

Chulmleigh Academy Trust

Burrington Primary School Self Evaluation 2016-17

Context of the School

Burrington Church of England Primary School is a 2 teacher school in the small village of Burrington, situated above the Taw Valley, approximately 3 miles from the small town of Chulmleigh. It is situated in an isolated rural area with high levels of social and economic deprivation; for example, DCSF deprivation indices show that the school is in the bottom 30% of Devon primary schools.

As well as local children, the school has attracted some families from further afield. Many families have been attracted by the family atmosphere and small class size, with excellent indoor and outside provision. Burrington Primary School is a Church of England School in the Diocese of Exeter. It is very well regarded in the local community, many of whom support it through volunteer work at the school or support for school-based activities. Recent SIAMs inspection rated it very highly, attaining an overall grading of 'Good.'

The school has an active Schools Council and meet to decide what projects they would like the school to become involved in. This year we are raising money for Children's Hospice.

All schools in the Trust are led by one Senior Leadership team under one Board of Academy Directors (before Academy status, these were Governors). Michael Johnson is the Executive Headteacher of all the schools in the Academy, and Tracey Dodd who oversees Burrington, East Worlington, Lapford and Chulmleigh Primary Schools. The Senior Teacher on site who takes day to day charge of the school is Robert Walters who is the key stage 2 lead and maths/ICT coordinator.

The school became an Academy School on August 1st 2011 when Chulmleigh Academy Trust was formed; the Trust aims to provide outstanding teaching and learning for all pupils in the Trust whilst creating a sustainable model of provision in a rural and dispersed Learning Community. There are five schools within the academy chain, 4 primaries and 1 secondary.

The school's last inspection report (2013) took the school from a grade 3 (satisfactory) to a grade 2 'good with outstanding features' being very close to outstanding across the board.

Assessment is secure through accurate tracking of pupil progress and gives a reliable picture of the work of the school. Due to the nature of small schools, cohort numbers vary greatly and are generally small.

The achievement of pupils at the school: Grade 2

Results 2015-16

Interpretation of data should be undertaken with caution as the cohorts are small (typically between 3 and 7 pupils).

Early Years Foundation Stage

On entry to the Foundation Stage, attainment is broadly average, except in the Literacy strands, where attainment is lower. Pupils make excellent progress during YR as a result of a well-planned play-based curriculum which motivates pupils and gives them purposeful opportunities to develop all their skills. Improvements made to the outdoor learning environment ensure that children have free access to the outside in all weathers.

In 2015 – 16 in a very small cohort of children (2) 50% achieved a Good Level of Development at the end of EYFS.

KS1

In 2016 -100% of children passed the Phonics Screening Test.

Yr 2 - in a cohort of 2, with one child arriving half way through the year, 50% achieved Expected in reading writing, maths and SPAG, with Greater Depth being achieved in reading and writing.

Key stage 2

Overall pupils achieve well in KS2. The pattern of attainment over the past 3 years has been broadly in line with national averages to currently above in Maths and English. Value added scores, across all subjects, and for all minority groups, are consistently above the national average.

As a result of focused teaching, skilled support and a relentless drive for improvement, pupils with SEN make above average progress.

	Reading	SPAG	Writing	Maths	R/W/M
Results based on whole cohort (5)	100%	100%	60%	80%	40%
Results based on eligible cohort (4)	100%	100%	50%	80%	50%

Areas for development: to continue to reach for 100% outstanding teaching at all times.

The Quality of Teaching: Grade 2

The quality of teaching across the school is consistently good with aspects of outstanding grading in Key stage 2, as evidenced by lesson observations, learning walks, scrutiny of work, and levels of attainment.

The teachers and excellent TAs know each individual child well and are thus able to tailor their provision accordingly. Teachers are quick to adjust their teaching to take account of individual need, and to harness the enthusiasms of the children, leading to high levels of engagement.

Teachers are relentless in ensuring that the needs of all pupils are met. Differentiation is excellent, so that less able pupils are well supported and the more able are suitably challenged. Close working with colleagues in the other Academy primaries and the secondary phase has enabled the KS2 teacher to extend the provision in Maths for G and T pupils.

Assessment is used well to pinpoint areas to further develop and to identify pupils who need further support. Interventions are quickly put in place, and regularly reviewed. There is a culture of setting challenging targets, so progress is very good.

With the changes nationally in assessment, a new assessment system devised by the schools, led by Robert Walters, senior lead at Burrington with Lully Newman, Kat Cousins and the Primary Academy Team, senior lead at Burrington has been implemented.

Lessons are very focused, with learning objectives made clear so pupils know whether they have succeeded. Class and individual targets are set, and pupils are clear what they need to do to improve their work. Pupils are provided with detailed feedback, both orally and through marking. They know how well they have done and can discuss what they need to do to sustain good progress. Pupil / teacher dialogue and written comments are used to provide accurate feedback to pupils. Pupils are shown how to evaluate each other's work, and are becoming increasingly skilled in providing their friends with valuable feedback.

Teachers are enthusiastic and communicate this to the pupils. The rolling programme has been designed to provide a rich and varied curriculum, with cross-curricular links that help reinforce understanding. Every opportunity is sought to bring learning to life in practical ways, so that visits and visiting experts, theatre groups, workshops etc. are part of everyday life at Burrington. Pupils are thus extremely well motivated and well-placed to succeed.

Reading and Writing are woven into the curriculum so that the skills learnt in Literacy lessons are applied in all subject areas: this is a strength. Maths is extremely well taught, and opportunities are sought for pupils to apply their calculation skills across the curriculum. A focus is now on developing the range of investigative opportunities for pupils so they have greater opportunities to select the Maths they need to solve a problem, and can develop their ability to explain their thinking.

The use of ICT is a strength of the school, with pupils using the internet and video conferencing routinely to widen their understanding of the world as well as to reinforce their literacy and maths skills.

The adoption of a cross-phase Teaching and Learning Policy on joining the Academy was key in making explicit the expectations for creative and challenging teaching which are the hallmark of a high-achieving school.

Homework, which is completed to a very high standard, is used to help pupils prepare for their work in class (research, or planning for an Art project for example) or to embed their learning. It has been possible to raise parental aspiration through their involvement in supporting their children with home learning.

Areas for development :

*Implementation of the new assessment framework with effect

*EYFS teaching of significantly small group

The Behaviour and Safety of Pupils: Grade 1

The behaviour of the pupils is outstanding. Pupils are courteous and polite, responding to the positive school ethos, which encourages children to develop a sense of personal responsibility. As a result, pupils' behaviour is excellent: they know what is expected of them, and they know what they need to do to succeed. SEAL and PSHE provide children with a firm foundation for learning to work together. Visitors to the school always remark on the positive happy atmosphere in the school and the co-operative and supportive way the pupils work together.

Pupils are taught how to keep themselves safe, and the PSHE programme includes aspects such as Bullying and the safe use of the Internet.

Pupils are keen to take responsibility within the school; class 1 monitors and School's Council members are eagerly sought. Every opportunity is sought to provide pupils with opportunities to take on roles of responsibility.

Pupils are strongly involved in reviewing the Christian values on which the work of the school is based, contributing to a prominent display which illustrates these Values in "child speak" with photos exemplifying the Values and references to the Bible stories that demonstrate them. Thus the ethos of the school is explicit and rooted in daily practice. The assemblies and focus on British Values has been embraced by the children with learning symbols to enhance their awareness.

All staff take responsibility for managing children's behaviour within lessons and around the school. Instances of poor behaviour (rare) are always taken seriously, with staff devoting as much time as necessary to address the root of the problem with the individual child. Pupils are helped to resolve conflicts themselves, taking responsibility for their own actions. Bullying is extremely rare, and all staff respond quickly to any incidents where a pupil feels at risk.

Pupils arrive at their lessons in good time, and quickly settle to their work: the start to the school day is purposeful and sets the tone for the rest of the day.

Attendance figures at end of year were above the national average at 95.49%. they currently stand at 95.79% (Spring 2017)

Areas for development : continue to improve behaviour for learning to ensure the children are clearly aware of what they need to do to make progress .

1. The Quality of Leadership in, and Management of, the School: Grade 1

Chulmleigh Academy Trust is led by one established and highly successful Senior Leadership Team, which was judged "outstanding" by Ofsted in 2013. The overarching aim of the Directors and SLT of the Trust is to achieve an outstanding level of education in all the Academy schools, and all developments within the Academy are driven by this aim. SLT and Directors ensure that learning and attainment are at the forefront of discussions and decision-making.

Information on progress with Literacy, Maths and Academy Action Plans are shared with Directors, as is information on the school's performance and the results of parental surveys. As a result they are a well-informed group, able to provide appropriate challenge and take strategic decisions with confidence.

Action planning within the Academy results from careful analysis of strengths and areas for development, a process which involves all staff. A focus on the development of investigative approaches to Maths is one aspect of development and

contributes to raised attainment in Maths as pupils develop the skills needed to apply their mathematical skills to problem-solving. Collaborative work across the 4 primaries, utilising the strengths and expertise of a larger staff support the development and comprehensive overseeing of all curriculum subjects through action planning, monitoring and evaluation, guaranteeing quality learning for or students.

Because all the schools in the Academy share the same visionary leadership team it has been possible to build a strong staff team with the teachers in all the schools. Cross-phase work has ensured that more able mathematicians in KS2 are challenged, and provides superb professional development for the KS2 teacher. Every teacher in the Academy primary schools has a curriculum responsibility which runs across the schools, enabling all teachers to benefit from their specialist expertise. Primary staff meet together weekly for CPD, which is a huge bonus for the staff at Burrington, who have relished their involvement in a large staff team. Opportunities for shared planning and the moderation of Pupils' work have raised the quality of provision, the attainment of the pupils and the aspirations of the teachers.

The Academy has developed a set of shared systems which are used in all the primary schools (pupil tracking, approaches to reading, lesson observation arrangements, assessment procedures, marking conventions, display etc) ; rigour and high expectation is thus ensured.

SLT undertake regular monitoring observations and lesson observations to quality-assure the standard of teaching and to ensure that newly established procedures and systems are well used. Scrutiny of pupils' books shows that assessment, target-setting and marking are used effectively to move children on in their learning: these are a key area of focus within the Academy.

Areas for development : Continue to develop the role of curriculum leaders through the monitoring of their National curriculum subjects area

Overall Effectiveness: Grade 2

Achievement and Teaching are good. Behaviour is outstanding and Leadership and Management are good.

All groups make at least expected progress, including Pupil Premium children and those with disabilities and who have SEN.

The school is a harmonious community where relationships are of a high order. Moral and social development are outstanding; spiritual and cultural development are good.