

Motcombe



Date of this self-evaluation

September 2022

URN
DFE Number
Local Authority
Type of School
Age Range
Number on Roll
Headteacher
Chair of Governors
Date of Ofsted Ungraded Inspection

114460
845 2136
East Sussex
Infant
4 – 7
250 (of 270 available places)
Tracy Robinson
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February 2023

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Social Media

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Instagram - @motcombeschool
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Context

- Motcombe is a large infant school with 250 children currently on roll, serving a largely urban area of Eastbourne.
- The school is organised into 9 classes. This is a reduction from 12 classes. The challenge of a significant falling roll has necessitated a reduction in the school's PAN (Pupil Admission Number) and the school had to undertake a staffing restructure to reflect the current pupil numbers. The process began in March 2022 and resulted in no compulsory redundancies but was settled with voluntary redundancies.
- The rooms that are no longer required for classes are used as follows:
 - A Music room
 - A Thrive Room
 - A Classroom set up for children in Foundation Stage to undertake their phonics, enabling them to sit at a table for this aspect of their learning and a free uniform shop.
- There are good channels of communication. The school uses social media, email, text messaging, Tapestry and Class DoJo for communication and is piloting producing 2 newsletters per term rather than weekly as families find these platforms more accessible than a weekly newsletter. Parents and Carers were canvassed for their opinion and only one parent said that they used the newsletter for information.
- Complaints from parents are extremely rare and are dealt with quickly and effectively. Positive comments from parents are far more common and some are now being posted on the school's social media platforms.
- Pupils come from a wide range of social, economic and ethnic backgrounds. Most are of White British heritage with 47 children coming from an ethnic minority group. Children come from several pre-school settings and attainment on entry varies considerably but is generally slightly below expectations for their age.
- The proportion of disabled children and those who have identified special educational needs is lower than average and the proportion of children supported with an EHCP is low with currently 1 child with an EHCP.

School Profile

- Numbers on roll are **currently** 250. The school has a new PAN of 90 (previously 120). This falling roll mirrors the national trend where class sizes in KS1 have reduced from 26.9 in 2010/2020 to 26.7 in 2021/2022. (Source - <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>)
- The percentage of boys and girls is broadly the same with 52% boys and 48% girls.

Deprivation Indicators

- Eligibility for PP is **currently** 22% (with an additional 0.4% Service Pupil Premium) which is broadly in line with the national average of 22.5% for 2021-2022. (Source - <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>)
- The school deprivation indicator is below the national average.

EAL

- The number of pupils for whom English is an additional language is **currently** 19% which is below the national average of 34.5% for 2021/2022. (Source - <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>)

SEND

- **Currently** 8% of our pupils are on the SEND register which is below the national average of 12.6% for 2021/2022. (Source - <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>) The school delivers in-house speech and language support as well as the NELI programme which supports vocabulary development.
- **Currently** 18% of children are supported through the Thrive programme; mental health is the second largest area of primary need behind speech, language and communication needs. (Source <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>)
- **Currently** 1 child (0.4%) has an EHCP which is below the national average of 4% for 2021/2022. (Source - <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>)

Overall effectiveness - Self-evaluation Grade : Good (2)

**Ofsted Ungraded Inspection Grade – Good (2)
February 2023**

The overall effectiveness of the school is Good because:

- Quality of Teaching, Learning and Assessment is highly effective. We know this because outcomes for all pupils has been consistently above the national average prior to the pandemic and the school is confident that this good level of attainment will return.
- SMSC is strong.

Spiritual – There is a strong emphasis on the raising and maintaining of strong mental health within the curriculum and all children take part in weekly Circle Times to support this as well as support from the Thrive programme. Spirituality is also explored in a range of ways, an example of this is the KS1 Remembrance service and the School's Giving Garden.

Moral - There is a very strong moral code in the school based on our Golden Rules and all children understand the importance of these rules as a means to ensure that Motcombe is a safe and happy place and they endeavour to make the best choices at all times.

Social – Good Manners are at the heart of the school and children demonstrate respect for each other. Children behave well and care for each other. Playground Friends help to make playtimes more fun for everyone and the Green Team ensures that the school grounds are tidy and safe. The School Council takes a leading role in school improvement and, with support from the headteacher, devise their own Children's School Development Plan which is presented to the Governing Body's Standards, Inclusion and Wellbeing Committee, for approval.

Cultural – cultural development linked to British Values is enhanced through the broad and balanced curriculum that the school promotes; the children learn about diversity across the school and beyond, having the opportunity to be inspired by the thoughts, actions and ambitions of people both current and in the past.

- The DSL is supported by 3 DDSs. Safeguarding is secure. We know this because children report that they feel safe in school. The School has a bespoke admission form that is filled out online to accompany the East Sussex admission form. The school's form is more comprehensive and gives information highlighting potential safeguarding concerns. Each new starter is checked against information stored on Singleview and all information from this is uploaded onto MyConcern, for reference.

The overall effectiveness is good because outcomes for disadvantaged pupils had improved significantly and the gap for reading and maths had been eradicated and the gap for writing had reduced significantly in 2019, when school data was compared with national data. Children for whom English is an additional language made better progress than their peers in 2019. This was the focus from the school's last Ofsted inspection which challenged the school to – **'ensure that the majority of disadvantaged pupils and those who speak English as an additional language achieve highly across the curriculum'**.

The overall effectiveness is not yet outstanding because the post COVID data has not yet reached the pre-COVID levels for all pupils. The school is confident that, through the FIFA support, the gap will be at least be greatly reduced for end of 2023 data.

Quality of Education - Self-evaluation grade: Good (2)

**Ofsted Ungraded Inspection Grade – Good (2)
February 2023**

The Quality of Education is Good because:

- All children study the full curriculum supported by quality resources within an exciting and stimulating environment. The School embraced the Hygge approach in the Foundation Stage environment in 2021 and has now commenced extending this throughout the school to create a calm and homely learning environment for all children. (<https://www.thecuriosityapproach.com/blog/hygge-in-the-early-years>)
- The curriculum is well-constructed and provides lessons that are coherently planned and sequenced in order that children gain the knowledge and skills that they need to be successful. There is a strong focus on a Mastery approach, so successful in maths, and has been broadened to support learning in reading and writing. The school is now planning to secure this approach across the whole curriculum, where appropriate.
- Subject Leaders have clear plans for each unit of learning across all 3 year groups and have a good understanding of prior, current and future learning in their subject. Members of the Governing Body are partnered with Subject Leaders to ensure that they are effective in their monitoring role and can act as a layer of quality assurance for the whole Governing Body.
- Phonics and Reading are a key part of learning and the School has core texts in every class to further support children's awareness of language through literature. Speedy Readers is a regular intervention for children who need support with reading. The school has purchased additional reading books that link further with the teaching of phonics but most of the books are accessed online. Each Class Teacher signposts parents and carers to the appropriate book(s) to complement the children's current taught phonic skills (either via Tapestry or Class DoJo). The school uses Bug Club as a basis for the teaching of phonics but adapts some lessons where appropriate under the guidance of the Phonics Leader. The School plans to run a lunchtime Bug Club from September 2022 (organised by the Reading Leader) to ensure that disadvantaged children are able to access online reading each day. The club will run in the Computer Suite and will be supervised by members of the SLT.
- The majority of intervention takes place in the classroom in KS1 so that the children can be supported within their class environment. This enables them to link the intervention to their ongoing learning. Also being part of the class with a feeling of belonging is so important for the children's mental health. Children who are part of the NELI programme in FS work with an adult outside the classroom in a designated area. The School acknowledges that the biggest distraction for children is movement so the corridors are never used for any

intervention. The school's 'speedy' support for individual children takes place in the classroom where there is room; volunteers provide some of this support. Thrive support takes place in the Thrive room and/or garden.

- The Thrive programme supports children with their mental health and emotional development and this is evaluated and assessed 3 times during the year, with support from the School's Thrive Practitioners. We have 2 trained practitioners, one Teacher and one Teaching Assistant.
- Children in FS are supported with language and vocabulary development through Speech Link and the NELI Intervention Programme (<https://www.elklan.co.uk/neli/about-neli>). It is clear that poor language development is the most significant barrier to learning in our school. The School has already seen significant improvement in children's use of language and construction of spoken sentences after taking part in this programme.
- Teachers have strong subject knowledge.
- Effective support for the EAL Service, which is undertaken in the classroom to support class learning based vocabulary.
- Outcomes (prior to the pandemic) were consistently above the National Average for all pupils. The FIFA (Focused Intervention for Achievement) model (devised by the school) supports vulnerable children well.
- Focused learning walks are carried out weekly by members of the SLT and feedback is given to Teachers each week. The headteacher undertakes daily learning walks as well as daily site walks and feeds back to both the SLT, individual Teachers and the Caretaker so that any concerns can be addressed immediately.
- Weekly moderation of work/learning take place during PPA sessions and information from this is used to inform planning for the next week
- Dynamic marking is used highly effectively and advice and guidance is given at the point of assessment so that children have the time to respond to direct teaching, during the lesson.
- Learning behaviour is excellent and no learning is lost because of low-level disruption.
- Parent consultations provide good information on the progress that their child is making and this is supported with a written précis of progress and information about targets and additional support that can be undertaken at home
- Regular Home Learning challenges are set and this is valued by Teachers
- The web-site includes information about the curriculum

The quality of education is good because outcomes for disadvantaged pupils had improved significantly and the gap for reading and maths **had** been eradicated and the gap for writing **had** reduced significantly in 2019, when school data was compared with national data. Children for whom English is an additional language made better progress than their peers in 2019. This was the focus from the school's last Ofsted inspection which challenged the school to – *'ensure that the majority of disadvantaged pupils and those who speak English as an additional language achieve highly across the curriculum'*.

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Key improvements in 2021/2022:

- The use of Class Dojo to engage children in Home Learning.
- The Hygge environment and curiosity approach in FS which has led to improved outcomes for children.

The following actions have contributed strongly to improvement:

- A clear plan for supporting a catch-up programme. The School used additional funding from the DfE to create an additional class in Y2 for 4 mornings each week. Lessons were delivered by members of the SLT, both outstanding practitioners. This enabled children who needed to catch-up to work at a more appropriate pace and make progress. This also enabled the children who remained in their original class to work at a faster pace and make accelerated progress.
- The teaching of Maths Mastery led by AHT for KS1 who is part of the Maths Hub. The School has been fortunate to have been selected to be part of the Maths Fluency programme and this was the focus for the teaching of maths for 2021/2022 and will be embedded for this academic year.
- Relationships between staff and children are strong and Teachers have high expectations for all children.
- Writing has improved and children now learn basic writing skills following the Mastery approach.

- The NELI programme which has supported extended vocabulary and improved language development.
- The daily run/exercise sessions have improved children's fitness and stamina.
- The Hygge approach to the class and the curiosity approach to learning has supported children to learn in a more homely environment.
- The planning around Key Texts has supported language development and extended vocabulary well. It has also exposed all children to high quality texts, including during assemblies where books are used to introduce people and events in the real world.

Areas to develop and improve the school further:

- The roll out of the Hygge and Curiosity Approach in all classes. (SDP 1.1)
- The embedding of the 5 Values so that all children recognise how their learning and development reflects these. The School Council will be our Kindness Champions, as part of their role. (SDP1.2)
- Embedding the use of key vocabulary to support learning in foundation subjects, taken from subject leader plans. (SDP 1.3)
- Introducing the lunchtime Bug Club to further support disadvantaged children. (SDP1.4)
- Extend the use of volunteers to support the Speedy Reading programme. (SDP1.5)

Outcomes for Children

All Children					
2019		2021 (Not submitted)		2022 (Not published)	
EYFS Data					
EYS Average Point Score	37.7	EYS Average Point Score	37.7	EYS Average Point Score	32.6%
% of children reaching GLD	80%	% of children reaching GLD	80%	% of children reaching GLD	78.1%
Disadvantaged Children (Pupil Premium)					
EYS Average Point Score	33.9	EYS Average Point Score		EYS Average Point Score	31.7%
% of children reaching GLD	50%	% of children reaching GLD	65%	% of children reaching GLD	66.7%
Vulnerable Children (SEND)					
EYS Average Point Score	26.9			EYS Average Point Score	29.9%
% of children reaching GLD	37.5%	% of children reaching GLD		% of children reaching GLD	62.5%
Y1 Phonics Screening Check					
% of children who met the standard for Y1 Phonics	93.8%	% of children who met the standard for Y1 Phonics	91.0%	% of children who met the standard for Y1 Phonics	71.4%
Disadvantaged Children (Pupil Premium)					
% of children who met the standard for Y1 Phonics	86.7%	% of children who met the standard for Y1 Phonics	76.0%	% of children who met the standard for Y1 Phonics	56.5%
Vulnerable Children (SEND)					
% of children who met the standard for Y1 Phonics	88.9%	% of children who met the standard for Y1 Phonics	27.3%	% of children who met the standard for Y1 Phonics	22.2%
End of Y2 Expected Standard data					
Reading Expected Standard	88.1%	Reading Expected Standard	79.8%	Reading Expected Standard	53.8%
Writing Expected Standard	86.4%	Writing Expected Standard	70.2%	Writing Expected Standard	31.1%
Maths Expected Standard	83.9%	Maths Expected Standard	76.9%	Maths Expected Standard	42%
Reading Greater Depth	43.2%	Reading Greater Depth	22.1%	Reading Greater Depth	19.3%
Writing Greater Depth	32.2%	Writing Greater Depth	10.6%	Writing Greater Depth	2.5%
Maths Greater Depth	38.1%	Maths Greater Depth	12.5%	Maths Greater Depth	7.6%
Disadvantaged Children (Pupil Premium)					

Reading Expected Standard	68.2%	Reading Expected Standard	60.7%	Reading Expected Standard	31.4%
Writing Expected Standard	63.2%	Writing Expected Standard	39.3%	Writing Expected Standard	14.3%
Maths Expected Standard	57.9%	Maths Expected Standard	46.4%	Maths Expected Standard	22.9%
Reading Greater Depth	36.4%	Reading Greater Depth	10.7%	Reading Greater Depth	8.6%
Writing Greater Depth	10.5%	Writing Greater Depth	7.1%	Writing Greater Depth	0
Maths Greater Depth	15.8%	Maths Greater Depth	7.1%	Maths Greater Depth	2.9%
Vulnerable Children (SEND)					
Reading Expected Standard	66.7%	Reading Expected Standard	25.0%	Reading Expected Standard	15.0%
Writing Expected Standard	58.3%	Writing Expected Standard	0.0%	Writing Expected Standard	10.0%
Maths Expected Standard	58.3%	Maths Expected Standard	16.7%	Maths Expected Standard	10.0%
Reading Greater Depth	16.7%	Reading Greater Depth	0.0%	Reading Greater Depth	5.0%
Writing Greater Depth	12.5%	Writing Greater Depth	0.0%	Writing Greater Depth	0
Maths Greater Depth	16.7%	Maths Greater Depth	0.0%	Maths Greater Depth	0
EAL					
Reading Expected Standard	82.4%	Reading Expected Standard	61.5%	Reading Expected Standard	50.0%
Writing Expected Standard	88.2%	Writing Expected Standard	53.8%	Writing Expected Standard	41.7%
Maths Expected Standard	70.6%	Maths Expected Standard	57.7%	Maths Expected Standard	45.8%
Reading Greater Depth	23.5%	Reading Greater Depth	15.4%	Reading Greater Depth	16.7%
Writing Greater Depth	23.5%	Writing Greater Depth	7.7%	Writing Greater Depth	8.3%
Maths Greater Depth	29.4%	Maths Greater Depth	3.8%	Maths Greater Depth	16.7%
Boys					
Reading Expected Standard	87.5%	Reading Expected Standard	75.0%	Reading Expected Standard	54.0%
Writing Expected Standard	84.4%	Writing Expected Standard	56.8%	Writing Expected Standard	27.0%
Maths Expected Standard	87.5%	Maths Expected Standard	75.0%	Maths Expected Standard	38.1%
Reading Greater Depth	48.4%	Reading Greater Depth	9.1%	Reading Greater Depth	17.5%
Writing Greater Depth	31.3%	Writing Greater Depth	2.3%	Writing Greater Depth	1.6%
Maths Greater Depth	45.3%	Maths Greater Depth	4.5%	Maths Greater Depth	11.1%
Girls					
Reading Expected Standard	88.9%	Reading Expected Standard	83.3%	Reading Expected Standard	53.6%
Writing Expected Standard	88.9%	Writing Expected Standard	80.0%	Writing Expected Standard	35.7%
Maths Expected Standard	79.6%	Maths Expected Standard	78.3%	Maths Expected Standard	46.4%
Reading Greater Depth	37%	Reading Greater Depth	31.7%	Reading Greater Depth	21.4%
Writing Greater Depth	33.3%	Writing Greater Depth	16.7%	Writing Greater Depth	3.6%
Maths Greater Depth	29.6%	Maths Greater Depth	18.3%	Maths Greater Depth	3.6%

The following actions have contributed strongly to improvement:

- Improved support for children with SEND comprising intervention that follows Mastery principles and ensures that each child works independently for part of each lesson so that they are not over-reliant on the support of an adult. This enables Teachers to recognise what learning a child is able to apply independently and will ensure that future learning is bespoke for the child's needs.
- Maths Mastery has been so successful that the school now plans to follow the format of Mastery for other subjects across KS1
- Speedy Readers support in KS1 is securing significantly improved decoding for children. A phonics screening takes place at the end of terms 2 and 4 to provide evidence of progress.
- The NELI Programme has significantly improved the language development of the children taking part.
- The Mastery approach to teaching reading and writing

Areas to develop and improve the school further: (with link to SDP)

- The creation of a 'catch-up class' will be planned for children in Y2, led by the AHT responsible for inclusion; based on the success of the 'catch-up class' from last year. (SDP 2.1)
- Establish re-designed enrichment days to broaden children's knowledge and understanding of a range of inspirational people, linked to national themed days. (SDP 2.2)
- Embed the revised Music curriculum (SDP 2.3)
- Embed the revised RE curriculum (SDP 2.4)
- Introduce children in FS to table based phonics (SDP 2.5)

Behaviour and Attitudes - Self-evaluation Grade: Outstanding (1)	Ofsted Ungraded Inspection Grade Good (2) February 2023
<p>Behaviour and Attitudes are Outstanding</p> <ul style="list-style-type: none"> • Expectations are extremely high and children know what is expected of them. • Parents raise very few concerns about behaviour however, when concerns are raised they are dealt with immediately and successfully. • Children's attitude to learning is highly positive and the atmosphere in each class is purposeful. • Children walk calmly around the school and show politeness and respect to others. • Children know and understand the Golden Rules. • Children in the FS are invited to have 'Afternoon Tea' with the headteacher, a reward for keeping the Golden Rules. Each child has a helium balloon tied to the back of their chair, which they can take home and they enjoy a beautiful tea table setting with china cups and plates etc. • Children endeavour to make their best choices at all times. • Staff use simple and consistent language with the children which avoids confrontation but expects children to comply with instructions. An example of this is when a child is asked to do something and they say that they don't want to – staff will reply 'thank you for telling me' so acknowledging the child's response followed by 'we are doing this now'. Also repeating the same instruction in the same way until the child complies rather than rephrasing or getting into a conversation with the child. These approaches prove to be highly effective. • All children in KS1 take part in the daily outdoor exercise or run. • Children in the FS happily go to have their NELI sessions and really enjoy working with their adult and Teddy puppet. These children are always so proud of the sticker they receive for showing good listening and turn-taking skills. • Attendance is good – the attendance figure for the academic year 2021/2022 was 93.24% • Termly Learning Showcase days enable the children to showcase their learning from the term and children take a leading role in this, choosing what they want to share with their grownups. At these sessions the children 'teach' their grownups using the activities that they have most enjoyed from the term. • All children take an active role in a year group show comprising acting, singing and dancing. These are very well attended by families. • Annual Sports Days are also very well attended by families. It is an opportunity for children to demonstrate their daily run and/or exercise skills as well as their ability to work as part of a team. 	
<p>Behaviour and Attitudes are Outstanding Ofsted February 2023 stated that 'behaviour is impressive. The children say that there is no bullying at the school'.</p>	

The following actions contribute strongly to improvement:

- Conduct of children is very good because the school places emphasis on children taking responsibility for their choices; staff acknowledge how children are feeling but expectations remain high through the use of our 'thank you for telling me – now we are...' approach. In addition to this staff do not engage in confrontation with children and will continue to repeat question/instruction e.g. "where should you be?" "what should you be doing?" etc. Children who struggle to manage their emotions are well-supported through the Thrive programme

Flying high together

- Any behaviour incidents, although infrequent, are recorded on MyConcern and monitored as a standing agenda item at the weekly SLT meetings.

Areas to develop and improve the school further:

- To link the 5 Values to Class Dojo rewards. (SDP 3.1)
- Redesign the visual timetable and include a 'now and then' for the whole class as well as for those children who need this provision individually. (SDP 3.2)
- Re-brand 'Golden Time' as 'Thrive Together Time' to better support vulnerable children who find this aspect of the week challenging. (SDP 3.3)

Personal Development - Self-evaluation Grade : Outstanding (1) Ofsted Ungraded Inspection Grade Good (2) February 2023
Personal Development is Good because: <ul style="list-style-type: none">• Attendance is regularly around 95%, our EWO works closely with staff responsible for attendance.• E-safety is explored regularly with children and children feel safe in school and know what to do if they are worried or upset.• RHE focuses on emotional wellbeing and resilience as well as staying safe. The School uses the Jigsaw framework to support children's learning and understanding.• The teaching of British Values is strong and teachers actively promote this across the school, linking to themed assemblies led by the headteacher.• Children's achievements outside school are recognised and celebrated.• Through the Thrive Programme, children are supported with their emotional development and well-being.• Through the school's commitment to Emotional Wellbeing and Mental health children are supported to develop resilience, confidence and independence. The School is fortunate to have regular visits from Canine Concern, Elsie the dog is a very popular member of our team along with her handler, Alison. Children who work with her benefit from their time with her and clearly really enjoy being with her.• Parents mental health is a focus at termly wellbeing coffee sessions running prior to the termly Learning Showcase Days by the SLT and Wellbeing Governor.• The daily run/exercise supports the children to improve fitness and physical stamina. Children learn about nutrition and the importance of eating a balanced diet.
Personal Development, behaviour and welfare are Outstanding

Key improvements in 2021 – 2022:

- Children are able to demonstrate their kindness and thinking of others by giving flowers from the Giving Garden.

The following actions contribute strongly to improvement:

- Conduct of children is very good, they are polite and well-mannered and behave well in class, assemblies and when moving around the school – learning behaviour is very good as children are engaged in challenging learning.

Flying high together

- Any behaviour incidents are recorded on MyConcern and monitored as a standing agenda item at the weekly SLT meetings. These are rare.
- Improved support and provision for children has enabled their academic confidence to improve.
- The Thrive programme is enabling children to better understand their feelings and the impact that their behaviour choices can have on their peers.

Areas to develop and improve the school further:

- Extend the Giving Garden and introduce a permanent greenhouse and irrigation system to extend the project for more children to take part. (SDP 4.1)
- Develop the skills needed to become a Beach School (SDP 4.2)
- Provide 'loose parts' resources at playtimes for children in KS1 to further encourage their use of imaginative play (SDP 4.3)
- Develop a free school 'shop' to support families struggling with the cost of living crisis. This will comprise uniform, dressing up clothes, toys and games to support families struggling with the cost of living crisis. <https://www.gov.uk/government/publications/school-uniform/school-uniforms> (SDP 4.4)
- Every child to plant a tree with the support of Eastbourne Treebourne <https://treebourne.org/> (SDP 4.5)

Leadership and Management – Self Evaluation Grade – Good (2)	Ofsted Ungraded Inspection Grade Good (2) February 2023
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Leadership and Management are good because:

- Leaders have a clear and ambitious vision for the school which is supported with a clear and unambiguous development plan, shared with all staff, Governors, children and their families.
- Safeguarding is secure. Home visits are arranged for each new starter and a check against Singleview is part of school practice for every child new to the school. The Governor responsible for this is knowledgeable and experienced. She meets with the headteacher each term to discuss the term's safeguarding concerns and to discuss the responses from the DSL and DDSLs. She also meets the SBM termly to check and sign the Single Central Register; the Headteacher also signs the register termly. The School undertakes termly Fire Drills; the children are always excellent at this. The School undertakes a Lockdown drill twice each year. The Safeguarding Governor has witnessed the efficient way that both these safety drills are undertaken and has reported this to the FGB. All staff wear identification badges as do all visitors to the school; visitors who do not have evidence of a DBS wear an ID badge on a red lanyard and are not allowed to move around the school unaccompanied. The staff ID badges are used to sign in and out electronically. All visitors sign in electronically and are asked to read the safeguarding notice which shows photographs of the DSL and DDSLs. Safeguarding is a termly staff meeting for both teaching and support staff.
- KS1 and EYFS are led by experienced assistant headteachers. All AHTs write termly reports that are shared with the Governors Standards Committee. AHTs are challenged through detailed questioning, this is minuted.
- Subject Leaders have an Action Plan, bespoke for their area of responsibility.
- The KS1 Leader has transformed the curriculum to embrace the Mastery approach across all core subjects through research and planning.
- Standards of attainment at the end of FS and KS1 for all pupils are regularly above the National Average (prior to COVID).
- The learning environment is excellent, being tidy and well cared for and leads to good progress being made by most children. The FS team has introduced the Hygge approach to their learning environment and this approach is now being extended throughout the school. The school has a very talented designated Display TA who has one day each week designated for environment displays. Resources are all pre-loved and/or upcycled; the school is conscious of reducing plastic within the school.
- The FS curriculum is rich and broad and successfully covers all areas of learning across all the FS within the school's extensive grounds. Outdoor learning is led by an experienced and passionate FS Teacher.
- Assessment is accurate and the Governing Body is confident to endorse this.
- Safeguarding is secure. Home visits are arranged for each new starter and a check against Singleview is part of school practice for every child new to the school.
- Behaviour is excellent because children learn the Golden Rules, know to make their very best choices and show their best manners as soon as they join the school and positive reinforcement secures consistency in practice.
- The addition of the Giving Garden has added a welcome burst of colour and the weekly making and giving of a hand tied posy of flowers to members of the Motcombe Family who may have 'lost their smile' has enabled the children to further demonstrate their kindness to others.

- The School is proud of how music and singing are such a big part of the school; led by an experienced music and singing specialist. We have a wonderful choir who take part in many external concerts as well as in key assemblies throughout the year.
- The school knows itself well and self-evaluation is robust.
- Teaching and learning are strong with the vast majority of teaching is better than good, evidenced through weekly Learning Walks by EYFS, KS1 and SEND leaders and daily from the headteacher. Any concerns are highlighted and addressed immediately.
- CPD (in house) is effective and has a clear focus on school consistency and improvement.
- Governance is good and Governors hold the Senior Leaders of the school to account via outcomes meetings and Governing Body meetings
- The curriculum, including an Enrichment programme, supports good outcomes for children
- Attendance is good and the gap between Pupil Premium and non-Pupil Premium was under 4% for 2021/2022
- The school employs an external EWO who works with the assessment lead and the assessment admin staff.
- Appraisal practice is good and linked to Teacher and Post Threshold Standards.
- Behaviour is excellent.

Leadership and Management is Good because outcomes for disadvantaged pupils had improved significantly and the gap for reading and maths had been completely eradicated and the gap for writing had reduced significantly following the implementation of the FIFA programme in 2019. Children for whom English is an additional language made better progress than their peers in 2019 also following the FIFA programme. This was the focus from the school's last Ofsted inspection which challenged the school to – **'ensure that the majority of disadvantaged pupils and those who speak English as an additional language achieve highly across the curriculum'**.

Safeguarding is secure and the school has effective systems in place to safeguard children.

The school is confident that, through the FIFA support and despite the 3 lockdowns the gap will be at least be greatly reduced if not completely closed.

Leadership and Management is not yet outstanding because the post COVID data has not yet reached the pre-COVID levels for all pupils. The school is confident that, through the FIFA support the gap will be at least be greatly reduced for end of 2023 data.

Key improvements in 2021 – 2022:

- During the lockdown periods, the KS1 leader was instrumental in devising a home learning programme that exactly mirrored the teaching that would have taken place in the classroom, using the same Smartboard technology and with Teachers recording their regular teaching. Through analysis the School was proud that 94% of children engaged with home learning in KS1.
- Home Learning for children in the FS followed the usual format and used tapestry to record and share lessons. The School was proud that 96% of children in FS engaged in these sessions.
- During the lockdown periods, members of the SLT, including the EWO, made weekly phone calls to vulnerable families and recorded these calls on MyConcern. Teachers made phone calls to families who were not engaging with home learning and tablet devices were offered to these families. The school was given a donation of £1000 from St. Michael's Church to purchase more devices.

The following actions have contributed strongly to improvement:

- SLT is strong with a shared vision that is clear and unambiguous.
- Weekly Learning Walks undertaken by the AHTs continues to enable the team to have a strong understanding of standards across the year groups and this in turn has led to a sharper focus on improvement based on the evaluation of new and established initiatives.
- Daily Learning Walks by the headteacher ensures that all agreed initiatives are followed and that the School's high standards of behaviour, choice making and good manners is consistently upheld. The development plan for improvement now systematically links with leader's roles and responsibilities, linking them with Governors to provide accountability.

Areas to develop and improve the school further:

- Make sustainable provision for coping with the increase in fuel bills (SDP 5.1)

- Consult with PROM schools (Pashley, Ratton and Ocklynge) to devise an appropriate way to deliver the required 32.5 hour school day. <https://www.gov.uk/government/publications/length-of-the-school-week-minimum-expectation> (SDP 5.2)
- Commence succession planning for the planned retirement, at the end of the academic year, for the School Business Manager. (SDP 5.3)
- Embed the revised foundation subjects information sheets enabling Subject Leaders continue to have an impact on standards across the school. (SDP 5.4)

There is no doubt that the pandemic has had a significant impact on all aspects of family life not least, the disruption to children's school experiences.

The following quote reflects our optimism for better years to come.

'To plant a garden is to believe in tomorrow.'
Audrey Hepburn

