



Assessed distance learning course C

Extracts from the school's SEF (updated 2008)

PART A: SELF-EVALUATION

1. CHARACTERISTICS OF YOUR SCHOOL

1a. The main characteristics of the learners

- This small rural primary school with 138 pupils has expanded steadily over the last 10 years (75 pupils on roll in 1998). In September 2003, we moved to new buildings with up-to-date facilities. The pupils on roll reflect the generally prosperous community we serve and have supportive parents. The roll has increased and, as the school has grown, a high proportion of pupils have entered the school other than in Reception. There is a wide range of competences across the six areas of learning on entry to the Reception class. We have no nursery and most pupils have attended local pre-schools and nurseries.
- The majority of pupils (97%) are White British. One pupil has English as an additional language. Three pupils (2%) have free school meals. 13% (18) of pupils have special educational needs (including four pupils with statements).
- The 2006/07 attendance rate (96.3%) is above the national median with no unauthorised absence. We have a travel plan and 33 (24%) pupils of all ages travel on the school bus (from a neighbouring village), 103 (75%) walk and travel by car and 2 (1%) travel by taxi. Two new covered areas in the playground, funded through the school's travel grant, provide attractive sheltered areas for pupils and parents.

1b. The school's distinctive aims and features

- Our vision is for children to achieve their full potential within a caring community shaped by the Christian ethos. We are a Church of England (Voluntary Controlled) school with well established links with the parish church and the local community. Our distinctive Christian ethos is present in all areas of the school. The whole school attends the local parish church and help lead the harvest, Christmas, Easter and leavers' services. A church children's group meets each week after school and we are in close liaison with the rector about this provision. We include a regular monthly school report in the parish news magazine. These reports are also posted on the school's website and in a monthly newsletter to parents.
- We have five mixed-age classes: Reception and Year 1, Year 1 and Year 2, Year 3 and Year 4, Year 4 and Year 5, Year 5 and Year 6. This allows for an even spread of pupils across the school and no more than two year groups in each class.
- The senior leadership team, chair of governors and LA adviser have established a new pupil tracking system for the school. This is now in its second year and pupils have individual targets for English (reading and writing) and mathematics. Governors visit the school on a rolling programme to observe lessons taught within their subject responsibility area. Staff meetings or staff development meetings are held weekly, where we share ideas. All members of the teaching staff have responsibility for curriculum leadership.

- The school offers a wide range of after-school activities and extended school provision, including a well established breakfast club. The school council, now in its fourth year, has two representatives from each class and meets half-termly. We have good links with our local secondary school, through their technology and modern foreign language specialisms, as well as with the other primary schools in the family. We have good relationships with the SIP, LA adviser and diocesan adviser, all of whom provide good support.
- The school has promoted multicultural education over many years through a series of links with schools in our nearest urban centre. This has involved Key Stage 2 pupils visiting schools in inner-city areas and writing to pupils. A joint art project involved our pupils and pupils from one inner city primary school in London. Children have learnt about aspects of multicultural education through their friendships with pupils of different cultures and faiths.

1c. Contextual or other issues that act as aids or barriers to raising performance

Aids

- The new building has a large hall and excellent facilities. The new hall and PE equipment has raised the standard of PE across the school. The new multi-use games area and changing rooms for school and community use give increased opportunities for pupils and support extended provision.
- A wild meadow area was established in 2005 as a wildlife area through the support of local businesses and a parent.
- The new pupil tracking system is used to raise standards and is in our improvement plan.
- ICT provision has recently been upgraded to include a radio-linked network of 16 laptops.
- The experienced headteacher has extensive knowledge of pupils and their families. This leads to more positive links between home and school than usual, which support pupils' progress and learning.
- Good communications, an open-door policy and staff briefings enable all staff to have good knowledge of pupils and their families.
- The governors are knowledgeable and support the work of the school. There has been helpful continuity in the governing body.
- Supportive parents care for their children well and encourage them with their learning. Pupils' attitudes towards their learning are good. The PTA subsidises educational visits.

Barriers

- Although behaviour is generally very good, and was found to be excellent by Ofsted (2008), we have a few pupils with significant emotional and behavioural problems. They are supported through the school's special needs provision and, in a few cases, through multi-agency support.
- As the school continues to grow, we find that there is a need for additional 'break out' space for small teaching groups.
- Lack of storage space means curriculum resource management is difficult.

1d Main priorities

The current school development plan has the following priorities:

- raise standards across the school, especially in mathematics in Key Stage 2 and writing throughout the school
- develop the provision for personal, social, health and citizenship education (PSHCE) throughout the school, using the SEAL approach
- develop the use of the school's pupil tracking system as a tool to raise standards through a focus on assessment for learning

- making good quality ICT accessible for all pupils through the school's ICT radio-linked network
- improve the leadership and management of the school through further development of school monitoring systems.

2. VIEWS OF LEARNERS, PARENTS/CARERS AND OTHER STAKEHOLDERS

2a. Gathering the views of learners, parents/carers and other stakeholders,

- Parents' and pupils' views are gathered confidentially and analysed through a detailed annual questionnaire. There is an open-door policy for parents, and views are also gathered at termly parents' evenings.
- The school council meets regularly each half term and pupils' views are gathered by class representatives. A confidential questionnaire (2008) for pupils was used to gather information about pupils' views of the school.
- The school receives views, opinions and reports from the LA adviser's termly visits and through LA reviews, which it notes and acts upon.
- Governors visit the school twice termly to observe curriculum areas and pass on their views as part of a rolling programme. The parent governors and other governors who are parents will also pass on the views of parents to the governing body.
- Parents and local residents were consulted over the proposal for a multi-use games area, including questionnaires and a public meeting at the school.
- An induction meeting is held each summer term for the parents of new Reception pupils.

2b. The views of learners, parents/carers and other stakeholders

- A detailed survey of parents' and pupils' views (February 2008) in which 114 responses were received from parents and 115 from pupils revealed a generally high level of satisfaction with the school. The data allowed detailed analysis of responses from individual classes and year groups. Parents' and carers' responses are generally very positive and all parents agreed that the school had '*a welcoming atmosphere*' (100%), was safe and secure (95%) and provides a high-quality learning environment (95%).

2c. Sharing the views of parents/carers and other stakeholders

- Pupils' views are shared at school council meetings and in whole-school assemblies. The report of stakeholders' views from the February 2008 questionnaire was shared with staff, governors, parents, pupils and displayed in school and on the school website. We also include findings in letters to parents

2d. Evaluation of actions taken based on the views of learners, parents, carers and other stakeholders

- *After-school clubs*: Following the 2006 parents' survey, additional after-school clubs were formed. There is now an increased range of clubs in KS1 and KS2 and at least one club after school each evening. Tennis coaching is available for our pupils most of the year. Following consultation with parents, a breakfast club was been established.
- *Community sports facilities*: Following a survey of residents' views a multi-use games area has been built for school and community use on the school site. The location of this facility was moved at the request of the local residents' association. It now occupies a site that the majority of residents support.
- *School meals*: Following parents' requests for detailed information about school meals, a page on the school website was set up to give additional information and sample menus.

Following views expressed by parents, water coolers have been installed in all five classrooms and in the changing rooms.

3. ACHIEVEMENT AND STANDARDS

3a. Learners' achievement and standards in their work

Key Stage 1 – Core Subjects

- For the past four years attainment in reading has been significantly above the national average (94% Level 2C+; Level 2B+ and Level 3 were significantly above national levels. In reading 56% of pupils achieved Level 3, which is in line with the previous year.
- In writing, we have results above the national average (72% Level 2B+ and 17% Level 3, however, in writing at Level 3 girls (27%) outperform boys (0%)
- KS1 results in mathematics at Level 2B+ (100%) and Level 3 (33%) are well above the national average.
- The average points score in all areas for KS1 pupils is 17.3 and significantly above the national average (15.2), and are slightly higher for girls (17.5) than for boys (17.0)

Key Stage 2 – Core Subjects

- The school sets realistic challenging end of Key Stage 2 targets in line with the LA's recommendations.
- 2007 results and CVA scores improved in all subjects compared with previous years.
- 93% achieved Level 4+ in English with 64% achieving Level 5
- 89% achieved Level 4+ in Maths with 36% achieving Level 5
- 100% achieved Level 4+ in Science with 81% achieving Level 5
- In this year group, SEN pupils performed well, achieving CVA scores in line with or above the school's average. Girls and boys achieved similar CVA scores.
- Analysis of pupils' data indicates that although attainment in maths has improved this year it remains an area where there is relative underachievement and this is reflected in lower CVA (99.1) compared with English (101.2) and science (101.0).

3b Achievement in the Foundation Stage

- Based on baseline assessment, pupils arrive in the Foundation Stage with a wide range of abilities. Analysis of the (2007) Foundation Stage Profile data shows that 82% of our pupils are performing significantly beyond expectations at the end of the Reception year.
- The school generally performs well in all areas compared to national outcomes (CLL development remains a particular strength) with the exception of a lower percentage of children in speaking and listening, reflecting the specific needs of some pupils in this cohort. Results in emotional development were above the national average this year, with girls scoring more highly than boys. In mathematical development pupils scored well overall. Girls are continuing to out-perform boys in all areas, with nearly half of the boys in this year group being on the SEN register.

3c. Key priorities for development

Foundation Stage priorities are to:

- raise literacy attainment by implementing a new phonics strategy.
- raise attainment in writing as part of a whole-school focus.

Key Stage 1 and 2 priorities are to:

- raise attainment in maths across the whole school, with a focus on Key Stage 2
- raise attainment in writing across the whole school

- develop the use of the school's pupil tracking system as a tool to raise standards through a focus on assessment for learning
- use analysis of year on year testing to identify individual and group learning targets.

Learners' achievement and standards in their work

Grade 3

4. PERSONAL DEVELOPMENT AND WELL-BEING

4a. Healthy lifestyles

- Healthy lifestyles are encouraged through the Healthy Schools Initiative and we have achieved national and local Healthy Schools Status (2007) along with Active Marks (2007 and 2008).
- All pupils stay for lunch and a high number of pupils (85%) regularly have school meals, which are cooked on the premises. The multi-choice menus are part of the Healthy Schools initiative. The remaining children have packed lunches. Key Stage 1 pupils receive fresh fruit each day. Water coolers are in use in each classroom and the sports area. Pupils are encouraged to drink water frequently and use them well.
- All pupils receive their entitlement of at least 2 hours PE each week. All KS1 and KS2 pupils have a series of swimming lessons each year in the autumn term. All pupils are encouraged to take part in the lunch-time outdoor play project which promotes active play Year 4 and Year 6 pupils are introduced to specialist activities such as climbing, canoeing, abseiling, and orienteering, at a residential outdoor centre. Pupils are encouraged to walk to school – the school has worked with the Road Safety Officer to provide safe footpaths and a 20mph zone around the school. School teams compete against other local schools with increasing success.
- After-school clubs for Key Stage 1 and 2 include gymnastics, tag rugby, netball, and cookery. These sessions are all well attended. The multi-use games area provides an excellent floodlit, outdoor sports area for the school and the local community. PE across the school has been used to promote healthy lifestyles.

4b. Learners feel safe and adopt safe practices

- Questionnaire returns show the school offers a safe and secure environment.
- The school's behaviour policy supports pupils. Pupils' attendance and punctuality are monitored. A behaviour intervention programme has led to an established lunch-time play scheme which has improved pupils' behaviour.
- An anti-bullying policy is in place and available for pupils and parents. The school has held an anti-bullying day involving all pupils and staff. No racist incidents have been reported.
- The school has a child protection policy, with is a staff co-ordinator and appointed governor. All staff received CP training in the spring term 2008. Any reported incidents are taken seriously and investigated thoroughly.
- A health and safety management audit has been carried out and an action plan is in place. Well-used procedures are in place for pupil and staff security.
- An internet use policy, shared with pupils and parents, promotes safe internet practice, and we have had very few issues.
- Pupils are confident to talk to teaching and support staff when they feel at risk.
- A teaching assistant has been identified as a pastoral support worker across the school.
- The school works closely with the local police and the LA's road safety officer in areas of pupil safety. Year 5 and 6 pupils visit a multi-agency children's safety event annually.

4c. Learners enjoyment of their education

- The school has a welcoming and inclusive ethos. Parents/carers (96%) agree that their children enjoy school. Parents/carers (91%) agree that their children are making good progress. Attendance is above the national average, with no unauthorised absences.
- Through the school council, pupils have a voice in issues such as planning playground activities.
- Pupils' behaviour is good and can be excellent (Ofsted 2008). Pupils enjoy receiving merits for positive behaviour. Pupils receive 'star of the day awards'. Positive behaviour is encouraged and lunch-time staff reward good behaviour each half term with a place on the 'high table'. This is an attractive, specially set table with ten places and waitress service.
- Pupils enjoy participating in a daily whole-school act of collective worship which reflects the school's Church of England identity. Members of the parish church hold a weekly children's club for about 40 pupils in the school and this supports the school's Christian ethos.
- Pupils are encouraged to care for one another. Their spiritual, moral, social and cultural development is good and we promote all of these areas of development strongly.
- Pupils make links with pupils from other schools through the school's sports partnership and through shared residential education with another primary school.

4d. A positive contribution to the community

- Year 5 and 6 pupils take responsibility for daily routine tasks (eg setting out the hall, preparing for collective worship, distributing fruit to KS1 pupils at break times). They act as play leaders at lunch-time.
- Pupils distribute harvest gifts to older residents in the village. Year 5 and 6 pupils visit a local nursing home and a day centre to provide a Christmas concert.
- Pupils' views are expressed through the school council (eg pupils made the point that borrowing other people's PE kit was not good practice – this has now stopped)
- Pupils take a lead role in the four special services held in the parish church each year.
- Pupils regularly raise funds for charities and help support a Kenyan school, and individual class fundraising takes place (eg a bring and buy sale).

4e. Future economic well-being

- Through the curriculum, pupils acquire above average levels of basic skills in literacy, maths and ICT. They learn to take responsibility for money through maths and fundraising.
- Year 6 pupils are given wider opportunities to develop self-confidence prior to starting secondary school, through residential visits and presentations to assembly. They work together with others and they are all involved in team building activities in Key Stage 2 in PE and the residential outdoor education programme.
- They are encouraged to contribute to the life of the community (eg they designed signs for our joint-use local wildlife meadow.
- Personal and interpersonal skills are well developed through the implementation of the Social and Emotional Attitudes to Learning (SEAL) programme.

4f. Personal, social and emotional development in the Foundation Stage

- These are good. Social development of learners in the Foundation Stage profile is 33% higher than the 2007 national average with 8-9 points. Dispositions and attitudes are 35% above the 2007 national average.

- Emotional development is 12% higher than the 2007 national average – this is significantly lower than the previous year and is attributable to specific children with some significant behavioural difficulties.
- Applications for Reception places are consistently high. Smooth induction process for Reception pupils through induction meetings for new parents, pupils' summer visits and gradual start in September.

4f. Key priorities for development

- To continue to develop personal and interpersonal skills, using SEAL materials.
- To develop the role of the pastoral support worker across the school.

Learners' personal development and well-being

Grade 2

5. THE QUALITY OF PROVISION

5a. The quality of teaching and learning

- The quality of teaching ranges from satisfactory to very good with the majority being good. Lessons are planned with differentiated tasks matched to the learners' needs. Assessment informs teachers' planning. Visits are planned to enhance the learners' experience. Analysis of Foundation Stage Profiles informs the structure of teaching groups in Year 1.
- Pupils with special educational needs are identified and receive additional help, which supports programmes of teaching. SEN intervention programmes are effective. The SENCO manages the performance and development of a team of effective teaching assistants, who work with class teachers. The school works closely with the educational psychologist, education social worker, behavioural support teacher, specialist speech and language staff, the outreach teacher from a local speech and language nursery unit, and the autism outreach team. This specialist support helps to identify special needs and is used to support pupils' learning. Parents, teachers and TAs are consulted in SEN pupils' reviews and individual pupils' IEPs are discussed and pupils' progress is judged against IEP targets.
- Pupils' progress is monitored by subject co-ordinators and the headteacher, through data and book scrutiny. Lessons are monitored by governors as part of a rolling programme and visits are reported at governors' meetings. Staff attend CPD courses on teaching and learning.

5b. The curriculum and other activities

- The curriculum and other activities meet the range of needs and interests of learners very well. Overall this has increased the school's capacity to contribute to pupils' learning and provides extended schools services. A wide range of after school activities and educational visits out of school caters for children's interests.
- Visitors to school include emergency services and drugs awareness officer, and enrichment activities through theatre and other group visits
- Year 5/6 pupils learn French through our link with the local secondary school.
- Parents/carers help in school. We also have some specialist instrument teaching develops the musical ability of some Key Stage 2 pupils
- Residential outdoor education plays an important part in pupils' enjoyment and achievement and developing self-confidence.
- The headteacher is knowledgeable about diocesan advice on different forms of worship.

5c. Care, guidance and support

- The school's vision statement and admissions' policy are inclusive. Learners are guided and supported well. Analysis of pupil tracking identifies individuals and groups and enables target setting to support learning. Parents are informed about ways to support their children's learning. SEN pupils are supported well through individual targets in their IEPs. Good use is made of LA support staff including social care worker. There are currently no looked after children but the school has some recent experience of this.
- A teaching assistant has a pastoral support role and is a point of contact for pupils who need help. She also helps run the church children's group.
- The school nurse visits the school to monitor pupils' physical development and pupils have taken part in drugs awareness training. The school works closely with social services and one pupil has recently been on the child protection register.

5d. Provision in the Foundation Stage

- The quality of provision in the Foundation Stage is good. Teaching in the foundation stage is a strength and the class teacher is well supported by an HLTA and teaching assistants.
- The percentage of children meeting or working beyond the early learning goals by the end of Reception exceed the national average in all areas.
- The foundation stage class is well equipped and has a well used outside play area.
- Children are assessed as they enter school and continually throughout the year. These assessments are used to ensure planning meets pupils' individual needs. Where pupils with special needs are identified before they begin school, the staff work closely with parents and professionals to prepare for the new pupil.
- At the end of the year, Foundation Stage Profile assessments are shared with the Year 1 teacher to ensure that the transition is a smooth process. They are also used to identify strengths and weaknesses in provision.

5e. Key priorities for development

- Further development of PSHCE, which now has its own co-ordinator, through a revised policy and schemes of work.
- Better meeting the needs of gifted and talented children.
- Further development of systems for monitoring teaching and learning.

Quality of teaching and learning

Grade 3

Quality of the curriculum and other activities

Grade 2

Quality of care, guidance and support for learners

Grade 3

6. LEADERSHIP AND MANAGEMENT

6a. The overall effectiveness of leadership and management

- The overall effectiveness and efficiency of leadership and management is satisfactory with some good elements. The senior leadership team meets weekly to review school development and progress. Formal staff meetings are held regularly with additional Key Stage meetings. The views of relevant stakeholders are actively sought in the decision making process.
- The school vision statement has been drawn up and is shared by staff, pupils and governors. The head works closely with the chair of governors, and all governors play an active role in the management of the school. Well over half the governors are also

parents. Designated governors review the headteacher's performance annually and set the headteacher's performance management targets.

- The school ethos supports the practice of devolved leadership through the work of the SLT and subject co-ordinators who actively contribute to relevant decision making.
- The school is currently involved in a partnership with a highly effective primary school for a year to support its development (part of the LA's intensive support programme). This partnership is funded and supported by the LA.
- An effective programme of monitoring and evaluation by the headteacher and governors ensures that judgements of teaching and learning are secure.
- The school actively promotes inclusion and equal opportunities through policies, vision statement, school prospectus, website, scrutiny of attendance and punctuality data, differentiated planning, SENCO file, gifted and talented register, behaviour policy, SEN governor, and induction arrangements for new starters.
- There is a funding allocation for all subject areas and worship, and resources are managed by co-ordinators.
- Teachers' CPD courses are linked to performance management and, where it is a school priority, included in the school development plan.
- The new school accommodation is excellent and DDA compliant. Classroom equipment is of a high standard. Each classroom has an interactive whiteboard. A mobile wireless networked computer suite is in use throughout the school.
- The governors have responsibility for subject areas and take an active role, through a planned programme of governor monitoring visits. Governors also monitor the work of the school through observing lessons, headteacher's reports to governors and analysis of end of Key Stage test data and involvement in whole school target setting. The head works closely with the chair of governors on school development issues, through informal weekly meetings.

6b. Leadership and management in the Foundation Stage

- There is very effective leadership. The Foundation Stage teacher works closely with the early years co-ordinator and the Key Stage 1 Co-ordinator. Staff make a detailed analysis of the foundation stage profiles to check on pupils' progress. The Foundation Stage teacher and early years co-ordinator inform the headteacher of pupils' progress and development issues. They have established effective home school links and links with outside agencies and preschool settings. Foundation stage staff contribute to school self-evaluation and attend relevant CPD.

6c. Key priorities for development

- To raise standards of achievement across the school and particularly in Maths
- To develop the provision for PSHCE throughout the school
- To develop further the leadership and management of the school at all levels.

Effectiveness and efficiency of leadership and management

Grade 3

7. OVERALL EFFECTIVENESS AND EFFICIENCY

7a. The effectiveness of any steps taken to promote improvement since the last inspection and as a result of your self-evaluation

Since the last inspection (March 2005), the following developments have been made.

- The headteacher has a much-reduced teaching commitment allowing him to take a more strategic view of school development and pupil progress. He also has a personal action plan in place focusing on school improvement.
- The school has an effective partnership plan in place with funding. There are opportunities for all staff and governors to work with colleagues in the partner school
- A rigorous annual cycle of monitoring and self-evaluation is now in place.
- Through the school partnership, joint monitoring by the headteachers has been carried out across the whole school to secure an accurate view of standards of teaching and learning. An LA review (December 2007) has highlighted the school's strengths and areas for development.
- The governing body has formed a number of committees to lead the school more effectively.
- The school council is now in its fourth year and its views are used to inform decision making. It has considered the school's vision statement and, as a result, it will be rewritten using 'child-friendly' language.
- The effectiveness of these developments has promoted improvement in the learning environment, pupils' personal development, the contribution of ICT to learning and governors' involvement in the work of the school.

7b. How effective and inclusive the provision is overall, including any extended services, and what are the main strengths and weaknesses

- The overall effectiveness of the provision, including extended services is satisfactory. The school's budget is managed effectively by the bursar and the governors. Good use has been made of additional financial support from Lottery funding to provide a floodlit multi-use games area and changing rooms. This facility is used by the school and also by the local community. The breakfast club is now well established. A wide range of after school clubs develop pupils' interests and are well attended.

7c. Partnerships with others to promote learners well-being

The following established links help to promote the well-being of learners:

- with other primary schools both in and outside of the local family
- two outdoor centres we use annually
- a multi-agency personal safety programme for Years 5 and 6
- cycling Awareness lessons for Year 5 and 6
- the church children's group and the parish church
- regular visits from members of the community who help in school
- members of the emergency services visit school regularly as part of the curriculum.

7d. Effectiveness of the Foundation Stage

- The percentage of children meeting or working beyond the Early Learning Goals by the end of Reception exceeds the national average in all areas. Teaching is good and there is a smooth transition from Foundation to Key Stage 1.

7e. Main priorities to further improve the overall effectiveness of the school

- Refining the use of pupil tracking system to give a strategic view of pupil progress
- Use pupil data to target vulnerable groups for intervention
- Offer greater challenge to the more able pupils in Key Stage 2
- Continue to improve the quality of teaching and learning

- Maintain and develop our multicultural links with inner-city schools
- Develop the use of the multi-use games area further, particularly for sports coaching and extended community use.
- Extend the effective links with the parish church to include members of the newly formed team ministry.

7f. Capacity to make further improvement

- The capacity to make further improvement is good. The new building with its improved provision has created the capacity for further improvement. The hall facilities combined with the multi-use games area provide the basis for extending the teaching and scope of PE lessons. As the computer suite is used on a daily basis, the opportunities for ICT teaching across the curriculum are increasing.
- As governors become more aware of subject teaching through monitoring, they will have a more informed role in subject policy reviews. The SLT has created the capacity to improve the quality of leadership through sharing leadership tasks. The governors have formed a number of committees in order to make their role more effective.

Overall effectiveness	Grade 3
Capacity to make further improvement	Grade 2
Improvement since the last inspection	Grade 2
Quality and standards in the Foundation Stage	Grade 2