



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 Previous Inspection

114460
845 2136
East Sussex
Infant
4 – 7
250 (of 270 available places)
Tracy Robinson
Debbie Aggett
January 2018

E-mail

office@motcombe.e-sussex.sch.uk

Phone

01323 728901

Social Media

Facebook – facebook.com/motcombeschool
Instagram – @motcombeschool
Twitter – @MotcombeSchool

Termly update – Term 1



Summary of key findings from inspection dated January 2018

This is a good school.

During the inspection, we focused on how effectively leaders ensure that boys achieve well in reading and writing. We also scrutinised leaders' actions to promote pupils' social, moral, spiritual and cultural development. Finally, we evaluated leaders' work in ensuring that disadvantaged pupils and those who speak English as an additional language achieve well.

- Boys are achieving well in writing throughout the school. This is because teachers plan skilfully, learning that enthuses them to write. Topics which interest them inspire boys to read and discover relevant information about historical events. For example, in learning about HMS Titanic, a range of information texts and other inspiring learning resources captured boys' interests. They were keen to share their newly acquired knowledge, and demonstrated rightful pride in the work they had completed
- You provide pupils with a range of opportunities to develop their social, moral, spiritual and cultural development. For instance, your school values celebrate diversity and individuality. In teaching about marriage in different cultures, you challenge stereotypes by demonstrating that same-sex relationships and protected characteristics are the norm
- Pupils' understanding of fundamental British values are developing well. Through your many enrichment days, pupils learn about how these values are upheld, for instance by the armed forces, the police and the government
- Pupils enjoy working, playing and celebrating together. This strong sense of community shines through in everyday school life. For instance, the pleasure that the pupils felt in singing together so joyously in assembly at the end of the day was palpable
- You have high aspirations for disadvantaged pupils and those who speak English as an additional language. You make generally effective use of additional funding to provide extra support and care for these groups of pupils to achieve well, particularly in developing their language and communication skills. However, some pupils within these groups are not yet achieving as well as they should. You know that more needs to be achieved to improve outcomes for these pupils

The school needs to improve

Leaders and those responsible for governance should ensure that: v the majority of disadvantaged pupils and those who speak English as an additional language achieve highly across the curriculum.

SDP Summary of objectives

Overall Effectiveness – Priority 1	
Objective	Progress through School Development Plan
<p>1.1 The roll out of the Hygge and curiosity approach in all classes.</p> <p>1.2 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.</p> <p>1.3 Embedding the use of key vocabulary to support learning in foundation subjects, taken from subject leader plans.</p> <p>1.4 Introducing the lunchtime Bug Club to further support for disadvantaged children.</p> <p>1.5 Extend the use of volunteers to support the Speedy Reading programme.</p>	<p>The school looks beautiful. The TA responsible for Display continues to source pre-loved resources to support both Hygge as well as a curiosity approach.</p> <p>The 5 values are now familiar to the children and staff refer to them regularly. All classes will have linked Dojos to these values by the end of Term 2</p> <p>The Lunch Bug Club is now running 2 days per week. The Reading Buddies take an early lunch so as to be ready for their session.</p> <p>The school has recruited 3 more Speedy Reader volunteers to complement the existing team.</p>
Quality of Education – Priority 2 (Ofsted area of improvement - To ensure that the majority of disadvantaged pupils and those who speak English as an additional language achieve highly across the curriculum)	
Objective	Progress through School Development Plan
<p>2.1 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.</p> <p>2.2 Establish re-designed enrichment days to broaden children's knowledge and understanding of a range of inspirational people, linked to national themed days.</p> <p>2.3 Embed the revised Music curriculum</p> <p>2.4 Embed the revised RE curriculum</p> <p>2.5 Introduce children in FS to table-based phonics learning</p>	<p>The catch-up class is now well-established. The Butterfly Room has been transformed to reflect our Hygge credentials. Children are already gaining academic confidence and progress is clear. Data will be captured at the end of Term 2.</p> <p>Enrichment days follow a topical theme and in Term 1 the focus was 'Black History Month'</p> <p>Music sessions are going well, the Music Room is well-used.</p> <p>The RE Day in Term 1 was very successful.</p> <p>The children from FS are regularly using the Phonics Room and are happy to sit at tables for these sessions.</p>
Behaviour and Attitudes – Priority 3	
Objective	Progress through School Development Plan
<p>3.1 To link the 5 Values to Class Dojo rewards.</p> <p>3.2 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.</p> <p>3.3 Re-brand 'Golden Time' as 'Thrive Together Time' to better support vulnerable children who find this aspect of the week challenging.</p>	<p>Most classes have linked the values to Dojos.</p> <p>The visual timetable is now a familiar start to the day. All classes use the same format and refer to the timetable throughout the day. Vulnerable children have their own personal timetable on their table for ease of reference</p> <p>Thrive Together Time now well-established and more successful than the previous Golden Time as children can use their Thrive skills to support their mental health during these sessions</p>
Personal Development – Priority 4	
Objective	Progress through School Development Plan
<p>4.1 Extend the Giving Garden and introduce a permanent greenhouse and irrigation system to extend the project for more children to take part.</p> <p>4.2 Develop the skills needed to become a Beach School.</p> <p>4.3 Provide 'loose parts' resources at playtimes for children in KS1 to further encourage their use of imaginative play.</p> <p>4.4 Develop a free school 'shop' to support families struggling with the cost of living crisis. This will uniform, dressing up clothes, toys and games to support families struggling with the cost of living crisis.</p>	<p>The greenhouse is a wonderful addition to the Giving Garden.</p> <p>Hannah Moon has completed the Beach School training sessions. The focus for this will be Y1 and the school plans to use the PE funding to support the children to improve their physical fitness</p> <p>The loose parts play continues to be very popular at break times.</p> <p>The free shop has proved to be highly successful and now opens every Thursday instead of every other.</p>
Leadership and Management – priority 5	
Objective	Progress through School Development Plan
<p>5.1 To make sustainable provision for coping with the increase in fuel bills</p> <p>5.2 To consult with PROM schools (Pashley, Ratton and Ocklynge) to devise an appropriate way to deliver the required 32.5-hour school day.</p> <p>5.3 Commence succession planning for the planned retirement, at the end of the academic year, for the School Business Manager.</p> <p>5.4 Embed the revised foundation subject information sheets enabling Subject Leaders continue to have an impact on standards across the school.</p>	<p>The PROM meeting is scheduled for 17 November.</p> <p>Sue Spencer has started the SBM training using the apprenticeship levy funding</p> <p>This ongoing</p>

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

