

Chulmleigh Primary School Self-Evaluation Form 2019-2020

Context of the School

SCHOOL CONTEXT:

Chulmleigh is a medium sized, rural Primary School forming part of an Academy Trust. In September 2017 the whole teaching staff changed due to a variety of unrelated reasons. Following a restructure a new Head of School was put in post. Chulmleigh Primary has a cohort of children with higher than average SEN and mobility. Parents choose this school for its reputation of being a nurturing school with excellent transition opportunities both at the beginning of a child's academic career and into secondary education. Pupils are well cared for and happy.

Children start their journey through Chulmleigh Primary School in the Partnership Foundation Stage Unit (PFSU), a collaboration of CAT Preschool Chulmleigh and the primary school, led by the Early Years Leader, Lully Newman, who is also Head of School at Chulmleigh Primary School. There is a Breakfast Club and After School Club, independently run and committee-led, but staffed largely by members of the school staff team. The Unique Year 6 Academy, with East Worlington and Lapford Primary Schools, is on site at Chulmleigh Community College and provides excellent transition to Secondary education.

Number of pupils on roll	182 (<i>plus 20 yr 6 from East Worlington and Lapford Primary Schools</i>)	Number of pupils eligible for pupil premium	34 (19%)	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	43 (24%) 12 (+ 1 yr 6 from Lapford -28% of SEN) 7% of total roll 2 more EHC plans awaiting outcome, 2 from EWPS yr 6
Percentage of pupils on track to meet expected standard/attainment targets	EYFS:8/11 72% KS1:15/19 74% KS2:20/33 61%	Percentage of pupils on track to exceed expected standard/attainment targets	EYFS:2/11 18% KS1: 2/19 11% KS2: 2/33 6%	Number of pupils currently not on track to meet expected standard/attainment target	EYFS:3/11 KS1:4/19 KS2:13/34

<i>Most recent Ofsted grade</i> Ofsted March 2014: Outstanding		<i>Key Ofsted actions from last report:</i> Ensure that teachers put more emphasis on the development of letter formation to make pupils' hand-writing and presentation better	<i>Staff turnover over the previous year:</i> 1 teacher left to work in Hong Kong. 1 teacher on Maternity Leave. 1 HLTA moved to another school. 1 TA became Teacher in CAT to cover promotion of EYFS teacher to Acting SENDco.
Overall attendance	2018-19 = 95.96%		
Key areas to improve	End of Key Stage data to become at least in line with National expectations. This follows four years of below average results in Key Stage 2.		
Key performance indicators for measuring progress	Teacher Assessment, Intervention assessment, practice SATs papers, PIRA/PUMA tests, Benchmarking and bespoke tracking system, Book Looks and Learning Walks.		
Overall effectiveness: Rating: good Evidence			
Parental and pupil feedback demonstrates a high level of satisfaction with the current structure of the school. Pastoral care for all children has a high profile, and although there are a number of children with social and emotional needs, behaviour in the school is excellent and children are happy.			
Areas for Development	<ul style="list-style-type: none"> To raise the attainment for all children and ensure rapid progress is explicit, particularly in SEN and PP children. To rise standards so that the EYFS, and SATs results improves to align with national averages. 		
Quality of Education Rating: 2			
Aspect	Evidence		
Intent	<ul style="list-style-type: none"> leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life 		
	<ul style="list-style-type: none"> Mainly following National Curriculum <ul style="list-style-type: none"> 3 year rolling programme of whole school topics Termly subject focus – PSHE, Geography, History Topic based which is contextual and cohesive across the whole school 'Wow' days to introduce the whole school topic, Celebration days to end it. Curriculum approach is reviewed by whole school staff Collaboration with the community – Community Project, visitors, volunteers Corridor of Curiosity Curriculum Displays throughout the school 		

<ul style="list-style-type: none"> the provider’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment 	<ul style="list-style-type: none"> Progression of skills so all staff know what goes before and what comes after Teachers planning together Whole school topic Thought of the Week to encourage debate and reflection Contextual learning following chn’s ideas – eg child organized Litter Picks, Child organized clubs to practice leadership and problem solving, fundraising for Rainforests lack of habitats.
<ul style="list-style-type: none"> the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs 	<ul style="list-style-type: none"> Preteaching to give assigned competence to less able children and improve confidence. Individually planned lessons where SEND children are unable to access the curriculum -eg RF with Downs Syndrome. <ul style="list-style-type: none"> See Case Studies for PP and SEN
<ul style="list-style-type: none"> learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, ‘specialising’ only when necessary 	<ul style="list-style-type: none"> All subjects taught through each term as per National Curriculum Subject leaders work across the school to ensure quality of coverage Chn with SEN remain in the classroom to received QRT Gaps are reduced through interventions assessed every 6 weeks.
<p>Implementation</p> <ul style="list-style-type: none"> Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise 	<ul style="list-style-type: none"> Training with NDTSA for teachers moving KS INSET training using experts on the staff to support any weaknesses Collaborative planning Lesson Study observations 1:1 discussions with HOS and teachers. Lesson walks Book Looks
<ul style="list-style-type: none"> teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They 	<ul style="list-style-type: none"> Learning objectives shared with the children Chn encouraged to challenge themselves and use resources to support themselves independently Teachers work with groups within the class while TAs support independent learners Identified gaps are addressed through pupil conferencing and quick fix input Conferencing pupils

<p>check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches</p>	
<ul style="list-style-type: none"> • over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts 	<ul style="list-style-type: none"> • Cross curricular teaching • Objectives are revised and expanded on • Reflective and contextual learning – eg linking core subjects to topic or children's interests • Assigned competence in lessons for lower ability children to use reasoning.
<ul style="list-style-type: none"> • teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners 	
<ul style="list-style-type: none"> • teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a 	<ul style="list-style-type: none"> • Curriculum is explicitly displayed through the school. •

<p>way that does not create unnecessary workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	
<ul style="list-style-type: none"> • a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge 	<ul style="list-style-type: none"> • Non-negotiable time for guided and independent reading as well as story telling • Letters and Sounds phonics approach • Part of English Hub • Early reading books sorted into phonic groups.
<ul style="list-style-type: none"> • Impact • learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained 	<ul style="list-style-type: none"> • Children start with school below expected levels • Very low levels of Speech and Language understanding have been identified and are being addressed across the school through dedicated Speech and Language staff • Monitoring system is in place to make progress explicit and to identify any children falling behind • A high amount of children join the school through in year admissions, many of whom require gaps in learning to be identified and filled quickly • Support is quickly put in place to improve outcomes for LA as well as challenges for HA
<ul style="list-style-type: none"> • learners are ready for the 	<ul style="list-style-type: none"> • Transitions between preschool and school, yr 6 Academy and Secondary school

next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.

- Feedback from Secondary school that Yr 6 Academy children stand out as being confident
- AR introduced throughout yr 6 Academy to encourage wider reading, language acquisition and fluency
- Non- negotiable reading time in timetables with high expectations of reading at home.

**Behaviour and Attitudes
Rating: 2**

Aspect	Evidence
<ul style="list-style-type: none"> • the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct 	<ul style="list-style-type: none"> • Children in our school are courteous and polite, keen to learn and are caring of their peers. • All children understand the importance of challenge and take pride in their work. This can be identified through discussion with the children and can be seen in their books and in the displays in school. • Children are engaged with their learning • Praise is used constructively and with purpose – Lovely Learners, Star of the Week and Golden Broom awards are given out in Celebration assemblies. •
<ul style="list-style-type: none"> • learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements 	<ul style="list-style-type: none"> • Reward schemes to motivate all learners • Displays of excellent work with description of what is good • Presentation of books • Aspiration throughout the school to achieve the best that pupils can • Positive but specific praise • Celebration assemblies •
<ul style="list-style-type: none"> • learners have high attendance and are punctual 	<ul style="list-style-type: none"> • 96.7% attendance overall • 3% unauthorized • 95% PP chr
<ul style="list-style-type: none"> • relationships among learn- 	<ul style="list-style-type: none"> • Emphasis on PSHE through all teaching /Growth Mindset

ers and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

- School rules/British Values assemblies
- No tolerance for bullying
- Promotion of manners and good behavior to children through reward systems
- Thrive and parent support programmes and training to address social and emotional difficulties experienced by children.
- Recognition of different learning styles and importance of exercise for all chn – DPA and PE budget

**Personal Development
Rating: 2**

Aspect	Evidence
<ul style="list-style-type: none"> • the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents 	<ul style="list-style-type: none"> • trips planned to match learning in curriculum • experiential learning- outside, gardening, cooking
<ul style="list-style-type: none"> • the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep 	<ul style="list-style-type: none"> • Community project • Public concerts in church • End of year plays • Yoga • Thrive trained TA • Recognition of different learning styles and importance of exercise for all chn – DPA and PE budget • Emphasis on PSHE through all teaching /Growth Mindset • School rules/British Values assemblies • No tolerance for bullying

<p>physically and mentally healthy</p>	<ul style="list-style-type: none"> • Promotion of manners and good behavior to children through reward systems • 17% PP chn – assessed every 6 weeks • Thrive and EH4MH (Mental Health) programmes and training to address social and emotional difficulties experienced by children. • Thrive and Solihull Approach programmes to address social and emotional difficulties experienced by children
<ul style="list-style-type: none"> • at each stage of education, the provider prepares learners for future success in their next steps 	<ul style="list-style-type: none"> • Transition between preschool and school • Transition between yr 6 Academy and Secondary school
<ul style="list-style-type: none"> • the provider prepares learners for life in modern Britain by: <ul style="list-style-type: none"> ○ – equipping them to be responsible, respectful, active citizens who contribute positively to society ○ – developing their understanding of fundamental British values ○ – developing their understanding and appreciation of diversity ○ – celebrating what we have in common and promoting respect for the different protected characteris- 	<ul style="list-style-type: none"> • Community Project – visitors and volunteers • Feedback from external providers • Tolerance, Mutual Respect, Democracy, Rule of law, Individual liberty • Planned in assemblies  <p>The diagram shows a hand with five fingers, each pointing to a value: Rule of Law (thumb), Tolerance of different cultures and religions (index), Mutual Respect (middle), Individual Liberty (ring), and Democracy (pinky). The text 'British Values' is written below the hand.</p>

tics as defined in law.

**Leadership and Management
Rating: 2**

Aspect

Evidence

- **leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice**

Our values are outlined on <http://www.chulmleigh.devon.sch.uk/page/?title=Vision+and+Values&pid=367>

- Close leadership structure with links between other schools within the Trust. This utilizes areas of expertise that other leaders can bring to our school.
- All staff contribute to School Action Plans.
- A decision to provide an additional KS2 class and have 3 parallel mixed year 4 and 5 classes has meant that the 'bulge' in numbers can be addressed and class sizes across the school remain manageable. Research has found that through collaborative learning more able pupils can achieve a greater depth of knowledge through talking their understanding through, this is a part of our preteach strategy of intervention.
- Children in our school are courteous and polite, keen to learn and are caring of their peers.
- All children understand the importance of challenge and take pride in their work. This can be identified through discussion with the children and can be seen in their books and in the displays in school.
- Children are engaged with their learning
- Praise is used constructively and with purpose – Lovely Learners, Star of the Week and Golden Broom awards are given out in Celebration assemblies.
- Almost a whole new staff team in 2017. The team are supportive of one another and bring fresh ideas and creative teaching to the curriculum.
- High rate of 'in year' admissions from outside the area demonstrating that this is a school of choice.
- Use of PE budget, enables children to experience a variety of sports as well as ensuring good CPD for staff.
- Introduction of Community Project
- Support staff trained in specific interventions to support PP, SEN and less able pupils. Eg Counting to Calculating, PE, Talk Boost, Speech/Language Link and Early Years interventions.
- Provision for PP and SEN chn – half termly monitoring and evaluation of interventions to ensure progress is be-

<ul style="list-style-type: none"> • leaders focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time 	<p>ing made by these target children.</p> <ul style="list-style-type: none"> • Rigorous evidence based appraisal system to ensure targets for staff are challenging and aspirational • CPD opportunities through INSET and training • Alliance with North Devon Teaching School Alliance. • Moderation with NDTSA as well as neighboring schools outside of the Academy • Regular, planned in Book Looks, Learning Walks and Moderation in collaboration with all schools in CAT and wider area • Displays and Working Walls • Feedback from SIP • Lesson Study to allow staff to collaboratively plan lessons, observe learning and share good practice.
<ul style="list-style-type: none"> • leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling 	
<ul style="list-style-type: none"> • leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services 	<ul style="list-style-type: none"> • Kirkland Rowell and other parent questionnaires reflect parent view- where possible, issues are addressed • ‘Open door’ policy for parents to speak to HofS and teachers – planned in parent evenings 1 x per term. • Home/School diaries for regular communication • School Council • School moving forwards after previous lack of interventions – high level of support staff training over the year.
<ul style="list-style-type: none"> • leaders engage with their staff and are aware and take account of the main pressures on them. They 	

<p>are realistic and constructive in the way that they manage staff, including their workload</p>	
<ul style="list-style-type: none"> • leaders protect their staff from bullying and harassment 	
<ul style="list-style-type: none"> • those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training 	
<ul style="list-style-type: none"> • those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners 	

- **the provider has a culture of safeguarding that supports effective arrangements to:**
 - **identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation**
 - – **help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help**
 - – **manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.**

- Safeguarding Action plan in place
 - Safeguarding files monitored regularly by HOS
 - Feedback from Academy Safeguarding Officer regarding new updates
- Prevent Duty online training carried out by staff

Areas for Development

Consistency of teaching across all year groups and parallel classes
Monitor PAT programme and ensure teacher assessments align with Pira/Puma tests.

Early Years education

Aspect

Evidence

-
-