



School Improvement Partner Visit – 2025-2026

Report of findings

V2

School	Wiveliscombe Primary
Address	North Street, Wiveliscombe, Taunton, Somerset TA4 2L
Headteacher	Lucy Crowe
Headteacher's email	Lucy.Crowe@wiveliscombepimary.com
Assistant Headteacher	Rachael Hill
Chair of Governors	Rosie Austin
School improvement partner (SIP)	Derek Watts
Date of visit	2 December 2025
Purpose of visit	LA annual SIP visit including: • Reviewing the school's performance against the new Ofsted evaluation areas. • Evaluating recent outcomes for pupils. • Reviewing priorities for improvement.
Activities undertaken and evidence gathered	• Viewing the school's website. • Discussions with the Headteacher • Learning walks with the Headteacher. • Analysis of assessment and test data • Discussions with pupils about attitudes, learning, behaviour and personal development. • Discussion with the SENCo. • Viewing curriculum planning and the school development plan (SDP). • Discussions with governors.



Information about this school

	School	National
Number of pupils on roll	190	265
SEN support	9%	14.8%
SEN Educational Health and Care Plan	2.6%	3.5%
English as an additional language	5%	23.4%
Free school meals/pupil premium	22%	24.7%

- Wiveliscombe is a smaller than average sized primary school when compared to primary schools nationally.
- The proportion of pupils with SEN support is below average. A below average proportion of pupils have a SEN Education Health and Care Plan (EHCP).
- The proportion of pupils who speak English as an additional language is well below average.
- A below average proportion of pupils are supported by pupil premium.
- The school is part of the Tone Valley Partnership (TVP), a group of local schools.
- The nearby Paddocks Nursery/Pre-school is managed by the school and provides for children from 0 to four-year olds. Paddocks has a separate URN (unique reference number). It was inspected by Ofsted in June 2024. All aspects were good except behaviour and attitudes which were outstanding.
- The Headteacher took up the post at Wiveliscombe in September 2020. She was the interim Executive Headteacher from March 2020.
- The Assistant Headteacher took maternity leave in April 2025. She plans to return in April 2026.

School performance data

Good Level of Development (GLD) 2024	
National	68%
Somerset	69%
School (26)	81%

Year 1 Phonics screening check 2024	
National	80%
Somerset	80%
School (31)	87%

Good Level of Development (GLD) 2025	
National	68.3%
Somerset	70.4%
School (19)	84.2%

Year 1 Phonics screening check 2025	
National	80%
Somerset	79.9%
School (28)	89.3%

Year 4 Multiplication Tables Check (MTC)

	2023	2024	2025
Number of pupils	35	35	29
Average score out of 25	21.21	21.3	19.5
National	20.2	20.6	21.1

Year 6 outcomes 2024 and 2025

Year 6 results 2024	RWM combined		Reading		Writing		Maths		GP&S	
	Expected standard +	Higher standard	Expected standard +	Higher standard	Expected standard +	Greater depth	Expected standard +	Higher standard	Expected standard +	Higher standard
National	61%	8%	74%	29%	72%	13%	73%	24%	72%	32%
Somerset	56%	7%	72%	25%	69%	13%	68%	19%	67%	25%
School (29 pupils)	79%	17%	79%	35%	83%	38%	86%	31%	76%	45%

Year 6 outcomes 2025	RWM combined		Reading		Writing		Maths		GP&S	
	Expected standard +	Higher standard	Expected standard +	Higher standard	Expected standard +	Greater depth	Expected standard +	Higher standard	Expected standard +	Higher standard
National	62.2%	8.4%	75.1%	33.4%	72.3%	12.8%	74.1%	26.3%	72.6%	29.6%
Somerset	56.7%	6.8%	71.5%	29.0%	69.2%	12.5%	69.6%	19.8%	67.5%	23.5%
School (35)	60%	5.7%	71.4%	37%	88.6%	28.6%	71%	11.4%	77%	28.6%

Previous Ofsted inspection:

Inspection type	Graded (Section 5) full inspection
Date(s) of inspection	7 and 8 March 2023
Inspection outcome	Overall effectiveness Good • The quality of education: Good • Behaviour and attitudes: Good • Personal development: Good • Leadership and management: Good • Early years provision: Good

Areas for improvement from the last Ofsted inspection

Area for improvement	RAG rating	Evaluation of progress
• In a few subjects, teachers do not make links between previous and current learning. This means that pupils sometimes struggle to remember what they have learned. Leaders should ensure that links between prior and new learning are made explicit so that pupils can recall what they have previously learned and build new knowledge.		• This issue has been tackled well. Curriculum planning is well sequenced and shows how current learning builds on previous learning. • Lessons have a clear learning objective. Pupils know and understand the knowledge and skills they are expected to learn. Teachers effectively recap on previous learning before moving pupils on to the new learning.

Some support staff do not have the depth of subject knowledge they need. They lack the expertise to pick up on pupils' misconceptions. As a result, these misconceptions go unnoticed. Leaders need to ensure that all staff have the subject knowledge they need to support pupils to learn what is intended		Leaders ensure that support staff are well trained and supported. Teaching assistants are well deployed and make a valuable contribution to pupils' learning.
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The new Education Inspection Framework

Arrangements for the new *Education Inspection Framework* (Ofsted 2025a) were published on 9 September for implementation on 10 November 2025.

The main changes to the new inspection model include:

- New report cards giving judgements and commentary in a wider range of **evaluation areas**
- A new **five-point grading scale** for each **evaluation area**.
- Toolkits** setting out the criteria/indicators for each evaluation area.
- An increased focus on **inclusion** including disadvantaged pupils and those with SEND.

The new **evaluation areas** are:

- ☐ safeguarding
- ☐ inclusion*
- ☐ curriculum and teaching
- ☐ achievement
- ☐ attendance and behaviour
- ☐ personal development and well-being
- ☐ early years in schools (where applicable)
- ☐ sixth form in schools (where applicable)
- ☐ leadership and governance *

* Leadership and inclusion run through all areas

The five-point grading scale is:

- Exceptional** (highest quality provision)
- Strong standard**
- Expected standard**: (all professional standards and legal requirements are met)

- **Needs attention:**
- **Urgent improvement (lowest quality provision)**

All inspections will be full and to be carried out every four years. There will be no subject deep dives. However, subject leaders should have a clear overview of their subject and develop teaching where required.

In this report, the broad expectations of schools, leaders and staff are set out at the beginning of each **evaluation area**. Refer to *State-funded school inspection toolkit* (Ofsted 9 September 2025b) for more detail. This report separates curriculum and teaching.

Inclusion

Raising achievement for disadvantaged groups is a key aim of Ofsted's new framework. There is a separate judgement for inclusion. Inclusion also pervades all evaluation areas. Leaders should ensure that there are effective provision and support for:

- disadvantaged pupils (those supported by pupil premium)
- pupils with SEND (additional support and EHCP)
- pupils who are known (or previously known) to children's social care
- pupils who may face other barriers to their learning or well-being.

Ofsted recognises that barriers to learning may not always be overcome. Schools should take account of pupils' specific needs and demonstrate how they, identify needs early, adapt teaching and target support where required.

Areas of strength

- Leaders, teachers, teaching assistants are fully committed to providing the very best education and care for all pupils, including disadvantaged, those with SEND and those known to children's social care.
- The SENCo is effective in her role and holds the mandatory SENCo qualification. Policy statements and guidance for SEND provision are strong including guidance of *Quality First Teaching* (DFCFS 2008: 9-12).
- Leaders and staff identify pupils' needs accurately and swiftly. Teaching and support are adapted to meet pupils' needs so they achieve and develop well.
- The profiles and records for SEND pupils are detailed and thorough. Targets in IEPs are SMART (specific, measurable, achievable, relevant and timebound).
- The SENCo monitors the quality of teaching and learning of SEND pupils. She provides CPD and support to staff when required. The school's SEND governor has expertise in this area. She provides good support to the SENCo.
- The school very recently set up a SEND facility known as the POD for pupils with complex needs. At Wiveliscombe POD stands for:

P = personalised learning
O = outside of the classroom
D = developmental approach

- In the POD, leaders have adopted a continuous provision approach and this is working well. Continuous provision is series of carefully-planned learning activities available for pupils during the day. The zones in the POD cover different areas of learning. This has been a well-known approach in early years settings and is appropriate for the POD.
- Research by the University of Cambridge claims that guided play-based learning can be as effective, or sometimes more effective, than direct instruction for pupils up to the age of eight. However, continuous provision might not be appropriate for all elements of learning such as handwriting and phonics. Science, mathematics and DT all lend themselves to independent exploration and to hands-on activities.
- The dinosaur area in the POD was most impressive and certainly inspired and motivated pupils. The POD is developing well. This facility is worthy of being shared with other schools.



The dinosaur zone in the POD

Areas for development		
The POD is new. The Headteacher and SENCo intend to further develop and embed this facility.		
Agreed actions		Date
- Ensure that all leaders, teachers, teaching assistants and governors have a clear understanding of the purpose and use of the POD. - Ensure that the curriculum and teaching in the POD are of a high quality and fully adapted to the needs of pupils so they achieve and develop as well as they can.		2025 - 2026
Does the school have the ability to meet these actions without external support?		Yes

Curriculum

School leaders and staff should design, adopt or adapt a high-quality, ambitious broad and balanced curriculum for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.

Leaders should:

- ensure the curriculum is carefully sequenced in all subjects towards the knowledge and skills that all learners need to achieve and thrive in life.
- establish a strong emphasis in communication and language, reading, writing and mathematics so that pupils can access the rest of the curriculum and gain later success, including academic achievement, good health and well-being.

Areas of strength
The Headteacher and other leaders at Wiveliscombe have designed an ambitious, balanced, broad and rich curriculum to meet the needs of all groups of pupils. The curriculum is carefully sequenced towards the development of pupils' knowledge and skills. <i>'Leaders have ambition for everyone. They have carefully crafted a curriculum to meet the needs of all pupils. Teachers make links between subjects, such as reading and writing, to help pupils deepen what they have learned.'</i> <i>Inspection report: Wiveliscombe Primary School 7 and 8 March 2023</i>

- All National Curriculum subjects plus PSHE and RE are taught and given appropriate attention.
- Strong emphasis is given to the teaching of reading. *Bug Club Phonics* is the school's phonics programme. This is one of the DfE's validated systematic synthetic phonics (SSP) programmes (DfE, updated September 2025).
- The mathematics curriculum is based on materials from the National Centre for Excellence in the Teaching of Mathematics (NCETM). The mathematics leader has worked with the *Jurassic Maths Hub* to further enhance the mathematics curriculum. Leaders are exploring new approaches to mathematics. Eg *Maths No Problem*.
- Subject leaders have created high quality planning for the wider curriculum which takes full account of National Curriculum requirements. Detailed medium-term plans for each unit of work are well structured and thorough.
- Science is a strong area of the curriculum and the school was awarded *Primary Science Quality Mark* in May this year.



Victorian artefacts in Year 5.

- The Headteacher is keen to strengthen sustainability, environmental issues and global citizenship in the school's curriculum and teaching. This is a priority in the SDP.
- The school intends to explore and research different approaches to mathematics including *Maths No Problem* and *My Maths* to raise pupils' achievement. This is a SDP priority.

Agreed actions		Date
• Carry out the actions identified in the SDP for sustainability etc and mathematics.		2025 - 2026
Does the school have the ability to meet these actions without external support?		Yes

Teaching

Leaders should ensure that the planned curriculum is consistently well taught and that high quality teaching is embedded across all subjects and year groups.

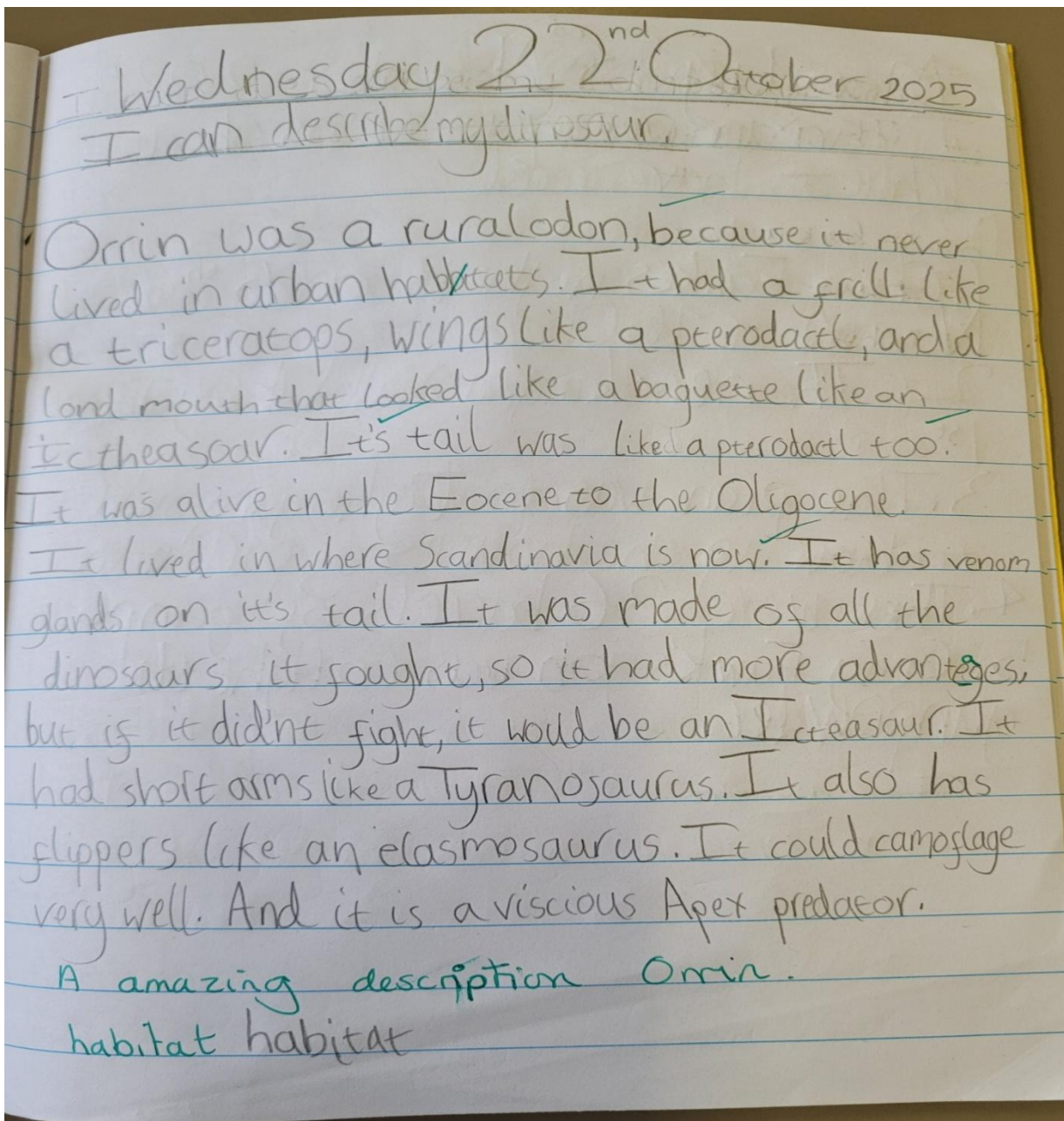
Leaders should also:

- ensure teachers have expert knowledge of the national curriculum, the early years foundation stage (EYFS) and the subjects/phases they teach
- make sure the curriculum is implemented in line with leaders' intentions and that teachers teach the subject curriculum effectively, focusing on the most important knowledge or concepts, presenting information clearly, checking pupils' understanding systematically and adapting their teaching appropriately
- ensure assessment is used effectively to inform teaching and learning, and to help pupils embed key concepts, use knowledge fluently and develop their understanding

Areas of strength

- Teaching is consistently strong across the school. There are examples of exceptional practice. This evaluation is based on assessment data, pupils' work, the Headteacher's monitoring and visits to lessons.
- Teachers and teaching assistants have high expectations of pupils' learning and behaviour. Pupils rise to these expectations. In the lessons seen, pupils were fully engaged in their learning and participate with enthusiasm in the learning activities provided.
- Teachers' strong subject knowledge and their enthusiasm inspires the pupils and maintains their interest.
- Lessons have a sharp learning focus. Teachers present a learning objective or an I can statement at the beginning of the lessons. This practice helps to ensure that pupils know what they are to learn.

- The teaching of phonics is highly effective this leads to very positive phonics screening outcomes by the end of Year 1.
- The teaching of writing is a strong feature at Wiveliscombe. Pupils benefit from teachers' first-rate modelling of writing. There are ample opportunities for pupils to develop and apply their writing skills in a range of subjects.
- Teachers establish very strong relationships with pupils and manage them well. Learning is rarely disrupted by inappropriate behaviour.
- Teaching and support are well adapted to pupils' needs. Teaching assistants are well trained and deployed. They make a valuable contribution to pupils' learning, especially those with SEND.



Descriptive writing in Year 2

Areas for development		
The Headteacher intends to further strengthen the teaching of mathematics and raise pupils' achievement.		
Agreed actions		Date
Clear actions and success criteria are set out in the SDP to strengthen teaching and to raise achievement in mathematics.		2025-2026
Does the school have the ability to meet these actions without external support?		Yes

Achievement

Schools should provide a high-quality education so all pupils achieve well (the impact), especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, that gives them the necessary knowledge and skills to succeed in life, and equips them for the next stage of their education.

Leaders and staff should:

- promote pupils' attainment and progress over time in core areas including in national tests
- ensure that pupils make good progress across the curriculum from their starting points, so that they know more, remember more and are able to do more

Areas of strength
- An ambitious, broad and rich curriculum and strong teaching leads to positive outcomes for all groups of pupils. - Outcomes for pupils have improved considerably under the Headteacher's leadership. - By the end of Year 1, a well above average proportion of pupils attained the expected standard in the phonics screening check in 2024 and in 2025. - Pupil outcomes by the end of Year 6 in 2024 were above average at the expected standard in reading, writing, mathematics, GP&S and reading, writing, mathematics combined. - The proportion of pupils attaining the higher standard or working at greater depth by the end of Year 6 was above average in all areas in 2024. - By the end of Year 6 in 2025, outcomes were above average at the expected standard in writing and GP&S. Attainment at the higher standard or greater depth was above average in reading and writing.

Wednesday 12th November 2025

L.O: I can write a short story in a historical context.

"Henry! Where are you?" cried Mary, after rushing out of Sunday school - quick as a flash, "Hurry up, I need to leave, NOW!"

Moments later, she realised her mistake. Henry went to the large, fancier school for young gentlemen. Of course he wouldn't be there yet! So, after a moment's hesitation, Mary Anning skipped off joyfully, seeking the trail of adventure.

Late that cloudy morning, Mary scampered warily down the thin, winding path that lead to Black Ven, the finest shores for fossilising you ever did find in the whole of Lyme Regis. As the clouds shifted, shining, radiant beams of smiling sunshine shone down on Mary Anning's grinning face. Even though it looked beautiful illuminated in the sunlight, the lead coloured cliffs which looked as if they could crumble at any moment, were extremely dangerous.

As she tumbled through the rocks, she noticed the sea. Although the weather was lovely, the ocean was a raging monster. She was spitting out an enormous plethora of tiny pebbles, none big enough to hold any treasures underneath the smooth, damp clay. The throbbing quilt of various shades of endless blue, writhed in fury. It was untameable.

Hoping to uncover something rare, Mary scrambled through the curved, fragile stones, unsatisfied

High quality writing in Year 6.

Areas for development

- Year 6 outcomes in 2025 were lower than the previous two years. Attainment was below average at the expected standard in reading, mathematics and in reading, writing and mathematics combined. Outcomes at the higher standards were below average in mathematics, GP&S and reading, writing and mathematics combined.
- A number of factors contributed to the lower Year 6 outcomes in 2025. Firstly, the cohort had a higher-than-average proportion of SEND pupils. Pupil mobility had an adverse

impact on pupil outcomes. The Headteacher reports that this cohort were affected by the pandemic and lacked the resilience normally expected at Wiveliscombe.

Agreed actions		Date
- Year 6 outcomes in mathematics in 2025 were below average at the expected standard and at the higher standard. The mathematics leader is on maternity leave but the Headteacher is leading the drive to raise attainment in mathematics. - The Headteacher has introduced <i>My Maths</i> for homework. There will be CPD in <i>Quality First Teaching</i> and <i>Maths No Problem</i>. <i>Maths, No Problem</i> is a research-backed mastery methodology. It builds pupils' mathematical language, engages them in lessons and builds mathematical confidence.		2025-2026
Does the school have the ability to meet these actions without external support?		Yes

Attendance and behaviour

Leaders and staff should create a calm, orderly, respectful, supportive and positive environment in which pupils can thrive. The school's work should have a positive impact on attendance, behaviour and attitudes of all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, such as young carers

Leaders and staff should:

- prioritise pupils' attendance, punctuality and positive behaviour and attitudes to learning
- foster a positive and respectful culture in which staff know, support and care about all pupils,
- ensure there are clear policies for attendance and behaviour that are applied effectively
- apply clearly defined consequences consistently and fairly when needed
- set clear routines and expectations for pupils' behaviour in all areas of the school
- develop pupils' motivation and positive attitudes to learning
- create an environment in which pupils feel safe.

Areas of strength
Pupils' behaviour and attitudes at Wiveliscombe are looking strong. Leaders and staff set very high expectations of pupils' behaviour, learning and conduct. Pupils respond very well to the high expectations.

- During visits to lessons with the Headteacher, pupils in all classes showed high levels of concentration and total engagement. They responded extremely well to their teachers' clear explanations, instructions and questioning.
- Pupils take care and pride in their handwriting and presentation of work. They can work collaboratively and independently. Pupils are productive and work at a good pace.
- In discussions, a few pupils reported to the SIP that behaviour was excellent. Most pupils stated that behaviour was good. They commented that behaviour was not excellent because some pupils can be silly. Pupils agreed that behaviour was generally better in class than outside.
- In the visits to lessons, pupils' attitudes to learning and their behaviour were often exemplary. Relationships are a real strength.
- All pupils feel safe at school and extremely well looked after by the staff. When using computer devices, pupils know how to keep themselves safe online.
- Pupils demonstrated a very clear understanding of bullying. They know that bullying is unkind and unpleasant behaviour which is continuous. Most pupils stated that there was no bullying in the school. A few said, 'There might be a tiny bit'. All pupils were confident that if bully did occur, it would quickly be sorted out by staff.

Areas for development

- Overall attendance for the 2024-2025 academic year was 93.9 percent and below average (National 94.9 percent).

Agreed actions		Date
• Continue to take steps to promote and monitor attendance. Bring attendance to at least average.		2005 - 2026
Does the school have the ability to meet these actions without external support?		Yes

Personal development and well-being

The school should establish a suitable and coherent programme of personal development, through both the curriculum and the wider opportunities and experiences they provide for pupils

The school should support pupils to develop the knowledge and skills they need for participation and success in later life Leaders and staff should promote pupils' wider development, character and well-being, ensuring that they receive the care and support to achieve and thrive, in school and beyond Leaders and staff should promote pupils' spiritual, moral, social and cultural (SMSC) development, which can be seen across the school's activities

Leaders and staff should also:

- support pupils to become responsible, respectful and active citizens
- develop and a deep understanding of the fundamental British values
- promoting equality of opportunity and an understanding of the protected characteristics
- develop pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others
- develop pupils' confidence, resilience and knowledge for mental health
- enable pupils to recognise online and offline risks to their well-being
- enable pupils to recognise the dangers of using technology and social media inappropriately
- develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including by providing them with enrichment activities and opportunities to be active during the school day
- develop pupils' understanding of healthy relationships through RSE.

Areas of strength

- Personal development and well-being are real strengths at Wiveliscombe. The well-planned curriculum and the very positive school ethos successfully promote pupils' personal development and well-being.
- The school has adopted SCARF (Safety, Caring, Achievement, Resilience, Friendship) for PSHE. The programme meets the requirements of *Relationships education (Primary)*. (DfE updated July 2025).

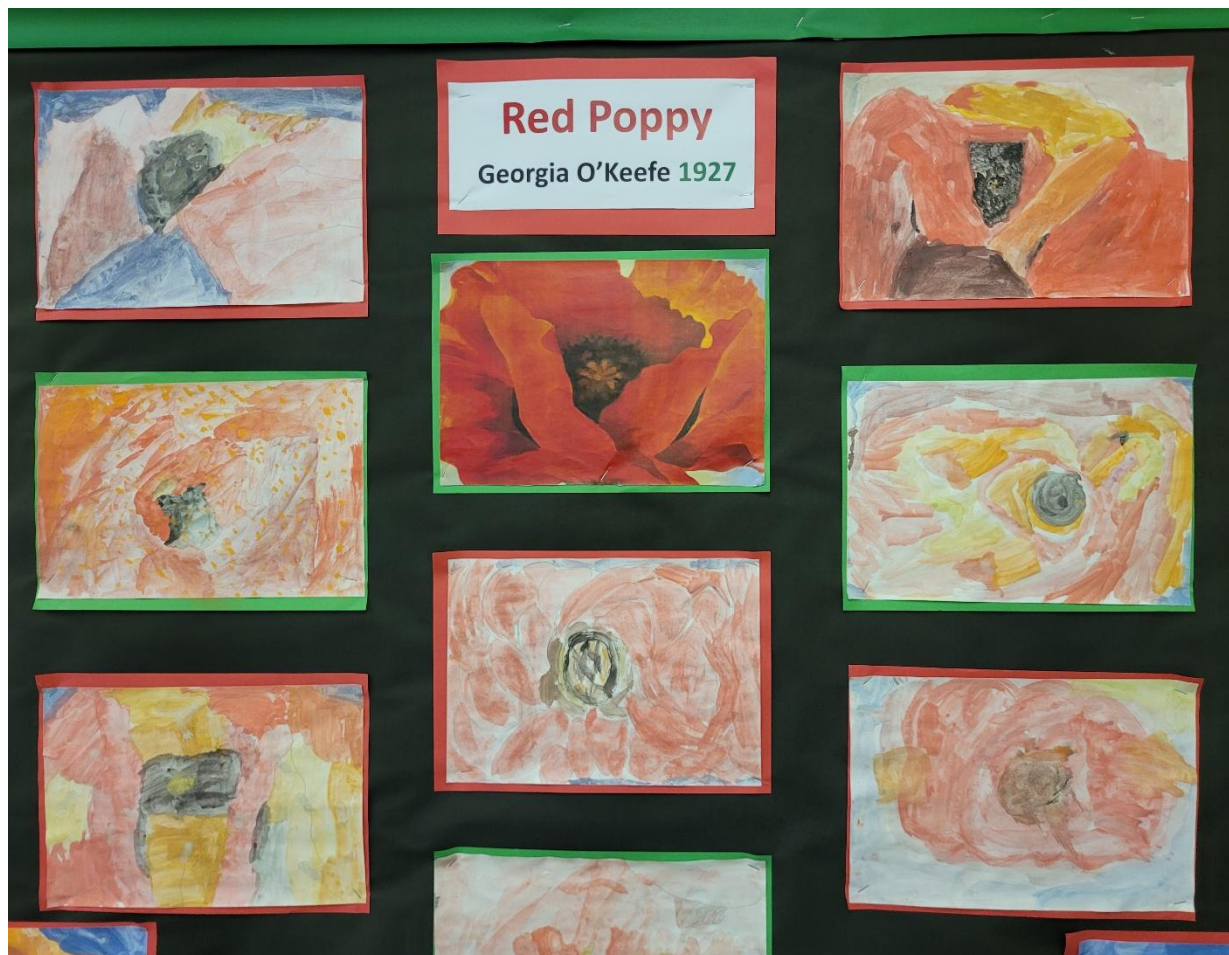
'Leaders have thoughtfully created an effective personal development programme. Pupils know extensively about the fundamental British values, such as individual liberty. They know not to treat people differently because of their race or gender. Pupils have a firm understanding of what healthy and unhealthy relationships look like.'

Inspection report: Wiveliscombe Primary School 7 and 8 March 2023

- The learning environment is a strength at Wiveliscombe. There are attractive and stimulating displays in classrooms and corridors. The displays reflect pupils' current studies. Outdoor learning is strong and *Forest School* is a key feature of the curriculum.
- Leaders and staff effectively promote pupils' learning behaviours and personal qualities such as curiosity, collaboration, creativity, engagement, independence, respect and resilience.
- In discussions, pupils demonstrated a very secure understanding of British values. They defined these and explained how these were important in our everyday life.
- The curriculum is enriched by a wide range of additional activities such as clubs, educational visits and visitors. All teachers in the school run a club. Visiting artists, specialist music teachers and historians further enrich pupils' learning. *Careers Week*,

World Book Day and *Science Fair* are popular events that enhance pupils' learning and broadened their ambitions and horizons.

- Pupils have good opportunities to take on additional responsibilities to help the running of the school. For example, pupils are elected to be members of the School Parliament.



An art display in Year 2

Areas for development

- No significant areas

Agreed actions

Date

NA

Does the school have the ability to meet these actions without external support?

NA

Early years

All the toolkit evaluation areas apply to the early years.

Leaders and staff should:

- ensure the school meets the statutory requirements of the EYFS
- ensure the school offers a high-quality early education for children, especially disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, that gives them the knowledge and skills they need for a successful start to their education and the best chance of later success

Areas of strength		
• Children enter Reception with broadly typical knowledge and skills. They make strong progress from their starting points. • Children are provided with an exciting range of indoor and outdoor learning activities. All the required areas of learning and development are given good attention. Outdoor learning areas are imaginative and well resourced. • A well-planned early years curriculum and strong teaching have a positive impact on outcomes for children. During the past two years, the proportion of children achieving a GLD has been securely above average. • Children were fully engaged in their learning. Behaviour and relationships were strong.		
Areas for development		
• No significant areas.		
Agreed actions		Date
NA		
Does the school have the ability to meet these actions without external support?		NA

Leadership and governance

Leaders and those responsible for governance should collectively ensure that the school's provision enables every pupil to thrive. There should be a commitment of leaders and governance to raising standards of education and care to improve the lives of all pupils, especially those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being

Leaders should:

- have a clear and strategic approach to improvement, in which leaders accurately monitor the school's context and prioritise actions that address the most significant barriers to learning
- manage the school as an organisation effectively, including organising staff strategically and removing barriers and distractions from core classroom activities
- make decisions in the best interests of all pupils
- have an accurate understanding of the school's strengths and areas for development, and take effective action bring about improvements
- have a coherent professional learning programme for all staff
- ensure those responsible for governance understand their respective roles
- ensure parents and the school community engage and participate in a thoughtful and positive way that supports pupils' education
- take into account the workload and well-being of staff. Governors should take account of the workload of leaders

Areas of strength

- The exceptional leadership by the Headteacher has been the key to the school's improvements and success. Since her arrival, considerable improvements have been made in all evaluation areas of the school.
- The Headteacher has ambition, vision and high expectations. She is relentlessly focused on providing the very best education and care for all groups of pupils, including the disadvantaged and those with SEND.
- Other leaders and staff share the Headteacher's ambition and vision. The school has a positive culture of high expectations and continuous improvement.
- The leadership of early years, SEND and different subjects has been effectively distributed among the teachers. The development of leaders is strong. Leaders have a secure knowledge and understanding of their role and responsibilities. They are effective in monitoring, evaluating and improving their area(s) of responsibility.
- Strong emphasis is given to the development of teaching. Teaching is effectively monitored by senior leaders. A well planned programme of continuous professional development (CPD) strengthens the knowledge skills of teachers and teaching assistants. For example, staff will be receiving training in *Maths, No Problem*.
- Leaders ensure that school self-evaluation is accurate, rigorous and systematic. As a result, senior leaders, other leaders and governors have a clear overview of the school's strengths and areas for improvement. The findings of self-evaluation inform the priorities for the school improvement plan (SDP). The SDP is well focused and structured.
- Governors are supportive and suitably challenging. The Headteacher ensures that they are kept well informed about the school's performance. Governors acknowledge and appreciate the school's improvements and effectiveness.

Areas for development

Priorities in the SDP include

- Raising attainment in reading, writing and mathematics, especially mathematics.
- Further strengthening the learning culture and teaching in the school.
- Increasing pupils' knowledge of the importance of sustainability, environmental issues and global citizenship.

Agreed actions		Date
• The SDP sets out clear actions for the above priorities. There are • sharply focused success criteria to measure progress.		2025-2026
Does the school have the ability to meet these actions without external support?		Yes

Safeguarding

- Safeguarding is not evaluated on annual SIP visits.

Summary

It was a great pleasure and a privilege to visit Wiveliscombe again. The Headteacher was extremely well prepared for the SIP visit and for her Headteacher appraisal review. She provided a range of useful documentation and compelling evidence.

Under the dynamic and highly effective leadership of the Headteacher, Wiveliscombe has made considerable improvements since her appointment in March 2020. The school is looking strong in the evaluation areas of the new *Education Inspection Framework* (Ofsted 2025a). Some areas might be exceptional.

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