of range & diversity and structuring progression of texts eg stickers for early free readers
- CPD for KS2 support staff
- Introduction of VIPERS reading strategies & Radzinski assessments
- Celebration of reading

**Achievement – Expected Standard**

**Headlines:**

**Above national average in Early Years / Phonics / KS1 outcomes.**

**Below national averages at the end of KS2 in 2025.**

**This was a cohort specific driven outcome and outcomes are predicted to return to above national in 2026 in all phases of the school. Our Key Stage 2 target for 2026 is 77% for Reading, Writing and Maths, with 8% targeted for Greater Depth.**

Data Outcomes 2024/2025	
Early Years	7/9 = 78% GLD
Year 1 Phonics (Y2 catch-up)	14/16 passed = 88%
End KS1	R 100% W 100% M 100%
End KS2	R 65% W 55% M 65% SPAG 60%

6 EHCP pupils (30% of class) were disapplied from KS2 tests.

### Safeguarding –Met

- **Safeguarding is everyone’s responsibility**
- **Everyone feeling safe and heard**
- **Robust systems for reporting**
- **Effective multi agency working**
- **Gathering the views of stakeholders**

*“I feel safer at school than anywhere else because I know everyone and we can trust and rely on each other.” Pupil*

Leaders have established an open culture in which safeguarding is everyone’s responsibility. This message is reinforced through annual L2 training every September and through fortnightly safeguarding emails to all staff, governors and volunteers. Our Safeguarding Lead Governor visits once a term and speaks to staff and volunteers to check their understanding and knowledge and is available at any time for any staff questions or concerns.

Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Our online reporting system enables both Exec Head and Head of Schools DSLs to have an overview of multi-agency working and review the workload associated with this to ensure maximum impact for the children.

Leaders actively try to learn from safeguarding cases and incidents and take any action needed. Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). The DSL Team meet termly to catch up on developments and issues and weekly in a SMT meeting where current cases can be updated and next steps discussed. We can ensure we are maintaining a consistent approach to our management of safeguarding cases and ensures we are receptive to challenge and are reflective about their own practices. This also means that the impact of safeguarding policies, systems and processes is kept under continual review.

We include pupil voice in our recording of incidents as routine and complete regular surveys and talks to capture pupil and parent voice:

Parent Survey May 2025

My child feels safe at school – 100% parents agreed.

Lead Governor talk with pupils Nov 2025

AA group of vulnerable pupils were spoken to about their views on safety and bullying. Their responses were positive with all able to cite the school staff safeguarding leads and able to explain who they would speak to if they had a concern. They couldn’t identify any areas of the school site where they felt unsafe and could explain many measures that are in place to keep them safe in school and online.

Staff understand the signs of possible safeguarding concerns. They respond by following the school’s systems confidently and consistently. This was evidenced in Lead Governor talk with staff in Nov 2025: Staff felt sufficiently informed, with regular knowledge updates, they are supported by those with DSL responsibilities, staff know the signs and indicators to look out for, and that the school has clear reporting and recording guidelines.

*“The Otter Valley Federation is a really supportive and happy place to work. I love working here and am generally very happy in my job. There are a lot of things in place already to support staff that I think are great.” May 2025 Staff Satisfaction Survey*

Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. For example, pupils are able to talk confidently about what to do if they see an unfamiliar adult in school and are concerned (eg no lanyard on display).

Leaders fulfil their responsibilities in relation to all forms of child-on-child violence and are immediate and consistent in their application of our Behaviour Policy to ensure any incidents are dealt with decisively and de-escalation strategies employed that are effective in reducing significant incidents.

Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the 'Prevent' duty and all DSLs across the federation have refreshed their level 3 training in 2025.

**Inclusion – Strong Standard**

**Strengths**

- **Inclusive culture and classroom practice**
- **Addressing barriers to learning through a carefully planned curriculum**
- **High expectations of pupils**
- **High levels of attendance for SEND and disadvantaged**
- **Quality research based CPD and knowledgeable staff team**
- **Close collaboration with local authority**

Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. E.g We have worked closely with parents of our youngest vulnerable children exhibiting challenging behaviour to develop pro-social behaviour strategies for home and school. These strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils’ opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders’ decisions. For example, a high level of SEMH need was identified in upper Key Stage 2 and a whole school zones of regulation programme has been introduced to give children support in articulating and owning their feelings, along with teaching strategies to self-regulate. We introduced a singing club with participation in an annual, regional Sing Along to engage pupils through their passion for singing. We have developed the roles of play leaders and Ethos Committee to provide opportunities for pupils to develop their sense of personal & collective responsibility to others and our Y6 pupils participate in the Torbay and Devon Civic Award to pursue new personal interests and to make a difference to their local community. The actions of all staff have a transformational impact on how well these pupils achieve and thrive across all areas of school life and have ensured that they feel they belong within the school community.

We have recently reviewed our Curriculum, Teaching and Learning Policy and chosen to align our principles directly with Devon’s Ordinarily Available Inclusive Provision (OAIP). This provides a consistent and focused set of principles on which we base all school development and CPD with a primary aim to maximise quality teaching and *support pupils to know and remember more over time.*

During 2025 Otter Valley Federation engaged with Devon 0-25 Team to volunteer as a pilot for their renewed SEND Review process. This provided TSJ with the opportunity to celebrate its successes in meeting the needs of SEND and disadvantaged pupils and to discuss our next steps. Our self-evaluation was deemed a very accurate reflection and provided a useful basis for discussion.

DEVON SEND Review Mar 2025 acclaimed that *‘the school is committed to relational practice. Teachers and support staff understand children’s pastoral and emotional needs well. Staff value the positive relationships they have with parents and feel that these support pupil wellbeing.’*

Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff. This year we are focussed on developing staff understanding of adaptive teaching and managing challenging behaviour linked to ASD. We have funded training for our teaching support staff to up skill in understanding how they can support SEND need through quality resources such as SEND Station and National College.

We have funded SILSA training for one of our HLTAs to invest half a day a week in leading on quality speech and language assessment & interventions from the earliest point in the child’s development. We have also trained support staff to have the greatest impact in teaching phonics and ensuring the transition from KS1 to KS2 is seamless.

PPG Funds have also been in supporting pupils to pursue their interests in playing a musical instrument which has helped to boost self-confidence.

Our federation SENDCo is a member of our SMT and has a team of staff that have delegated responsibilities to impact on pupil outcomes, e.g speech and language / zones of regulation.

Staff are well trained. The executive head teacher has previously held the role of SENDCO, and the Head of School is currently completing his NPQSEND. The SENDCO has achieved a Masters distinction in SEND and actively contributes to local and Devon-wide networks.

The SENCO is experienced and knowledgeable and actively contributes to local and Devon-wide networks. As a valued member of the federation senior management team, *‘school staff feel that she is approachable, and that there is a clear process for sharing and acting on any concerns about a child’s progress’*, as evidenced by DCC SEND Review March 2025

The DCC SEND Review March 2025 reported that ‘Staff value the CPD they receive in relation to meeting the needs of children with SEN. Teaching Assistants also receive regular CPD’.

Leaders are committed to, and understand, their role in the local area partnership’s strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school. TSJ has a track record of supporting the wellbeing of SEND pupils and adapting the provision, so they maintain high levels of attendance and extremely low levels of suspension.

In summer term 2025 our DCC School Improvement Advisor was invited in to celebrate the achievements of the school, in particular our development of Reading & Geography. In relation to meeting the needs of all pupils, it was reported: The school are ensuring that there is the highest engagement of SEND pupils and that the needs of the majority of these children are met with their class. Where adaptations are needed for a very small number of children to work as a group outside the class this support is meeting the needs of the pupils.’

Inclusion Pupil Voice Talks – June 2025 (9 pupils from across the school who get less opportunity to share their views)

100% reported that they felt safe and respected.

100% reported that they felt valued and their voices heard.

Feedback from pupil voice collected as part of the assess, plan, review process indicates that children can articulate what they enjoy and are good at and what they would like to see improved: *“I like PE and having someone to help me. I enjoy movement breaks that help me concentrate.”*

### Areas for Development

- Assessment of SEND pupils – especially developing a specialist in Speech and Language.
- Ensuring that targets on pupils’ individual plans are SMART and that targeted provision is clearly specified and well-matched to identified needs, informed by clear assessment of small steps. We have seen significant improvements in this in 2025-26 and are continuing to monitor.
- To support the mix of complex needs in upper KS2 to ensure the best pupils’ outcomes and a smooth transition to secondary school.

**Curriculum & Teaching – Expected Standard**

**Strengths**

- ***Collaborative leadership through Curriculum Actions Teams driving curriculum improvement.***
- ***Subject Frameworks which provide consistency and clear and ambitious learning progression.***
- ***Teaching which is adaptive in nature, and classroom environments which are inclusive.***

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 whilst pupils *know and remember more over time*.

Our curriculum is designed to meet the needs of the pupils 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 succeed 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.

*‘Leaders have considered how the curriculum supports pupils to achieve well, including pupils with SEND.’ (Ofsted Apr 22)*

Staff go beyond to remove barriers to learning for all pupils and the high levels of attendance reflect the high level of pupil engagement.

Since the last Ofsted we have created a school improvement cycle which ensures all subjects get fair coverage and time for development. This is prioritised and Curriculum Action Teams are tasked with making improving and sharing the impact with governors annually. Since 2023 we have achieved thorough reviews of Reading, Maths, Writing, Art, History, PSHRE, Computing and RE. This year we are focused on Geography, French and Writing and we plan to focus on Science, DT and Music and PE in 2026-27.

We plan what we want pupils to remember and have organised the curriculum carefully so that pupils build on knowledge they have learned before. This is a significant improvement since 2023. Curriculum Action Teams have achieved this over a three-year cycle, developing each subject thoroughly and articulating the school’s approach in a subject specific framework to support us in maintaining a consistent and sequential approach to learning.

*‘Evidence in books reflects the sequence of learning planned and also shows children taking pride in their work’ LA Adviser Nov 2024*

Leaders ensure that the curriculum is taught well. Teachers draw on their knowledge of pupils’ needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.

Reading has been an ongoing priority and we now have a *planned sequence of learning in reading and strategies for supporting pupils to talk with more confidence about comprehension and inference, particularly at KS2. Leaders have provided training to KS2 staff to ensure a clear transition between key*

stages and we have worked with Devon Schools Library Services to ensure an appropriate level of challenge for KS2 readers.

A newly developed Curriculum, Teaching and Learning Policy guides our approach in school, valuing adaptive teaching strategies such as the EEF five a day approach, and ensuring children are set up for success in remembering more over time.

Class on a Page has been developed to support teachers in thinking through the needs of their classes on termly basis. It enables them easily to implement whole class strategies, applying the principle of ‘helpful to all, harmful to none’ in order to reduce barriers to learning for those already identified with needs, as well as those whose individual needs may not yet have presented.

**Areas for Development**

- To embed a sequential approach to the teaching of Writing, Number fluency and Geography across the school, through reviewing how medium-term planning is developed consistently so that pupils’ learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning.
- For teachers to evidence in medium term planning how assessment is informing their teaching and helping them to adapt their teaching to meet the needs of all learners (including in reading record books).
- To overcome issues on upper site that have impacted computing curriculum in last 2 terms and consider how curriculum planning needs to be adapted to cover any gaps.

**Attendance & Behaviour – Expected Standard (with many elements of strong standard)**

**Strengths**

- **Above national attendance for disadvantaged groups**
- **Enthusiastic learners**
- **Relational and inclusive approach**
- **High expectations of behaviour**

A highly inclusive culture in which all pupils feel that they belong as a result levels of attendance are above Devon and National averages, particularly for SEND and FSM pupils (Monitor Your School Attendance 24-25 DfE)

- Tipton FSM 95.2% compared to similar schools nationally 92.2%
- Tipton SEND 94.5% compared to similar schools nationally 92.3%

The Head of School is our Attendance Champion and is responsible for monitoring attendance weekly and acting promptly to minimise absence. This is effective at identifying issues quickly and supporting families to improve attendance.

Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others.

This is demonstrated in the caring and responsible way in which the older pupils care for the younger pupils at lunchtime supervising scrap store and the games room. Pupils report that adults deal promptly with incidents of unkindness and incidents of bullying. *Inclusion Pupil Voice Talks – June 2025*

Interventions are timely, well chosen and targeted. They align with individual SEND plans were relevant and they aim to foster a love of learning and a sense of achievement.

Opportunities are purposefully built into the curriculum to support pupils to pursue new interests and recognise new talents such as the Wellington Sing Along and the Torbay and Devon Civic Award. PPG funding is used to support pupils wishing to learn a musical instrument.

KS2 residential take place each year, alternating between the two classes. This is often an excellent opportunity to develop children’s self-esteem and confidence in facing challenges - from staying away from families for the first time for some, to overcoming fears to completing physical activities and our Forest area provides additional outdoor learning opportunities for all pupils.

A strong emphasis is placed on praise and reward to acknowledge pupils when they demonstrate our HEART values. This is celebrated weekly in our Friday Achievement Collective Worship and the awarding of HEART certificates. We also celebrate the winning house for collecting the most house points through the week and each half term.

The decision to introduce Zones of Regulation as a tool for supporting pupils to regulate their emotions was based on our need to support pupils on the autistic spectrum who were having difficulty expressing their feelings and needs in an appropriate way. This strategy is already proving helpful in equipping pupils with the language and visual aid they need to communicate their feelings. In the summer term we will be integrating this into our PSHE curriculum to ensure it gets a proportionate amount of curriculum time.

**Areas for Development**

- To embed zones of regulation across the school to support pupils’ emotional literacy, oracy skills and general wellbeing.
- One significant barrier to supporting pupils with challenging behaviour is the physical limitation of our school site (split site and no break off spaces). The limited space can be a trigger for sensory overload for a small number of pupils. We are hopeful that a new school building will overcome these barriers and enable us to better support pupils with complex behavioural needs.

**Personal Development & Wellbeing – Strong Standard**

**Strengths**

- **Nurturing culture which promotes love, respect and empathy**
- **Pupils know how to keep safe in life and online**
- **Pupils are well prepared for transition to reception class and secondary school**
- **Staff wellbeing a priority**

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 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.

Pupil Talk by governors and SMT indicate that pupils are well-supported by strong pastoral care from all staff. Children genuinely support and care for one another and celebrate each other's achievements. Pupils know how to keep themselves safe; how to ask for help when needed and know that their wellbeing is valued.

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. As a result, pupils are well prepared for life in modern Britain.

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. Our PSHRE curriculum has been updated to incorporate all aspects on online safety.

A coherent and appropriate programme of personal development involving an understanding of Zones of Regulation, HEART Values, School Rules and collective worship extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.

The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge. Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.

Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport. The school participates in the local Sidmouth Science Festival, Wellington Sing Along and is a very successful participant in the local Sports Partnership, taking part in regular competitions. In a Friday Achievement Collective Worship children's achievements both in school and out of school are celebrated and children share their hobbies. The Torbay and Devon Civic Award at Year 6 encourages all children to start new hobbies and be advocates for change in their local community.

Ethos Committee and Play Leaders play an important role in the school - planning collective worships for the whole school and individual classes, organising activities at lunchtimes for younger children to participate in and modelling values to others.

Solomon Islands links – global awareness / climate action – we take opportunities to maximise our links finding common areas of interest or challenge. Recently we experienced flooding, something all too frequent for the Solomon Islanders too. We are compiling prayers to send to share with school children at Norman Palmer, the school we have connection with there.

Picture News – impact – children are able to express opinions on a range of current affairs and older children enjoy debating and exploring differing points of view.

Our investment of Pupil Premium funding in developing a forest school curriculum and offering play therapy intervention has benefitted many pupils:

Forest School – impact – It plays an important role in giving all children opportunity to learn in different ways, to work as a team, to pick up practical skills, and problem solve.

Play therapy – feedback from parents and class teachers indicates that play therapy supports pupils emotional resilience and self confidence.

**Areas for Development**

- To continue to develop and embed a curriculum which promotes a positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.
- Final Review of PSHRE Curriculum in Summer 1 to integrate Zones of Regulation.

Leadership and Governance – Expected Standard
Strengths
<ul style="list-style-type: none"> <li>• <b>Leaders at all levels make a consistently positive contribution to the school’s priorities</b></li> <li>• <b>Strong culture of professional learning</b></li> <li>• <b>Governors provide consistent support and robust challenge</b></li> </ul> <p>Staff report that they feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.</p> <p>Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school’s work or rapid improvement in any areas where this is not the case. For example in improvements in target setting on EHCPs / introduction of house point system/ embedding of Number Sense/Number Stacks</p> <p>Leaders at all levels make a consistently positive contribution to the school’s priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.</p> <p>Governors use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school’s work. As a result strategic and financial decision making has led to securing high needs block funding and making savings on catering which we have been able to invest in teaching support staff and curriculum development/CPD.</p> <p>Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs. (JC zones of regulation / RH SEND assessment /MD TA training)</p> <p><i>‘Staff support each other and communicate well, working together as a team in the best interests of the children.’ DCC SEND Review Mar 2025</i></p> <p><u>Staff Survey 2025</u>            91% agree/strongly agree that they are satisfied in their job.            0% disagree that they are satisfied in their job.            100% feel supported by their colleagues.            91% feel inspired to do their best. 8% neutral. 0% disagree that the team inspires them to do their best.            91% feel their opinions are heard and valued by school leaders. 8% neutral. 0% disagree that they are heard and valued by school leaders.</p> <p><i>“I am grateful to work with such a lovely team who allow me to flourish. I do not take this for granted having worked in places this is not the case.”</i></p> <p><i>“The job is hard but when you see the children making progress and parents feedback that the children enjoy coming to school and feel happy in the classroom it makes it seem worthwhile.”</i></p>

*“I always feel very supported and know that I can ask for help or guidance at any time.”*

*“I want to work hard and support everyone as I feel valued.  
I have huge respect for the people I work with. We all work together towards a common goal.”*

*“Tipton St John is a definite team. We all work together to provide the best for the children.”*

Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge. This is exemplified through our local networks for SEND and EYFS and through half termly meetings with our active local learning community where we discuss current issues relating to attendance, behaviour, inclusion and curriculum and teachers meet to moderate pupils work and observe examples of good practice.

#### Areas for Development

- To lead the induction of new staff to adopt high expectations and consistent routines.
- 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.
- To relaunch Curriculum Action Teams in autumn 2026 with a refocus on subject domains and delegated leadership roles.

Early Years Foundation Stage – Expected Standard
<b>Strengths</b>
<ul style="list-style-type: none"> <li>• <b>Consistently above national outcomes</b></li> <li>• <b>High expectations in all areas of learning</b></li> <li>• <b>Inclusive environment</b></li> <li>• <b>Area of learning strength is our PSED – building relationships and comprehension</b></li> </ul> <p>Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being above national averages. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency. Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development.</p> <p>Early Years Outcomes – Good Level of Development                      2025 78%                      2024 71%                      2023 100%</p> <p>Relevant leaders, including the senior management team, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended.</p> <p>Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary.</p> <p>Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.</p> <p>Children are exceptionally well prepared for the next stage of learning, especially in phonemic awareness, evidenced by good outcomes in KS1 reading.</p> <p>Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.</p> <p>Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.</p>
<b>Areas for Development</b>
<ul style="list-style-type: none"> <li>• To maintain good progress for all pupils in the 2025-26 cohort based on their starting points.</li> <li>• Continue show the process and increasing the amount of writing being recorded (as appropriate per child).</li> <li>• To embed Mastering Number to promote basic number fluency and impact on ELG outcomes.</li> <li>• To contribute to whole school subject frameworks to ensure progression includes EYFS expectations as starting points.</li> </ul>

