

Supported Self-Evaluation Report

Autumn Term 2, 2022.

D G Watts MA(Ed), MSc.

SIS

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	3 November 2022
School improvement partner (SIP)	Derek Watts

Purpose of the visit:

- To review the school's development and progress.
- To evaluate how well pupils and staff have settled into the new academic year.
- To review 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 Chair of governors.
- Informal discussions with pupils about their learning.
- Visits to classrooms and to outdoor activities with the Headteacher.
- Viewing of the school's documentation and website.

Information about the school

- Wiveliscombe is a smaller than average sized primary school when compared to primary schools nationally (NoR: 203). In recent years, pupil numbers have grown from 179 to 203.
- Most pupils are of White British heritage. The school has recently welcomed 10 pupils from Ukraine.
- The proportion of pupils are supported by pupil premium (24%).
- The proportion of pupils with SEN support is below average (10%).
- A well below average proportion of pupils have a SEN Education Health and Care Plan.
- The proportion of pupils who speak English as an additional language is below average.
- 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 but was an interim executive Headteacher from March 2020. The Headteacher was 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: Date: 29 June 2017	Ofsted grade 2
Date of last Ofsted inspection and overall judgement: Section 8, Short inspection of Wiveliscombe Primary School, 29 June 2017. This school continues to be good. Next steps for the school Leaders and those responsible for governance should ensure that: Teachers provide effective challenge in mathematics and English across the school, so that the proportion of pupils, including those who are disadvantaged, working at the higher-level increases further. Ofsted inspection changes from July 2022. The next Ofsted inspection is highly likely to be an ungraded inspection (the new name for a short Section 8 inspection) for a good or outstanding school. The inspection should take place before 2025.	
Quality of education	School Self-Evaluation SSE:
The current <i>Education Inspection Framework</i> (Ofsted 2019a) and the <i>School Inspection Handbook</i> (Ofsted, September, 2022) 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. There is a strong emphasis of pupils acquiring deep knowledge and remembering knowledge over the long term. Terms such as ‘powerful knowledge’ and ‘sticky knowledge’ are often used. 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 ‘I’s: Intent: Curriculum design and planning. What is taught. Implementation: Teaching, assessment and learning. How the curriculum is taught. Impact: Outcomes for pupils (attainment and progress)	

Intent

- Leaders and staff at Wiveliscombe have made good progress in designing and planning a 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 progressive and sequential manner.
- 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 *Forest School* enhance pupils' experiences. Visiting artists, geologists and historians further enrich the curriculum.
- Strong emphasis is given to development of pupils' reading skills. *Bug Club Phonics* 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).
- An impressive 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

- Under the strong leadership of the Headteacher and the Deputy Headteacher, the quality of teaching, learning and assessment at Wiveliscombe continues to improve. Teachers and support staff convey high expectations of what pupils can achieve and how they are expected to behave. The pupils rise to these high expectations.
- Teachers have a secure knowledge of the subjects they teach. For example, during visits to lessons, teachers demonstrated good subject knowledge and expertise in the areas of phonics, writing and music.
- Teaching assistants are well trained and well deployed. They make a valuable contribution to pupils' learning and to their personal development.
- Pupils are making very good gains in their writing. In Year 2, pupils wrote their own adaptations of well-known stories. Pupils in Year 5 wrote well-argued accounts of how to save our precious water. In Year 6, pupils gave clear evidence as they inferred a character's emotions. Pupils' ability to write extended pieces is impressive. Handwriting is strong. Good use is made of the Nelson scheme and pupils write with a fluent and joined hand.
- In science in Year 4, pupils are developing a sound knowledge of the human digestive system. In Year 6, pupils acquired a detailed knowledge of blood and the circulatory system. Pupils clearly enjoyed the visit to Exmoor Zoo and gained an understanding of different animal classes. The Year 6 pencil sketches of amphibians, birds and mammals were first rate.



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High quality pencil sketches by Year 6 at Exmoor Zoo.

Impact

Outcomes in 2022

- There were no statutory assessments and tests in 2020 and 2021 because of the pandemic. In the Year 1 phonics screening check in 2022, ninety percent of pupils attained the expected standard. These outcomes were well above the national average (76%).

Year 2 outcomes

Year 2	School expected standard 2022 +	National expected standard 2022 +	School greater depth 2022	National greater depth 2022
Reading	90%	67%	20%	18%
Writing	87%	58%	20%	8%
Mathematics	87%	68%	27%	15%
R/W/M combined	81%	54%	16%	6%

- By the end of Year 2 in 2022, a well above average proportion of pupils attained the expected standard in reading. The proportion of pupils working at greater depth was above 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.
- Outcomes in mathematics were well above average at the expected standard and above average at greater depth.
- 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.
- These outcomes are most impressive and have been brought about by a well-planned curriculum and high-quality teaching.

Year 6 outcomes

Year 6	School expected standard + 2022	National expected standard + 2022 - indicative	Higher standard/ Greater Depth 2022	National Higher standards/Greater Depth 2022- indicative
Reading	85%	74%	26%	26%
Writing	81%	69%	37%	20%
Maths	78%	71%	22%	27%
GP&S	78%	72%	41%	28%
RWM combined	67%	59%	11%	11%

- By the end of Year 6 in 2022, the proportion of pupils attaining the expected standard was above average. Outcomes for the higher standard was 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. • In mathematics an above average proportion of pupils attained the expected standard. However, a below average proportion of pupils attained the higher standard. • The proportion of pupils attaining the expected standard in GP&S was above average. A well above average proportion attained the higher standard. • Attainment for reading, writing and mathematics combined was above average at expected standard. An average proportion attained the higher standard.	
Pupils' behaviour and attitudes	SSE:
• Pupils' attitudes to learning and their behaviour are extremely positive. 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. • Visits to classes indicate that pupils have settled extremely well into the new academic year. They were fully focused on their learning and were keen to participate in the interesting activities provided. In their learning, pupils demonstrated positive qualities such as cooperation, curiosity, determination, enjoyment and resilience. • Pupils take considerable care and pride in their handwriting and presentation. In their written work they frequently demonstrate creativity, imagination and stamina. Pupils are productive and produce extended pieces of high-quality written work. • On this occasion, attendance and bullying were not investigated.	
Personal development	SSE:
• A well planned, rich curriculum and the positive and welcoming ethos successfully promotes pupils' personal development as well as their academic achievement. • 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 exceptional.	



An attractive corridor display for the *Lighthouse Keeper's Lunch*, Year 2

- 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 for RSHE (SCARF: Safety, Caring, Achievement, Resilience, Friendship). The programme successfully incorporates the statutory requirements for Relationships and Sex Education (RSE) and Health Education (DfE 2019).

Leadership and management

SSE:

- The Headteacher has brought ambition, high expectations and considerable expertise to the school. She is totally committed to providing an outstanding quality of education for all pupils. The Assistant Headteacher brings strong experience to the school, especially in the area of mathematics.
- Leaders place a high emphasis on developing teaching. Teaching is effectively monitored by senior leaders and the SIP. Continuous professional development (CPD) is used to strengthen the knowledge skills of teachers and teaching assistants.
- Subject leadership is developing well and leaders have a clear understanding of their roles and responsibilities. Subject leaders are given specific time to view pupils' work, hold discussions with pupils about their learning and to visit lessons. Senior leaders provide the CPD and support to help ensure that all subject leaders are fully effective in evaluating and improving their subject area. The leader of geography and history is new to post so will receive the CPD and support required.
- 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 2022-2023 SDP include:
 - To ensure pupils attain high standards, especially in reading, writing and mathematics.
 - To further enhance the learning culture in the school.
 - To continually strengthen leadership and culture so the school has the strongest capacity to improve.
- The Headteacher has successfully restructured the school office. Administrative and financial duties are now more effectively distributed. Personnel are clear about their role and responsibilities.

Early years

- In reception, 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 the future.
- There is a sharp focus on the development of children's communication and language skills. Furthermore, early reading and writing skills are given strong attention. Adults effectively engage with children encouraging them to talk about their learning.

• In mathematics, children use apparatus and equipment to support their understanding. For example, children used different model ladybirds to practise their counting and addition skills. • Under the direction of the Headteacher, the outdoor learning environment has been much improved and these facilities are very well used.
Summary
Under the highly effective leadership of the Headteacher, Wiveliscombe Primary has made remarkable improvements. The school's well-planned curriculum and high-quality teaching are having a positive impact on the outcomes for pupils. Pupils are performing very well in reading, writing and mathematics. They are also achieving well in areas such as art and design, geography, history and science. 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. Pupils' behaviour in lessons and around the school is often exemplary. Other leaders and staff share the Headteacher's ambition and vision for the school. Subject leadership is developing well.
Date of next visit: TBA

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