

RED IS NEW

BLUE TO BE REMOVED

Self-Evaluation Summary	2016 – 2017 Version 4	September 2016	
Context	<ul style="list-style-type: none">• Small rural school with 79 children on roll. Growing nursery with 13 on roll at end of 2016; starting year with 4 children Sept 16.• Founded 1840, combination of original (grade 2 listed) and Devon Lady temporary buildings with lack of both indoor and outdoor space, use of Village Hall, Village Playing Field and Church all present significant challenges in promoting a suitable learning environment.• Mixed socio-economic background, increase in FSM+6 from very low to 18%, very low ethnic groups. SEN 13.75%, with 6.25% statement or Element 3 additional funding. Attendance better than national. One child CiC with a statement of SEN. 14 PPG which includes 3 Services PPG and 1 CiC PPG (4 of these children are new to school during the past year)• Previous drop in pupil numbers (beginning to grow again) presents challenge of falling budget, careful budget management & opening of Nursery in FSU has enabled retention of 4 class structure for 2016-2017. Governors closely monitoring budget.• Governing Body has worked to a point of significant strength and provides effective strategic leadership with HT. Governors and HT have provided support to other school at the request of County. Governors are exploring formal collaborative working partnerships.• OFSTED inspection March 2014: Good. SIAMS Inspection February 2014: Good. Governors complete self-review Health Checks.		
SIP Priorities	<ul style="list-style-type: none">To improve Leadership and ManagementTo improve the quality of Teaching, Learning and AssessmentTo improve personal Development, Behaviour and WelfareTo improve outcomes for childrenTo improve provision in the EYFS	See separate SIP Overview	



	Strengths	Areas for next improvement	Evidence
Since last inspection	<p>Key issue (OFSTED) Increase the amount of outstanding teaching in order to raise pupils' achievement, especially to consistently develop the pupil's handwriting and punctuation skills, by:</p> <ul style="list-style-type: none"> • Ensuring that these skills are developed in a step-by-step way as pupils move through the school. • Making sure that pupils act quickly to improve these skills when they are identified in teachers' marking. <p>Improve links with parents and carers, particularly to restore the confidence of those who currently have concerns about the school, by leaders:</p> <ul style="list-style-type: none"> • Ensuring that communications with parents and carers are underpinned by and presented with a more welcoming and understanding approach <p>Promoting mutually respectful and effective working relationships across the school community, in the best interests of the pupils.</p>	<p>IMPACT of action – progress towards addressing the issue</p> <ul style="list-style-type: none"> • Agreed expectations supported by guidelines for handwriting and presentation & staff high expectations have resulted in improved handwriting and presentation across the school. • Carefully focussed, regular work scrutiny by School Leadership Team with Governors resulted in measurable impact of Governing Body. Evidence of Governors dictating focus for next monitor. • Talk for Teaching has improved professional dialogue and ensured best practice is shared and supported across the school and better understood by the Governors. • Parent Council provides an independent forum for parents to discuss strategic matters and reports to the FGB. • Governor review of Parental Engagement identified a number of key strengths (July 2015) in the relationship with the parent community. Further developed Sept 15 with Parent involvement in Teacher Interview Process. Relationships with parents and community have returned to previous strength. • Following a series of opportunities and events (school, SLT and GB) with the parent and wider community, school has received a high level of support and recognition for the progress made from parents. Confidence in the school and leadership and management has increased and continues to build beyond previous strengths. 	<p>Evidence</p> <p>School Policies and Guidelines Staff Meeting Minutes Non-Pupil Day Minutes Governor Minutes (Curriculum and Learning Committee) Monitoring file (work scrutiny by SLT and Govs) Talk for Teaching (T4T) reports Teacher's T4T records Informal record of parent & community views Parent view End of year questionnaires</p>

Leadership and Management	Strengths	Judgement: Securely Good with some features of outstanding.	Areas for improvement	Evidence
	<p>Leadership and Management</p> <ul style="list-style-type: none"> • Highly effective relationship between Head, Chair and Clerk which resulted in successful External Unattached Evaluation (19.1.15) and subsequent early-exit from County Support Programme (TISP). • Leaders and managers have sustained a drive to secure improvement, there is strong, effective challenge and support because Governors are actively involved in all aspects of school life therefore have a deep understanding of the 		<ul style="list-style-type: none"> • Leaders and managers (further develop evidence of high quality triangulation to demonstrate the significant impact of the GB on school improvement). • Leaders and managers secure a long term stability for the school through investigation of and decisions to ensure effective 	<p>Governing Body minutes APMC Minutes Headteacher's Report to FGB / APMC Staff meeting minutes Gov visit reports & triangulation</p>



Strengths	Areas for next improvement	Evidence
<p>strengths and areas for improvement. These are effectively monitored, clearly understood and regularly reviewed.</p> <ul style="list-style-type: none"> • Leaders and Managers maintain a high focus across all their work on the school's Core Values, Ethos and Christian Character which ensure children's high standards of behaviour, love of learning and participation in the life of the school. • Governors and HT have been asked by County to share expertise to support another HT & Chair of Governors. • Governors evaluate their own performance in an annual self-review Healthcheck which identifies strengths and areas for further development and feeds into improvement plans. • Headteacher and SLT & Governors check the work of the school effectively through rigorous monitoring which actively involves staff and are quick to take the necessary steps to secure improvement. There is strong capacity for sustained improvement to rapidly and securely achieve outstanding. • Relationships between Headteacher , Governors and SLT is effective, • Governors ensure sound financial management with a clear focus on achieving high standards for pupils and all pupil groups. Ensured 4 class structure in challenging financial climate. • Headteacher and Governors ensure robust links between Self-Evaluation, School Improvement, Appraisal of all staff and pay progression for teaching staff. • Leaders, Managers and teaching staff work collaboratively with a number of external professionals and other local school partnerships in order to secure high standards of Teaching and Learning for children and high quality continuous professional development for all staff, Headteacher leading Primary Support Partnership across Honiton and Axminster Learning Communities, ensuring high quality CPD is ongoing and collaborative to meet the needs of vulnerable children; long-standing link with school and community in Tanzania; developing links across Europe in line with Governors' vision for high quality SMSC development and supporting FBV. • Leaders and Managers have ensured relationships with parents, carers and the local community are of a high priority, as a result these have rapidly improved. Communication with Parent Council is a strength. Evidence of Parent trust of the School Leadership and Governance is a strength. 	<p>collaborative working and stable financial security into the future of the school.</p> <ul style="list-style-type: none"> • Leaders and managers ensure the school is actively promoted with an aim to increase pupil numbers. • Governors to consider whether the Nursery will take children from age 2 come September 2017. • To build an effective devolved leadership structure to improve 'subject leadership' across the school. 	<p>Ethos Group minutes Monitoring file Informal record of parent views Record of opportunities for parents and community Honiton Learning Community information SIAMs inspection and Evaluation School Improvement Plan Lesson Observations Talk 4 Teaching records CPD record – staff/Governors</p>



	Strengths	Areas for next improvement	Evidence
	<ul style="list-style-type: none"> • High quality Governor questions are sharp and focussed. Impact of Governance is evidenced in minutes and through monitoring. Impact of effective governance evidenced in adapting staffing structures, use of pupil premium to close the gap and sports funding which has seen children’s practical skills and the school’s standing in local competitions significantly improve. • School Governors and staff work together effectively to further develop the children’s social, moral, spiritual and cultural development and how our Christian distinctiveness empowers this. 		
Q T, L & A	<p>Strengths Judgement: Securely Good with some features of outstanding.</p>	<p>Areas for improvement SIP 2016/7</p>	<p>Evidence</p>
	<p><u>Quality of Teaching, Learning and Assessment.</u></p> <ul style="list-style-type: none"> • Quality of teaching across the school and subjects is at least good with evidence of outstanding teaching over time. Lessons are highly effective and engaging, feedback and marking are constructive and enable children to make rapid progress. • Children make rapid progress because staff ensure they are able to identify and discuss the progress they make, and pinpoint their next steps clearly. • Children make sustained progress because rapid action is taken to identify and close gaps for individuals and pupil groups. Regular and frequent monitoring. • Staff frequently and regularly check that handwriting, punctuation and presentation is improving children’s progress and have high expectations of standards. Governors participation in this monitoring also ensures high quality staff and Governor dialogue on a regular basis and deepens understanding of priorities and impacts for children. • The proportion of outstanding teaching increased by rapidly ensuring learning behaviours and attitudes are exemplary in all parts of lessons, focus on whole class teaching. • Regular sharing of best practice between staff and beyond our school, promotes high quality professional dialogue between staff and continued improvements to the quality of teaching, ensuring internal consistencies and progression through the school. NQT participation in external CPD and Senior Teacher’s ‘Outstanding Teacher’ CPD shared with staff and impacted across the school to raise standards of T&L. 	<ul style="list-style-type: none"> • To ensure at least good and majority outstanding quality first teaching across the school following changes in teacher roles and teaching teams across KS1 and KS2. • To improve fluency of handwriting and presentation of vulnerable children to improve attainment in Writing at KS1. • To improve fluency of core skills in maths across the school, with a particular focus in KS2 and use our high standards of reading to better enable children to solve challenging word problems. • Development of high quality outdoor learning provision for KS1, ensuring improved mental health, gross and fine motor control, development of core skills and a genuine enjoyment of learning for all children at KS1. • To ensure maintain fluency of handwriting and presentation at 	<p>SIP APMC minutes Staff meeting minutes T4T records T4T NLE’s reports Assessment data Monitoring file (scrutinies) My Plans School website Lesson Observations Children’s work & books Lesson planning Curriculum Committee minutes</p>



	Strengths	Areas for next improvement	Evidence
	<ul style="list-style-type: none"> SIP Priority to improve children’s ability to give clear, logical reasoned explanations for their thinking impacted positively across the curriculum. Next steps identified. 	<p>consistently high standards at all times so that good productivity continues to be evidenced.</p> <ul style="list-style-type: none"> To improve opportunities for and understanding of mastery across the national curriculum, particularly in maths. To develop children’s ability to give clear, logical reasoned explanations for their thinking. 	
Personal development, Behaviour & welfare	<p>Strengths Judgement: Outstanding</p>	<p>Areas for improvement</p>	<p>Evidence</p>
	<p><u>Personal Development, Behaviour and Welfare</u></p> <ul style="list-style-type: none"> The school’s Core Values, ‘owned’ by our whole community, underpin high expectations of behaviour , attitudes to learning and relationships between children and with staff. Consequently they are well prepared for secondary education. External Advisor judged (Behaviour and Safety) as Outstanding July 2015. Pupil’s behaviour off-site and around the school is impeccable and is regularly praised by other schools, and individuals both known and unknown to the school. This highlights the pupil’s pride in their school. Opportunities to promote FBV support our core Values, such as School Council elections mirroring national election procedres. Governors monitor opportunities & impact. Learning attitudes are a strength and children enjoy their learning, staff rapidly identify and planned support for a small minority of children who found maintaining appropriate focus during ‘whole class’ learning times difficult. Staff promote positive learning attitudes <i>at all times</i> No exclusions, high attendance: 2015-2016 96.9% with 0.4% unauthorised. (national 96.4%) School has close, highly effective working relationships with external organisations. SEND praised by EP & shared by her with other schools. Safeguarding is secure and robust. Children understand well how to keep themselves safe, including e-safety. 	<ul style="list-style-type: none"> To further develop children’s global understanding, developing our Global links with countries across Europe (Erasmus+ Funded Project – tbc Oct 2016). 	<p>Attendance and exclusion data Lesson observations Informal record of stakeholder views School behaviour logs Planning (ie e-safety) Rafiki Weeks (Tanga link)</p>



Strengths		Areas for next improvement	Evidence
<ul style="list-style-type: none"> The school's active link with a school in Tanzania, supports the children's understanding of their roles and responsibilities locally and globally. They discuss and debate moral and ethical questions with an understanding developed from their personal link to staff and children at Kombezi. Impact of staff CPD to improve mentoring capacity resulted in significant improvement for individual vulnerable children, improving mental health and attainment. Most significant intervention support. 			
Strengths	Judgement: Securely good with increasing features of outstanding.	Areas for improvement	Evidence
Outcomes for Children	<p>Outcomes for Children.</p> <ul style="list-style-type: none"> 'All pupils' and those in identified pupil groups make sustained good and in many cases rapid progress across the school. Improvements to teaching and learning in phonics led to sustained rise to above national attainment in Y1 phonics check there is a 3-year improving trend (to 2015, 2016 national comparison data not currently available) Children make good or better progress from starting points to end KS1 (upto 2015/ old curriculum.). Attainment at KS1 2015 a strength in all areas. Sig+ in 'all', reading and writing. 2016 KS1: Reading 89% EXS+; Writing 56% EXS; Maths 67% EXS. At YR, 67% GLD. KS2 Previously a three year trend of improvement with SIG+ in 2013 and 2014, all at or above national, excepting 2012 unless disaggregated. 2015 KS2 data: broadly in line with national. 2015 shows a ↓ in 'all' from previous year – In school data explains this. KS2 2016 school attainment data above national for all areas. Progress data for R&W above 0, below 0 for maths, statistical significance indicates progress in line with national. Standards, enjoyment and opportunities in PE & Sports significantly improved through targeted use of Sports Funding, school regularly achieves well in local competition. School attained School Games Silver Award July 2016. Disadvantaged pupils: as a group their APS is above that for 'non-PPG pupils'. Progress is in line with or above expectation (2014 and 2015, all KS and areas). 2016 KS2 PPG, one child who attained at or above expectation in all areas. Two pupils in Y6 are closely monitored by Governors as at risk of not closing the gap. One of these is now on target to make progress. Attainment and progress is strong because SLT and staff rigorously track and 	<ul style="list-style-type: none"> Vulnerable children make progress to close the gap by the end of KS2 and are on target to achieve ARE (Age Related Expectations) or better ** maths progress to improve to be in line with that in R&W at KS2. KS1 improve, targets ...+++ Progress of children attaining 2a+ at KS1 who develop fragile mental health in KS2, targeted support to prevent slower than expected progress to the end of KS2, ensuring progress is at or above national. 	<p>Raise Online</p> <p>In-school data files</p> <p>Gov minutes</p> <p>Staff meeting minutes</p> <p>Data Dashboard</p> <p>PE planning & assessment</p> <p>Pupil Premium information (web)</p> <p>Sports Funding information (web)</p>



Strengths		Areas for next improvement	Evidence
monitor, quickly identifying and putting in effective support as needed. Maths at KS2 remains a challenge at KS2.			
Strengths	Judgement: outstanding	Areas for improvement	Evidence
EYFS	<ul style="list-style-type: none"> • Pupils attainment on entry to the school varies with small cohorts but has been similar to national expectation • 2015 8 pupils made expected or better progress, with 4 of these making exceptional progress from their starting point. • In 2016 all children made better than expected progress from their starting points. • Staff relationships with children; and children's peer relationships are a strength, relationships with parents are strong and supported by use of online learning journey. this impacts to ensure children make rapid progress because any difficulty is quickly identified and support put in place for child and parents as appropriate. • CPD undertaken by staff and sharing of best practice has impacted to improve the quality of the learning environment where staff provide high quality continuous provision for all children. • Impact of dedicating time for Teaching Team weekly planning meeting has impacted significantly on pupil progress because staff provide tailored play and learning experiences to meet individual needs, these have been supported by rapid implementation of best practice shared from CPD. • Working collaboratively with local schools ensures wider CPD and sharing of best practice. Peer support relationships with other similar providers provides essential professional dialogue and sharing best practice, moderation and development of new initiatives such as YR Baseline, Tapestry online learning journey. • Relationships with parents are a strength and impact to ensure children receive high quality support. 	<ul style="list-style-type: none"> • All children make at least typical progress and a significant majority make good or better progress from their starting point to the end of their EYFS YR. (2015: 80% typical or better; 40% good or better progress; 2016 100% good or better progress). • Outstanding provision in our EYFS is shared with the new KS1 teaching team to further develop best practice. • Development of improved 'all weather' outside learning provision to include Mud Kitchen and Large construction play. 	T4T Staff meeting minutes Governor minutes Governor visit reports CPD feedback from staff School Data file Learning journeys