

Chulmleigh Primary School
Self-Evaluation Form 2018

Context of the School

Chulmleigh Primary School is situated in the small rural town of Chulmleigh, midway between Barnstaple and Exeter. It serves the town of Chulmleigh itself and the neighbouring village of Chawleigh, and is also the school of choice for families from a wide rural area who have chosen the school as a result of its excellent academic record, its stimulating learning environment and its friendly and welcoming ethos. There are currently 186 students on role.

On 1st August 2011 Chulmleigh Primary School, together with Chulmleigh Community College (with whom it had been in a federation for 2 years), East Worlington Primary School and Burrington Primary School, formed an Academy Chain. On 1st January 2012 Lapford Primary School joined the Academy chain. Chulmleigh Primary is the lead primary school in the Academy. Burrington Primary School closed in July 2017 due to low pupil numbers.

Chulmleigh Primary School is led by a highly experienced team of professionals. The Senior Leadership Team were judged "outstanding" by Ofsted in 2014.

In the Summer of 2017, when some senior members of staff left the Academy, the SLT took the opportunity to make significant restructures to the leadership team. The Executive Headteacher, Mike Johnson, provides the strategic lead across all the Academy schools, assisted by the senior leadership team, including the Heads of School for each Primary school in the Academy. These Heads of School work together across the primary schools, each leading the assessment in the Key Stage of their expertise. This ensures assessment is robust and good practice is shared.

In addition to the leadership restructure, numbers of in-year admissions rose significantly. This was partly due to a housing development within the town but also due to the reputation of the school. Certain year groups quickly became oversubscribed and a decision was made to create mixed year classes to keep class numbers low. Year 6 children are taught in a 2 class designated building on the College site, specialising in transition to secondary phase through the joint teaching from secondary and primary teachers. This year 6 Academy is now in its sixth year and is proving to be hugely successful.

Chulmleigh Primary School has a higher than average pupil 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.

The school consists of a 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.

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, behavior in the school is excellent and children are happy.

Areas for Development

- To narrow the gap between lower ability (including SEN and PP) children and middle ability children.
- To ensure that the upward trajectory of EYFS, and SATs results continues to improve and aligns with national averages.

Effectiveness of Leadership and Management
Rating: 2

Aspect	Evidence
<p>Demonstrates an ambitious vision, have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners.</p>	<p>Our values are outlined on http://www.chulmleigh.devon.sch.uk/page/?title=Vision+and+Values&pid=367</p> <ul style="list-style-type: none"> • New leadership structure with close links between other schools within the Trust. This utilizes areas of expertise that other leaders can bring to our school. • A decision to provide an additional KS2 class and have 3 parallel mixed year 3 and 4 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, allows for fresh ideas and creative teaching. • 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. • CPD music – this is bought in as currently we have no specific musical expertise within the school. Children begin to learn a variety of musical instruments as well as singing in the community – Light up a Life and our Christmas Concert (KS2) and Nativity (KS1). 1:1 music lessons are available in a variety of instruments through the Trust. • 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 being made by these target children.

<p>Improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development.</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 Scrutinies, Learning Walks and Moderation in collaboration with all schools in CAT and in LLC • Displays and Working Walls • Feedback from SIP • Introduction of Lesson Study to allow staff to collaboratively plan lessons, observe learning and share good practice.
<p>Evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement.</p>	<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.
<p>Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community.</p>	<ul style="list-style-type: none"> • Continual updates to Rolling Programme to ensure breadth and rigour in all subjects. • Emphasis on contextual learning in all subjects • Cross curricular planning • Termly Open afternoons with subject focus • Workshops for parents to help children at home • Specialist external teachers to offer both CPD and excellent provision • Accelerated Reader, Talk Boost, Speech Link, Counting to Calculating and Music CPD • Trips and Residentials to enhance the learning experience of the children. All KS2 can experience Residential trips and we make the best attempts we can to keep costs lower in alternate years. This year: Yr 6 – PGL Beam House, Bideford, Yr 5 – Skern Lodge, Yr 3/4 – TBC residential Bristol
<p>Successfully plan and manage learning programmes, the curriculum so that all children and learners get a good start and are well prepared for the next stage in their education.</p>	<ul style="list-style-type: none"> • KS group planning and moderation every half term • Partner teachers planning weekly together – PPA times are aligned. • Staff INSET and external training- pre-teach project, Talk Boost, NDTSA reading and spelling. Staff visits to Outstanding School outside of CAT. • Excellent transition – EYFS – KS1, KS2 – KS3 • Each Key Stage taught by specifically trained teachers – new staff recruited to their specialism. • Yr 6 taught by Secondary teachers - transition • AR assists transition to CCC

Actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners.	<ul style="list-style-type: none"> • Emphasis on PSHE through all teaching /Growth Mindset • School rules/British Values assemblies • No tolerance for bullying • 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 • Recognition of different learning styles and importance of exercise for all chn – DPA and PE budget.
Actively promote British values.	<ul style="list-style-type: none"> • Tolerance, Mutual Respect, Democracy, Rule of law, Individual liberty • Planned in assemblies  <ul style="list-style-type: none"> • British Values
Make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.	<ul style="list-style-type: none"> • 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	<p>Consistency of teaching across all year groups and parallel classes</p> <p>Monitor PAT programme and ensure teacher assessments align with Pira/Puma tests.</p>
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Quality of Teaching, Learning and Assessment
Rating: Good

Aspect	Evidence
Teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged.	<ul style="list-style-type: none"> • Focus on challenge/reasoning/extended writing • Data – All, Most able, Disadvantaged, SEN • Tracking outliers - very mobile school community • Mixed ability groups – encourages reasoning and explanation skills between pupils • Pre-teaching pilot • TA intervention • Highly motivated staff • Lesson Study collaborative planning and observations <p><i>More detail in Leadership section above</i></p>
Teachers, practitioners and other staff have a secure understanding of the age group they are working with and have	<ul style="list-style-type: none"> • KS specialists teaching to their expertise • KS assessment leaders across Primary Academy ensure accurate subject knowledge • Clear communication of LO to children in each lesson

relevant subject knowledge that is detailed and communicated well to children and learners.	<ul style="list-style-type: none"> • Feedback in marking • Subject leaders working across the primary schools
Assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate.	<ul style="list-style-type: none"> • Marking policy • Elicitation tasks to be clear introduced as target for staff Sept 17 and monitored through moderation and book scrutiny • Maths books show skills, practice and application of concepts • Preteach groups identified • Learning Walks • Lesson Observations • PAT
Assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well.	<ul style="list-style-type: none"> • PAT • Pira Puma • Preteach groups • Termly discussions re target chn not necessarily on SEN but with additional needs • Half termly evaluation of success of interventions
Learners understand how to improve as a result of useful feedback from staff and, where relevant, parents and carers understand how learners should improve and how they can contribute to this.	<ul style="list-style-type: none"> • Marking policy – Pink to Think, Green to be Seen • Response to marking • Termly parents evenings • Home school diaries • In depth reports in Spring term (KS1 – KS2) and in Summer term (EYFS) • Parent workshops at subject and KS specific Open mornings
Engagement with parents and carers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve.	<ul style="list-style-type: none"> • Annual in depth reports with effort and achievement grades • Effort and Achievement grades discussed at termly parent meetings • Records of parent meetings signed and kept • Open afternoons • Termly effort and attainment grades to parents.
Equality of opportunity and recognition of diversity are promoted through teaching and learning.	<ul style="list-style-type: none"> • RE delivery • Subject lead for RE, Citizenship and PSHE - community project looking at understanding of Dementia. • Strong emphasis on PSHE – team building at the beginning of the year with new classes. • School Rules • British Values
Where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.	<ul style="list-style-type: none"> • Cross curricular planning • Contextual teaching • Predictive data • Rolling programme
Areas for Development	<ul style="list-style-type: none"> • Monitoring to have specific focus on English and Maths in foundation subjects • Participation in the Spelling Project with NDTSA

- Reading and reading schemes are a focus for Literacy Coordinator
- Use of Concrete, Pictorial, Abstract support in maths
- Continued evidence of reasoning skills

Personal development, behaviour and welfare

Rating: Good

Aspect	Evidence
Pride in achievement and commitment to learning, supported by a positive culture across the whole provider.	<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
Self-confidence, self-awareness and understanding of how to be a successful learner.	<ul style="list-style-type: none"> • Chn understanding of what successful learning looks like • Assemblies to develop understanding of different learning techniques – Building Learning Power • Growth mindset • Chn know what next steps are to improve work
Choices about the next stage of their education.	<ul style="list-style-type: none"> • Transition in yr 6, eyfs is smooth and successful • Vulnerable chn identified and communicated to Secondary staff, to ease transition • Open days offered at CCC for yr 5 • Visitors to school
Prompt and regular attendance.	<ul style="list-style-type: none"> • 96.7% attendance overall • 3% unauthorized • 95% PP chn
How pupils follow any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others.	<ul style="list-style-type: none"> • Thrive • Steps of warnings and consequences for bad decision making – uniform through school • Assemblies • Class expectations • School Rules displays and assemblies
Pupils understanding of how to keep themselves safe from relevant risks such as abuse, exploitation and extremism, including when using the internet and social media.	<ul style="list-style-type: none"> • ICT staying safe lessons • Stranger danger • PCSO visits to school • Assemblies
Pupils knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating.	<ul style="list-style-type: none"> • PSHE lessons • Healthy School policy • PE long term plan • Use of PE budget to engage reluctant sports people. • Dedicated Social and Emotional TA 3 x afternoons per week.

	<ul style="list-style-type: none"> • Healthy lunch box advice for parents • Identification of S and E vulnerable children • Staff training in mental health
Pupils personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.	<ul style="list-style-type: none"> • British values displays and assemblies • Displays relating to other cultures and beliefs • Rolling programme • Community projects such as Beaford Arts project (yr 3) and Dementia project (PSHE lead)
Areas for Development	<ul style="list-style-type: none"> • More regular exposure to other cultures • Solihull Approach sessions to be put in place to engage parents

Outcomes for children and other learners

Rating: good

Aspect	Evidence
How well pupils progress from their different starting points and achieve or exceed standards expected for their age.	<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 joined the school through in year admissions last year, 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
How well pupils attain relevant qualifications so that they can and do progress to the next stage of their education.	<ul style="list-style-type: none"> • Predictive data for EYFS is above National average for 2018 at 70% • Predictive data for Phonics yr 1 is 80%, KS1 combined is 62% • Predictive data for Ks2 combined is 60%
Areas for Development	<ul style="list-style-type: none"> • Improve results through mentoring, training and accurate assessment • Predictive data to be monitored with target children identified • Ensure that baseline/on entry data demonstrates progress

The effectiveness of early years provision:

Rating: good

	Evidence
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	<p>Children come into Reception with very low speech and language skills, often with no toileting skills. Interventions are put in place to support the transition into school but due to poor attendance and parental engagement throughout preschool this is not as effective as it could be. By the end of Reception children have made significant progress from these low starting points.</p>
	<ul style="list-style-type: none"> • Lesson observations • Appropriate and timely interventions put into place • Preschool SEF – as we are a PFSU it is important that codes of practice, behavior for learning staff expertise are consistent for all children in the unit. • Planning meetings • Learning walks • Staff Appraisals • Monitoring of progress
Areas for Development	<ul style="list-style-type: none"> • Engagement of parents • Pilot of Nfer Baseline assessment for statutory introduction. • Improve number of chn reaching GLD by end of Reception. • Promote preschools in CAT across the wider community to attract larger cohorts at the lower end of the schools.

DR