

Supported School Self-Evaluation

Autumn Term 2, 2023.

Report of visit

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SIS

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School	Wiveliscombe Primary School
Address	North Street, Wiveliscombe, TA4 2LA
Headteacher	Lucy Crowe
Assistant Headteacher	Rachel Hill
Chair of governors	Rosie Austin
Date of visit	1 November 2023
School improvement partner (SIP)	Derek Watts

Purpose of the visit:

- To review the school's development and progress since November 2022.
- To discuss the recent Ofsted inspection in March 2023.
- To analyse the school's recent performance data.
- To carry out the Headteacher's annual appraisal with appointed governors. A separate and confidential report has been produced for this process.

Activities undertaken

- Discussions with the Headteacher and appointed governors.
- Visits to classrooms with the Headteacher.
- Informal discussions with pupils about their learning.
- Viewing of the school's documentation and website.
- Looking at pupils' work in books and on display.

Information about the school

- Wiveliscombe is a smaller than average sized primary school when compared to primary schools nationally (NoR: 202). In recent years, pupil numbers have grown from 179 to just over 200.
- Most pupils are of White British heritage. Since Spring 2022, the school has welcomed pupils from Ukraine.
- The proportion of pupils who speak English as an additional language is below average (6.5 percent).
- A just below average proportion of pupils are supported by pupil premium (24 percent).
- The proportion of pupils with SEN support is below average (6.5 percent).
- A below average proportion of pupils have a SEN Education Health and Care Plan.
- 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).

- The Headteacher took up the post in September 2020. She was the interim executive Headteacher from March 2020. The Headteacher previously led Kingfisher Primary, Yeovil. Kingfisher was judged outstanding in all aspects after a full Section 5 inspection in May 2019. - The Assistant Headteacher took up her post in September 2021.	
Last Ofsted inspection: Dates- 7 and 8 March 2023	Ofsted grade 2
This was a graded inspection (Section 5) Overall effectiveness Good - The quality of education: Good - Behaviour and attitudes: Good - Personal development: Good - Leadership and management: Good - Early years provision: Good Previous inspection, 2017 grade: Good What does the school need to do to improve? (Information for the school and appropriate authority) - 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. - 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. Comments on the inspection by the SIP The school was previously inspected in July 2017. This was a short (Section 8) inspection and the school maintained its good judgement. However, the school was certainly not good when I first visited in Autumn 2019. Standards by the end of Year 6 in 2019 were below average in reading, writing and mathematics and progress measures were low. The whole curriculum was impoverished despite the recent introduction of the Education Inspection Framework for September 2019 which focused on the curriculum. Under the dynamic and inspirational leadership of the current Headteacher, Wiveliscombe is now a very different school. The Ofsted inspection in March 2023 found the school to be securely good. Unfortunately, the brief Ofsted report undersells the school's achievements and the rapid improvements.	

Quality of education	School Self-Evaluation SSE:
The <i>Education Inspection Framework</i> (Ofsted, July 2023) and the <i>School Inspection Handbook for September 2023</i> (Ofsted, August 2023) puts the curriculum at the heart of the quality of education and at the heart of inspection. Schools are expected to provide a well-planned and coherent curriculum that enables all pupils to acquire knowledge and skills in a progressive and sequential manner. Emphasis is on knowledge and it is essential that leaders identify the key knowledge to be taught and when. There is a strong emphasis on pupils acquiring a deep knowledge and remembering knowledge over the long term. Terms such as ‘powerful knowledge’ and ‘sticky knowledge’ are often used. ‘Sticky knowledge’ stays with us forever. Ofsted see pupil progress as, ‘knowing more and remembering more of the curriculum.’ The framework places considerable emphasis on reading. Furthermore, all groups of pupils, including disadvantaged and SEND, are expected to achieve well in a range of subjects beyond English and mathematics. Ofsted see the quality of education (the curriculum) as three Is: Intent: What is taught. Curriculum design and planning. Implementation: How the curriculum is taught. Teaching, learning and assessment. Impact: Outcomes for pupils (attainment and progress). **** Intent - The Headteacher and other leaders at Wiveliscombe have made considerable progress in designing and planning an ambitious, broad, balanced and rich curriculum. The curriculum is well planned so that all groups of pupils are able to acquire the expected knowledge and skills in a sequential manner. <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>(Ofsted, March 2023)</i> - The curriculum is not narrowed and all National Curriculum subjects plus PSHE and RE are taught. The curriculum is enriched by a wide range of additional activities. Outdoor learning activities including <i>Forest School</i> enhance pupils’ experiences. Visiting artists, geologists and historians further enrich the curriculum. - Strong emphasis is given to the teaching of reading. <i>Bug Club Phonics</i> is a synthetic phonics programme that provides everything needed to help pupils succeed in early reading. This is one of the DfE’s validated systematic synthetic phonics (SSP) programmes (DfE, 18 January 2022). - The mathematics curriculum is based on materials from the National Centre for Excellence in the Teaching of mathematics (NCETm).	

- The school website provides a detailed overview of curriculum provision for each year group. Parents are well informed what their children will be learning throughout the year.

Implementation and impact

- The quality of teaching is securely good or better across the school. The school has recruited some talented teachers and there are numerous examples of outstanding practice.
- Teachers and support staff convey high expectations of what pupils can achieve and how they should behave. The pupils rise to these high expectations.
- Teachers have a secure knowledge of the subjects they teach. During the tour, this was evident in subjects such as English, mathematics and history.
- Teachers use explanations, demonstrations and instructions well to promote learning. Questioning is used successfully to challenge pupils and to check they have understood new learning. Pupils have good opportunities to discuss their learning and express their ideas and opinions.
- Good handwriting is part of the school's success in writing. Effective use is made of the Nelson scheme and pupils write with a fluent and joined hand. In Year 1, the study of pupils' work shows rapid progress in writing. Their handwriting shows good construction of letters. Pupils applied their skills well in instructional writing. They wrote clear instructions on how to make a sandwich.
- Year 2 pupils made very good progress as they sequenced the events in a story. They described the character in the story, *Stubby*, the dog. Their art work in the style of Georgia O'Keefe was proudly on display. In geography, pupils have gained a clear knowledge of countries of the UK and different continents.



- Pupils in Year 3 wrote factual account about elephants. They used headings and sub headings to good effect. In Year 4, pupils were well focused as they planned a diary entry in the role of Sir Charles Brandon, a military leader. This English activity was well linked to the *Tudor* unit of study in history.
- Pupils in Year 5 made good progress in consolidating their times tables. They also rose to the challenge of finding the difference between two numbers. They had carefully considered both sides in writing a balanced argument.
- In Year 6, pupils discussed and evaluated how authors use language well to express emotion. In history, they have gained a good knowledge of *Ancient Maya* civilisations. Attractive displays and interesting artefacts support learning well. In science, pupils have studied *Evolution and inheritance*. They know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Staff identify the needs of SEND pupils early and accurately. Pupils with SEND have full access to the school's well-planned curriculum and receive high quality teaching. There is appropriate additional intervention and support which successfully target pupils' precise needs.

Outcomes in 2023

- In the Year 1 phonics screening check in 2023, eighty four percent of pupils attained the expected standard. These outcomes were above the national average (80 percent).

Year 2 outcomes

Year 2	School expected standard 2023	+	National expected standard 2023	+	School greater depth 2023	National greater depth 2023
Reading	82%		67%		32%	18%
Writing	79%		58%		25%	8%
Mathematics	82%		68%		21%	15%
R/W/M combined	76%		54%		14%	6%

- By the end of Year 2 in 2023, a well above average proportion of pupils attained the expected standard in reading. The proportion of pupils working at greater depth was much higher than average.
- In writing, a well above average proportion of pupils attained the expected standard and a well above average proportion were working at greater depth.
- For mathematics a well above average proportion of pupils attained the expected standard. Outcomes at greater depth were above average.
- In reading, writing and mathematics combined, a well above average proportion attained the expected standard and a well above proportion were working at greater depth.
- This is another year of impressive Year 2 outcomes. The proportion of pupils working at greater depth has further increased in reading and writing.

Year 6 outcomes for 2023

Year 6	School expected standard + 2023	National expected standard + 2022 - indicative	Higher standard/ Greater Depth 2023	National Higher standards/Greater Depth 2022- indicative
Reading	91%	74%	47%	28%
Writing	88%	69%	31%	20%
Maths	81%	71%	16%	27%
GP&S	88%	72%	22%	28%
RWM combined	76%	59%	9%	11%

- By the end of Year 6 in 2023, the proportion of pupils attaining the expected standard in reading was well above average. Outcomes for the higher standard were also well above average.
- In writing, a well above average proportion of pupils attained the expected standard. The proportion working at greater depth was also well above average. Writing outcomes were moderated by the local authority in 2023.
- Outcomes in reading and writing were stronger than the impressive results of 2022. The high reading results mean that pupils are extremely well prepared for future learning.
- In mathematics, an above average proportion of pupils attained the expected standard. A below average proportion of pupils attained the higher standard. In the context of the school's high outcomes, mathematics at the higher standard is a less strong area.
- The proportion of pupils attaining the expected standard in GP&S was securely above average. A below average proportion attained the higher standard.
- Attainment for reading, writing and mathematics combined was above average at expected standard. A broadly average proportion of pupils attained the higher standard.
- The school's well-planned curriculum and the high-quality teaching have led to high outcomes for pupils by the end of Year 2 and Year 6.

Pupils' behaviour and attitudes

SSE:

- Pupils' behaviour and attitudes are looking outstanding. As a result, pupils make rapid progress in their learning and attain high standards.
- The Headteacher, other leaders, teachers and support staff have high expectations of pupils' learning and how they should behave. These high expectations are known and understood by all in the school community.

'In lessons and during social times, pupils of all ages cooperate well with one another.'

Ofsted, March 2023

- Visits to a range of lessons showed that pupils were fully engaged and focused on their learning. Time is maximised and learning is not interrupted by inappropriate pupil behaviour. Pupils' behaviour in lessons during the tour was exemplary.

- Pupils responded with great enthusiasm to their teachers' explanations, instructions and questions. They were keen to participate in the challenging and exciting activities provided. In their learning, pupils demonstrate positive qualities such as cooperation, curiosity, determination and resilience.
- The quality of pupils' work is one of the school's many strengths. Pupils take great care and pride in their handwriting and presentation. Their writing demonstrates creativity, imagination and stamina. Pupil output in writing is considerable and there is clear evidence of high-quality extended pieces of writing across the school.
- Attendance is positive. In 2021-2022, overall attendance was above average at 94.1 percent (National: 93.7 percent). Persistent absence was below average.

Personal development	SSE:
• The well-planned curriculum and a purposeful and welcoming ethos successfully promote pupils' personal development. • The learning environment is a strength at Wiveliscombe. There are attractive and stimulating displays in classrooms and corridors. The displays reflect pupils' current areas of study. Visiting artists contribute well to displays. The outdoor learning environment and facilities such as Forest School are a real strength. • Leaders and staff strive to develop pupils' learning and personal qualities such as curiosity, collaboration, creativity, engagement, independence, respect and resilience. • The school has adopted SCARF (SCARF: Safety, Caring, Achievement, Resilience, Friendship) for RSHE. This meets the statutory requirements for relationships education for primary pupils (DfE, September 2021). <i>'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.'</i> <i>Ofsted, March 2023</i>	
Leadership and management	SSE:
• The Headteacher is an educational leader of the highest calibre. Her ambition, high expectations, vision and ability to create a culture of high standards and continuous improvement have been the key in the school's rapid improvement. Unfortunately, the recent Ofsted report does not do justice to the Headteacher's leadership qualities. <i>'The headteacher has stabilised the school since she joined during the COVID-19 pandemic. She provides effective leadership.'</i> <i>Ofsted, March 2023</i> • The Assistant Headteacher has brought a wealth of experience to the school, especially in the area of mathematics. She leads by example in her classroom practice.	

- The leadership of early years, National Curriculum subjects and SEN has been effectively distributed among the teaching force. Subject leaders have a clear understanding of their role and are given specific time to evaluate and improve their area(s) of responsibility.
- The Headteacher, Assistant Headteacher and other leaders are fully focused on providing a high quality of education for all pupils, including disadvantaged and those with SEND.
- High emphasis is placed on developing teaching. Teaching is effectively monitored by senior leaders. Continuous professional development (CPD) is used to strengthen the knowledge skills of teachers and teaching assistants.
- 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 are used well to inform the priorities for the School Development Plan (SDP). Priorities for the 2023-2024 SDP include:
 - Ensuring that standards are consistently high, especially in reading, writing and mathematics.
 - Further enhancing the learning culture with the school and quality of teaching so that teaching is consistently good and often outstanding.
 - To increase the school's capacity to improve through the development of staff.
- The school has established positive partnerships with parents. The Headteacher is eager to strengthen support for more vulnerable families and especially where English is an additional language.

Early years

- Children enter Reception with knowledge and skills broadly typical for their age. Children are provided with a broad range of exciting indoor and outdoor learning activities. These enable them to acquire the knowledge, skills and cultural capital they need for now and for the future.
- The setting places much emphasis on the development of children's communication and language skills. Early reading and writing skills are also given strong attention. Children enjoy books and stories. In one session, a child described fog in a story as, '*Clouds coming down*'. In early writing skills, children are forming letters well and write the names of animals.
- The outdoor learning environment has been much improved. Children enjoy the range of outdoor learning opportunities.
- By the end of Reception in 2023, eighty six percent of children achieved a Good Level of Development (GLD). This is a well above average outcome.

Summary

Under the highly effective leadership of the Headteacher, Wiveliscombe Primary has made remarkable improvements since Spring 2020. The Headteacher's ambition, high expectations and vision are fully embraced by other leaders and staff. The school's well-planned curriculum and high-quality teaching are having a positive impact on the outcomes for pupils. Standards

by the end of Year 2 and Year 6 are high, especially in reading and writing. Pupils achieve well in a wide range of subjects.

The school has a positive and purposeful ethos and relationships with the school community are strong. Pupils have very positive attitudes to learning. Their handwriting and presentation of works is a clear strength. During the visit, pupils' behaviour in lessons and their attitudes to learning were exceptional.

With a well-planned curriculum, high quality teaching and another set of high outcomes in summer 2023, the school is clearly close to outstanding.

Date of next visit: TBA

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