

School Name: Tipton St John C of E (VA) Primary School (December 2018)

Introduction

School context – key features

Tipton Primary School is a small, four - class, rural Church school with 89 children on role. It is on a split site with a road between and regularly suffers from flooding on the lower site. The original school building is 170 years old and the other part is a 'temporary' structure. A significant proportion of our pupils come from outside catchment. This is a high turn over and reflects the out of catchment nature of our attendees. This has also reflected the instability created by the possibility of relocating the school due to flood risk and rising numbers in the nearby town of Ottery St Mary, a result of new housing. 23% of all pupils are currently identified as needing SEN support. 8% have a high level of need.

We are part of a formal federation – Otter Valley Federation – that was established in September 2013, with both schools being run by one governing body and a single budget. 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. Recently the OVF federation have been working with two other primary schools, Withycombe Raleigh and St Martins - both church VA schools - to develop links, share expertise and currently to develop mathematics skills, particularly fractions. This has now been formalised as the East Devon Church School Group

Attainment at the end of KS2 was consistently high in relation to national comparisons up until 2016 with all children getting the expected levels in writing, reading and maths for the previous five years and a very significant proportion consistently getting level 5 and above. (ROL 2015) In the 2016 KS2 assessments the school was generally in line with national reported data. In 2017 KS2 data was generally in line with national although high attaining students performed particularly well. There was a significant level of high SEN needs in the year 6 cohort which was the reason for only average outcomes overall. In the 2018 end of KS2 tests the school returned to very high overall attainment and progress with particularly impressive progress in maths (highest in Devon) and Reading. More than 50% of year 6 pupils attained greater depth in 2018. Overall attainment placed us 4th in Devon out of 390 schools.

Attainment on entry in Reception for all cohorts is broadly average. 8% of pupils are currently eligible for free school meals or get PPG. We have always supported our pupils with SEN well. However, more recently we have struggled to support SEN children as high needs have used very high proportions of the SEN school budget. We have a high SEND percentage at 23%. This is because we have a good local reputation for supporting such children.

The school is at full or close to PAN of 15 in all classes except year 1 and year 4. 76% (Aut 2018) of children come from outside catchment. There is significant turbulence with a significant number of children joining the school later, especially into KS2. Recent reports from the Environment Agency have identified a potential risk to life. As a result governors are working to finalise a solution in which the school will move towards the local town and expand.

The school was graded as 'Good' in its last Ofsted (January 2017), and as outstanding in the SIAMS inspection (July 2017)

The school very successfully applied for, and was re-awarded Quality Skills Mark in 2018. "The school demonstrated convincingly that all criteria for the 10 Elements are being met, with significant elements of its work exemplary." We have also been awarded Gold PE Mark in September 2015, 2016, 2017 and 2018. Science Gold level Mark was achieved in the summer term 2017.

In the 2017 to 2018 academic year the school engaged with the centre of excellence and met the standards, thus receiving the Ye Centre Of Excellence in education award. This has broadened our curriculum significantly and opened up a range of new opportunities for our children.

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.

- SMT have had discussions with HMIs to establish exactly what is needed to move the school on in the identified areas. 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 a minimum expected outcome 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 will spend a set amount of time in meetings to evaluate books with reference to teacher response to spelling punctuation and grammar and the presence or otherwise of progress indicators.
- Spelling, punctuation and grammar will remain a focus for the 2018/19 SDP

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

- The lead teacher for provision of learning for most able pupils has completed an audit of current provision using the NACE toolkit.
- 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.
- Learning at a greater depth is a focus for the 2018/19 SDP
- 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.

Leadership and Management Evaluation: Good to Outstanding

How well leaders: demonstrate ambition, vision and high expectations; improve teaching and learning; dev staff; sustain improvement; appropriate curriculum; safeguarding

Strengths

Performance management tied to pay scales and Middle Managers responsibilities. Staff have considerable input into their appraisals and there are strong links to the SDP

Governing body working much more strategically and contributing far more proactively to the SDP. Triangulation of evidence is increasingly apparent. Governors contribute actively to the development of the SDP. Individual governors take lead roles and report back to FGB at agreed points in the year supported by SMT.

Staff take a full part in the collection, collation and reporting of progress and support of AG&T and SS with regular reporting to SMT. This process then feeds into regular reports to governors.

Areas for Development

Develop writing resources for teachers to ensure full coverage for each year group, best use of teacher time and improved response for children not making expected progress. (SDP)

Governors to complete the move to a strategic and contributory body that holds SMT/the school to account and supports the school in its vision and ambition to provide outstanding outcomes for the pupils. (SDP)

SMT to engage in CPD to develop the most effective use of TA and voluntary workers to ensure the most possible impact on progress for all children and to support intervention strategies. Continues from last year (2018/19)

Leaders and middle managers are ambitious and have a clear vision for the future. SMT encourages an outward looking approach to development, engaging strongly with our federation partner, the local learning community, advisory teams and other bodies including SCITT and the other schools in the EDCSG. (East Devon Church Schools)

There is a high level of expectation communicated through regular staff meetings, twilight training, pupil progress meetings, teacher observations, book scrutinies and moderation within the federation and more widely in the LLC. The school works in conjunction with our federation partner. There is a well - established monitoring cycle that includes governors, teaching staff and pupils.

The school development plan (SDP) reflects the current issues highlighted through SMT and governor observations, moderation and ASP. The SDP is shared with staff and governors and is developed increasingly with the whole school's community.

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 members 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. Training for issues such as FGM is on going. We have increased the number of Level 3 safeguarding officers in line with recommendations from the most recent audit.

CPD is a significant part of maintaining an outward looking approach to developing teaching and learning. The school also has a well - established Lesson Study process involving all teachers. All CPD is linked to the SDP or matters arising. Subject leaders are given the chance to work with school advisors to develop their role. More recently the federation has been developing links with a local group of Church Schools with the aim of sharing expertise and working together to meet the future demands facing us. Current initiatives include: Working Memory, Development of year 5 teachers, SIAMS support for St Martins, Science support for St Martins, Sharing effective practice for SEND interventions with Withycombe, Developing the teaching of fractions and effective use of TA provision (3 day course for SMT)

The school Web Site has been updated and became live towards the end of the summer term 2017. At the end of the summer term we were inspected by SIAMS and awarded a grade of outstanding.

<p>Personal Development, Behaviour and Welfare Evaluation: Good to Outstanding Including behaviour in lessons and around the school, attendance, punctuality; attitudes towards others, protected from bullying, parent/pupil views</p>	<p>The leadership is supporting the review of the wider curriculum to ensure the best possible coverage in all curriculum areas over a 2 year cycle – reflecting the mixed age class structure of the school.</p>	
	<p>Strengths</p>	<p>Areas for Development</p>
	<p>Excellent parental support for the vision we have for the school. Parents are clear that the school is a caring and supporting place for their children.</p>	<p>We have introduced an award for year 6 called the Civic award which requires them to make a significant contribution to school and local community, learn new skills and learn that every one has the ability to make a significant difference.</p>
	<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 and, increasingly, to help develop approaches to learning and community development. The school is regarded as a place that can accommodate children that have found school difficult in other places. We are currently working with a number of ASD pupils.</p>	<p>We are continuing to work to develop structured play and greater opportunities for children in their free time. (This is an issue for us as our play area shrinks considerably in the winter months.) We are using PE funds to support the play leaders with a PE coach helping to set up activities at lunch - time.</p>
	<p>Behaviour is very good. We were recently involved in a SIAMS inspection that graded the school as outstanding. Particular positive comments included the very positive attitude of all the children, high level of emotional and social literacy and a very well developed appreciation of their (pupils) role in the school and wider community.</p>	<p>We have very good relations with parents, carers, Stake - holders and outside agencies; but feel that communication could be stronger. We are responding by improving how we deliver information report to the wider community and by the upgrading of our web site.</p>
<p>Attendance is good. We maintain good links with the EWO and meet regularly once a term to review data and support children and parents when attendance causes concern. We have moved to a two - week break in the summer half term, partly in order to support parents who find it hard to pay for a holiday in usual school holidays. Attention to attendance with reference to vulnerable groups is always discussed in regular EWO visits.</p> <p>Our relationship with parents is honest, open and very positive. We have an active PTFA that works hard to support all of the children and has helped to develop IT, the playground, and provide a range of school events that the children all benefit from. We also have excellent links with the church community.</p> <p>Parental attendance at parent evenings is close to 100%. Those that don't attend are given a further opportunity by mail. We have good levels of communication via email, letter, newsletter, the village paper, web site and text.</p> <p>The conduct and attitudes to learning of the pupils is generally outstanding. Pupils show respect for one another, for adults and the facilities of the school. Visitors regularly comment on the very positive, happy and welcoming feel that pervades the school. 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. Recently we have received a number of children who are EAL. We have also received a number of pupils who either have or will in the near future have a diagnosis of autism. We have close contacts with outside agencies and get regular training to support these children.</p> <p>The staff is up – to - date on safeguarding training and is aware of the well established processes for dealing with such issues. A recent audit by The Education Safeguarding Officer found that systems, CPD and paperwork were very good. We have increased the number of Level 3 trained staff to ensure coverage. This was suggested because of the split site and was in response to the audit.</p> <p>There is a happy, positive feel to the playground. Attitudes in class are good. PSHE (SEAL) and work through assemblies contributes to a behaviour base that is fair, sharing and conciliatory. We aim never to have an unresolved issue at the end of the day. For those children who need special support we provide THRIVE –like interventions as a first line and are quick to ask for support when a child exhibits behaviours that need more help. Parents tend to choose us when their children have emotional social needs. This can be challenging but outcomes have been very positive. Outside agencies involved in supporting the school consistently comment on the level of support and time given to our children by the school.</p> <p>The school has well established reward and sanction processes including golden time linked to the curriculum. All classes have their own rules and playground rules are the result of family group engagement. Children are given the chance to volunteer for a wide range of responsibilities. These include play - leading, support for the youngest by the older children and librarians. This close community is further consolidated through family groups. We have an ethos team who work with the curriculum manager for RE to evaluate and develop school ethos, collective worship, promote good causes and help to design acts of worship. There is also a sports council who help to manage and run the PE in the school. (PE Gold Mark) One group of SMT visitors commented that it was very clear that the children had a strong 'ownership' of the school and how it functions.</p> <p>We are now using PE funding to support 'Fun Fit' for the development of core stability and 'High Five' for children needing to develop fine motor skills. In addition PE funds provide organised activities at lunch times for all children, led by a qualified sports leader.</p>		
<p>Teaching, Learning and Assessment Evaluation: Good to Outstanding Teachers' subject knowledge and pupil expectations, engagement, motivation and challenge, progress, independence, reading and literacy skills, assessment, marking and feedback.</p>	<p>Strengths</p>	<p>Areas for Development</p>
	<p>An experienced staff sharing considerable strengths and very supportive. PE: Gold Mark 2015/16/17/18. Basic Skills Mark 2015/16, 16/17, 17/18 and 18/19. Science Mark: Gold - summer 2017/18 and 18/19. Awarded Centre Of Excellence for financial education 2018/19.</p>	<p>Developing the teaching and learning of writing (FS, KS1 and 2.) (SDP)</p>
	<p>Significant levels of CPD provided within school, federation and from outside providers. This includes TA CPD linked to research and using the EEF tool kit.</p> <p>Effective use of moderation to support teacher judgements in house, with the federation, with the local learning community and through external advisors.</p>	<p>Developing a curriculum that fully meets the needs of all with a focus on provision for our AG&T pupils (SDP) (Link to most recent OFSTED report.)</p>
	<p>Outcomes for EYFS, Phonics, reading, writing, maths and the wider curriculum are consistently at or above national. (Well above national in 2017)</p> <p>Phonics consistently 100% by the end of KS1.</p> <p>KS2 outcomes 93% met expected in all subjects assessed with 50% greater depth. This data is significantly better than average national and Devon outcomes.</p>	<p>Audit and development of TA role and strategic use within the school. (SMT CPD) ensuring the greatest impact for all pupils, particularly SEND.</p>
<p>NC 2014 was a significant task as the small staff had to develop the new curriculum over two years. The benefit has been that they have a very good knowledge of the progression in all foundation subjects. Middle leaders have supported the team very effectively to introduce aspects such as IT programming (new IT package for pupils and admin set up summer 2018). In maths the school introduced Maths No Problem in response to average results in 2016. Results rose significantly and were our strongest set of results for year 6 in 2017. In 2018 100% of pupils met the expected standard. The school achieved the best progress outcome for KS2 in Devon.</p> <p>In English the decision was made to 'buy' in the Babcock packages. These are working very effectively and provide a framework that is clear and supportive for staff. We have also invested in a termly spelling assessment tool to help us track progress in this aspect of literacy. This is a response to the outcomes of the KS1 and 2 end of key stage spelling assessments.</p> <p>The small teaching - staff is regularly sent on SDP strategically planned CPD, whether in school, within the federation or outside training. Recent advisory work in school has included, G&PS, EYFS, SMT development and Middle Management development. The school has an agreed marking policy. Teachers and SMT evaluate this regularly for impact in book scrutinies. The children are encouraged to work on targets that are relevant. As they get older they start to use purple pen to communicate their thoughts and set short - term targets of their own. Teachers focus comments on next steps and the 'key questions'.</p> <p>Pupil attitude to learning presents as active, positive and very effective. Homework is strength in the school with excellent support from parents.</p> <p>There are regular opportunities for children to meet with the head of school and governors to discuss their learning, how they are progressing and what they need to do next. We have an interim report to parents mid way through the year. Evidence from observations, pupil talk and quality of finished work all demonstrate positive attitudes to their school and learning. This is supported by findings from governor visits and by our most recent OFSTED and SIAMS inspections in 2017.</p>		

<p>Outcomes for Pupils Evaluation: Good Attainment, progress, vulnerable groups</p>	<p>Progress currently is good – significantly above SS average. This includes PPG pupils. The staff lead parent sessions on phonics for the FSU and KS1. In the spring term meetings are held to inform parents about KS1 and KS2 test materials. We also run regular parent sessions for e safety and phonics.</p>	
	<p>Strengths</p>	<p>Areas for Development</p>
	<p>Results for attainment for more able children are generally significantly above both national and Devon for KS1 and KS2. In 2017 and 2018.</p>	<p>End of KS1 results were slightly below average with a significant gap between boys and girls. This was not a surprise as the boys in the cohort have significant SEND. We will continue to support this cohort with additional support in terms of staffing and intervention and access outside agencies as appropriate.</p>
	<p>Phonics consistently 100% by the end of KS1.</p> <p>2018 KS2 outcomes 93% met expected in all subjects assessed with 50% greater depth. This data is significantly better than average national and Devon outcomes.</p>	<p>Although writing outcomes by the end of KS2 were strong at 93% there is a need to evaluate the teaching and curricular opportunities across year groups to strengthen progress (high average – not in line with maths and reading) by the end of each stage in our pupil's time at Tipton.</p>
	<p>We have a strong reputation in supporting SEND pupils. All KS2 pupils including high needs met the expected standard in SP&G, reading and maths.</p>	<p>Review of broader curriculum to ensure it provides a meaningful and varied experience that supports knowledge and skills, enthuses our pupils while balancing the demands of all subjects.</p>
	<p>The children moving to their next school have an excellent reputation. They are regularly described as being positive, supportive, confident and very ready to learn. The aim of the school is to help children to be confident, secure emotionally, and well prepared to meet the challenges, both educational and social, as they make their way through life. Where children struggle we have excellent links with their new schools and work very hard to ensure a good transition. Currently both the head boy and girl of our main feeder Secondary School came from Tipton.</p> <p>The school continues to work within the NACE tool kit as a response to developing greater opportunities for our more able pupils. This approach benefits all children, as it is an inclusive approach that aims to recognise where improvements to curriculum and teaching approaches can make a significant impact. This work is now at the start of the post audit stage. This initiative is also a response to outcomes from the OFSTED inspection 2017, although outcomes in all core subject areas for greater depth were well ahead of national in the 2017 and 2018 KS2 SATs.</p> <p>SMT have identified a need to use TA time in a way that ensures maximum impact. Last year SMT attended a series of sessions supported by EEF. We have identified the need to re-think how we use our teaching staff so that they have the most impact possible. This entails developing a team approach to adult input, ensuring that TAs enable teachers to have maximum impact and by delivering learning that has the greatest impact as identified by the EEF and to create teaching teams where responsibility lies with the class teacher but TAs are teaching children within the class setting for as much of the time as possible.</p> <p>We are working to establish which are the most effective interventions for pupils who are below expected standards within their current year groups. We will be sending TAs and Teachers on fact - finding visits to partners in the LLC, partners in the EDCSG and wider afield as needed to see good practice. We have already identified main areas of issue for SEN pupils and have restructured deployment and staff to meet the needs of the children.</p> <p>SMT and the governors monitor impact of teaching and SDP initiatives. Progress is regularly reported in pupil progress meetings to SMT. These developments are integrated into the appraisal documents for SMT, teachers and TAs.</p>	
<p>Early Years Evaluation: Outstanding Provision, good level of development, engagement of pupils</p>	<p>Strengths</p>	<p>Areas for Development</p>
	<p>An FSU with a dedicated teacher and highly effective support team. Strong emphasis on phonics and developing reading. A process embedded whereby the children are taught, then practise and finally apply independently</p>	<p>Inside space is well planned but actual space is quite limited. The inside and outside spaces need further development in order to make it an even more exciting and lively place to work.</p>
	<p>Regular staff training to ensure the whole team is aware of current attainment, next steps and suitable approaches to achieve maximum learning while ensuring the children enjoy their time in school.</p>	<p>Development of more extended writing.</p>
	<p>Planning based on children's interests. Using Tapestry to log assessment observations and include parents.</p>	<p>Further involvement of parents, carers and other stakeholders to support FS pupils through the effective use of new IT packages. (Tapestry)</p>
	<p>EYFS: 2017; 93% cohort made at least expected progress. This was an outstanding cohort and demonstrated very high standards of teaching and learning within the unit. This was confirmed by the recent OFSTED and SIAMS inspections. Part of the Early years SDP was to significantly increase the % of children exceeding expected for ELG 1-12. The figures below are the % of children exceeding in each ELG 1 – 12. (C and L) LA= 25% U= 25% S= 25% (PD) MH= 25% HSC= 33% (PSED) SCSA = 17% MFB= 25% MR= 33% (L) R= 25% W= 25% (M) N= 33% SSM= 33% These results were a significant improvement on the 2015/16 outcomes and indicate that the SDP had a significant impact. Tapestry is received positively by parents and staff and was used effectively to support judgements for the end of year moderation with our federation partner. 2018 outcomes were strong at 75% Good Level Of Development. This was a drop from 2017 at 93% but was partly due to the size of the small cohort. The three - year trend from 2016 to 2018 is definitely positive.</p>	
<p>Overall Effectiveness Good.</p>	<p>As a result of our self - evaluation we judge the school to be at least good.</p> <p>As part of the federation we have benefited significantly from the 'big school' systems. We work closely with Feniton and our governors to develop the school. The approach we have to the SDP is developmental and focuses on the trends in data, government initiatives and what will make the greatest difference to pupil development. We are an outward looking school that is open to new ideas as long as they will work for our children. We are engaged closely with other schools and lead, as a federation, in maths, literacy, RE and science. A member of staff in the school has been engaged in leadership training and another is considering 'Outstanding Teacher' CPD.</p> <p>The quality of teaching, learning and assessment is often outstanding. Progress since the last OFSTED has been positive with a real improvement in the standards of teaching and learning in Early Years and Key Stage 1. CPD is structured to be as effective as possible and is linked closely to the development issues of the school or staff. Outcomes for children in EYFS, Year 1, 2 and 6 have been at least good, with good outcomes for vulnerable groups. This has been the case for at least the last 3 years. The KS2 results for KS2 in 2018 are very high both in terms of progress and attainment.</p> <p>The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development continues to be a significant strength and a really good starting point for excellent personal, social and educational development. We are an inclusive school that works very hard to meet the needs of every child.</p>	