



# TITTENSOR CE (VC) FIRST SCHOOL

## SCHOOL SELF EVALUATION

2023-2024

Updated September 2023

### Context

We are a church of England first school under the Diocese of Lichfield and are linked with St. Luke's Church in Tittensor. Our children are aged from 3 to 9. They transition to either Walton or Christchurch Academy middle schools, We network with the local Stone Cluster of first schools.

#### Vision

*At Tittensor, we nurture wonder and faith and are full of hope and enthusiasm, as we worship together. We encourage all to persevere and grow in learning to our God-given potential. We look after one another and our world, with love and respect, seeking the common good for all.*

**Values** – Love, Faith, Hope

		National Data
Number on roll	73 (+14 N)	227
Male %	59.8%	50.9
Female %	40.2%	49.1
Ever 6 FSM %	3.1	25.5
Minority Ethnic Groups %	9.2	35.2
SEN EHCP %	1.5	2.3
SEN Support %	11	13
English as an additional language %	1.5	21.3
Stability %	83.9	76.6
School deprivation indicator	0.09	0.18

Ethnic Background	School Percentage
White	87.7%
Any other white background	4.5%
White/Asian	2.2%
Other mixed background	4.5%
Bangladeshi	1.1%

## July 2023 Attendance

	Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence	
					Number	Percent
Overall No EYFS	96.9%	1.04%	0.46%	2.64%	1	1.69%
Overall	96.86%	0.86%	0.43%	2.71%	1	1.35%
Reception	96.7%	0.14%	0.33%	2.97%	0	0%
Year 1	97.1%	0.99%	0.43%	2.47%	0	0%
Year 2	96.11%	2.23%	0.34%	3.55%	1	5.56%
Year 3	97.25%	0.2%	0.34%	2.42%	0	0%
Year 4	97.31%	0.6%	0.71%	1.99%	0	0%

## Reported incidents 2022-23

Bullying	0
Homophobia	0
Racism	0
Peer-on-Peer Abuse	0
Low-level Safeguarding Concerns	2
Exclusions	0

## Recognised awards:



## Progress against previous inspection

### Areas to improve Progress

Last inspection: July 2023

Grading: Good with Outstanding

<https://reports.ofsted.gov.uk/provider/21/124279>

- Leaders have not identified the key component knowledge and vocabulary they want pupils to learn in a small number of subjects. Pupils' knowledge is not built upon over time in these subjects as a result. Leaders should ensure that they identify the specific knowledge and vocabulary they want pupils to learn and remember over time in these subjects.
- Leaders' use of assessment is not precise enough in a small number of subjects. They do not have a clear enough understanding about what pupils know and remember in these subjects. Leaders should ensure that they can accurately assess pupils' knowledge in all subjects
- Learning plan targets for pupils with special educational needs and/or disabilities (SEND) are too broad. Staff do not break down broad aims into small, achievable steps as a result. Leaders should ensure that staff can support pupils with SEND to be as successful as they can be.

### School improvement priorities

**Quality of education** - Outcomes for Pupils - All pupils make substantial and sustained improvement in each year group and across the curriculum

Ensure the curriculum is relevant and challenging and identifies the explicit knowledge that is being taught

**Leadership & Management** – Promote and motivate leadership at all levels so that every child has the chance of a high quality education

**Personal development** - Our school community works together to ensure that everyone feels safe, stays well and shows respect to one another.

To promote positive mental health and wellbeing for our children and staff

**Behaviour and attitudes** – Further develop learning strategies to promote a learning culture that is characterised by high expectations, resilience, mindfulness and personal development

**Quality of education in Early Years** – To further develop the leadership and provision in Early Years enabling children to make rapid progress

## Quality of Education - Good

### Strengths

#### Intent:

The aim of our curriculum is to provide opportunities for children to develop as well-balanced, independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. Our curriculum is organised in a manner that is progressive and builds on prior knowledge through each area of the curriculum. We have collated progression documents, covering all topics in the national curriculum, showing purpose and progression across our curriculum through a high quality of sequenced lessons.

We wish to deliver a curriculum that is ambitious and challenges the children, teaching them the fundamentals of our history, geography and general knowledge of the world so that they are appropriately set up for later life with the key knowledge that can support them.

Our curriculum is built on the Four Cornerstones of Learning through the themes: Engage, Develop, Innovate and Express. Each aspect of the curriculum topic begins with a 'memorable experience' that stimulates children's curiosity.

We ensure that a diverse and broad range of topics are covered through progression of knowledge and skills documents. We also communicate with Middle schools to ensure the children's learning allows for progression in the next phase.

Our curriculum progression documents show each year group and the coverage across the curriculum. It is broad and balanced.

Foundation subjects are covered and linked to the NC. Learning enables children to become life long learners and provides them the skills to succeed in later life.

#### Implementation

- Teaching and learning in all subjects is at least good or better.
- Teachers have good subject knowledge of what they are teaching.
- Lessons are structured around a 'Flashback' to promote retrieval practice, a recap of previous learning, new learning, practice and feedback, test and review.
- Teachers use skillful questioning techniques to check for understanding. Teachers phrase questions to deepen pupils understanding and challenge their thinking.
- Teaching is adaptive to ensure all children can access the learning. Children with additional needs and SEND are supported and scaffolded with their learning where needed or their work is adapted throughout the lesson so that they can achieve.
- Chn identified as needing extra support receive pre/post teaching, interventions and catch up sessions.
- Presentation is excellent.

#### Assessment

- Staff use Feedforward Marking to give in the moment feedback. This informs the teacher's planning for the next session.
- End of unit assessment take place in all subjects.

- Retrieval practice such as quizzes and Brain Dumps assess chn's learning.
- Standardised testing in reading and maths happens at the end of each term.

### Impact:

	GLD Communication & Language	GLD Personal, Social, Emotional Development	GLD Physical Development	GLD Literacy	GLD Maths	GLD Achieved Early Years Foundation Stage	National	Expected in all 17 ELGs Early Years Foundation Stage	National
2022	100%	100%	100%	76%	100%	76%	65%	76%	65%
2023	93%	100%	100%	86%	93%	79%	65.2%	79%	65.2%

### Year 1 Phonics Screening Summer 2023

Working towards	0	-
Working at	9	100%
Disapplied	0	-

### Phonics screening Year 1 and Year 2 retakes

	Year 1	National data	Year 2	National data
2021	80%		100%	
2022	85%	76%	100%	87%
2023	100%		94%	

### KS1 Assessment Data Summer 2023 *\*Last Year's National Average*

	Working Towards	National Data	Expected Standard	National Data	Greater Depth	National Data	EXS+GDS
Reading	6%	23%	61%	49%	33%	18%	94%
Writing	17%	31%	67%	50%	17%	8%	84%
Maths	17%	24%	72%	55%	11%	15%	83%

**Y4 Multiplication Check 2023**

	2022		2023		Progress
<b>Chn Scoring 25/25</b>	<b>5</b>	<b>33%</b>	<b>4</b>	<b>25%</b>	<b>-8%</b>
<b>Chn Scoring 20-24</b>	<b>4</b>	<b>27%</b>	<b>3</b>	<b>19%</b>	<b>-8%</b>
<b>Chn Scoring 15-19</b>	<b>4</b>	<b>27%</b>	<b>5</b>	<b>31%</b>	<b>+4%</b>
<b>Chn Scoring &lt;15</b>	<b>2</b>	<b>13%</b>	<b>4</b>	<b>25%</b>	<b>+12%</b>

**Children develop knowledge and skills across the curriculum and, as a result, achieve well.**

**Actions from previous year:**

- Mastery Maths (White Rose) embedded to strengthening the teaching of maths.
- Maths Lead completed year 2 of the Painsley Mastery Maths Hub to ensure that the outcomes in teaching and learning in maths are excellent.
- Staff PD Targets set around retrieval practice. Rosenshine's Principle learning for all staff. Flashbacks embedded in all subjects to promote retrieval practice.
- Ogden Science links resulted in raising awareness of reasoning and thinking in science.
- Feedforward Marking policy embedded.
- DC PRO assessment tool used to analyse termly tracking.
- Support staff informing teachers daily of chn with misconceptions and are providing relevant interventions planned for by the teacher.
- Writing assessment grids are being used effectively to address gaps in learning.
- Progress in phonics is excellent through the implementation of Little Wandle Y1- Y2
- New Forest School Teacher in place, sessions for all year groups.
- CPD delivered virtually and during staff professional development meetings.

**Impact of actions:**

- Maths results are consistently high across school (see data). Maths teaching is good or better.
- CPD in retrieval practice has resulted in chn now able to recall more knowledge from previous learning.
- Science teaching is good or better. KS1 Science 89%.
- Feedback is evident through children's work and planning. Fix its show chn are aware of how they can improve their work and misconceptions addressed daily and in the moment.
- Pre/post teaching and catch-up interventions have resulted in gaps being identified straight away for all chn. Support staff proactively support learning and address misconceptions. Achievement across the school in all areas of the curriculum is good. n KS1 assessment EXS/GDS: R-94% W- 84% M-89% S- 89%.
- Staff have used DC Pro to forensically review data to ensure gaps are identified and no one gets left behind.
- Writing grids show gaps in learning and give chn ownership of how they need to improve. Staff plan lessons/interventions around the gaps. highlighted by writing grids resulting in good progress across the school in writing. KS1 84%.
- Little Wandle has strengthened phonics teaching: Y1 scores 100%, Year 2 – 94% (2 chn to retake, 1 SEN (6%) GLD still not passed).
- Forest School has promoted a joy of learning outside.

<ul style="list-style-type: none"> <li>• Focused training for subject leaders to support leadership at all levels and enhance subject knowledge. National College Partnership and Schoot</li> <li>• Introduced adaptive teaching style.</li> <li>• Monitored TA interventions. TAs have explicit intervention timetables to ensure that they are narrowing the gap in learning at every opportunity. New intervention room improving learning environment for interventions</li> <li>• All children being monitored have had a Reasonable Adjustment assessment to ensure any unmet needs in the classroom are identified</li> <li>• SENDCO ensured procedures and policies are robust and staff knowledge of SEND remains a priority.</li> <li>• Staff training on SMART targets for SEND chn.</li> <li>• Sustained writing across the curriculum is planned for; embedding curriculum so that the curriculum is more engaging and has clear progression, with links to cross-curricular writing.</li> <li>• Teachers have non-negotiable expectations around poor presentation.</li> <li>• Use of class visualisers to model handwriting and presentation expectations; Peer assessment and celebration opportunities.</li> <li>• More focused long-term planning to ensure coverage and progression is evident see SIP English Review.</li> <li>• Quality texts purchased in line with topics.</li> <li>• Learning is showcased on Classroom Dojo.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality CPD has upskilled staff and increased subject knowledge in staff. Lesson Observations show that staff score good/outstanding in this area when observed.</li> <li>• All chn can access appropriate challenge.</li> <li>• Interventions are more robust and now are more focused i.e. S&amp;L, spelling, fine motor skills, etc.</li> <li>• SEND provision is effective and all needs are met. Progress passport targets are more focused resulting in measurable progress.</li> <li>• Evidence of writing at length in all curriculum areas. Chn have more sustainability in writing.</li> <li>• Chn aware of presentation and have ownership. This has increased standards in presentation across the school.</li> <li>• English planning has raised standards in reading and writing.</li> <li>• Quality texts have promoted reading for pleasure and engaged chn in English lessons.</li> <li>• Chn take ownership to improve their own learning.</li> </ul>
<b>Areas for development</b>	All Pupils make outstanding progress
<b>Next steps</b>	<ul style="list-style-type: none"> <li>• SEND SMART targets to be broken down into small steps of learning.</li> <li>• Key knowledge and vocabulary for all subjects is identified and subsequently the assessment reflects this.</li> <li>• Monitor CPD so that it is purposeful and will enhance staff knowledge, showing an impact on teaching and learning by introducing enquiry-based PD targets.</li> <li>• Ensure Teaching Assistants are used to move learning forward using pre/post teaching, catch-up sessions and other interventions.</li> <li>• Introduce timetabled retrieval opportunities</li> </ul>
<b>Behaviour and Attitudes - Outstanding</b>	

## Strengths

Reported incidents 2022-23	
Bullying	0
Homophobia	0
Racism	0
Peer-on-Peer Abuse	0
Low-level Safeguarding Concerns	2
Exclusions	0

### Attendance and punctuality data

	Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence	
					Number	Percent
Overall No EYFS	96.9%	1.04%	0.46%	2.64%	1	1.69%
Overall	96.86%	0.86%	0.43%	2.71%	1	1.35%
Reception	96.7%	0.14%	0.33%	2.97%	0	0%
Year 1	97.1%	0.99%	0.43%	2.47%	0	0%
Year 2	96.11%	2.23%	0.34%	3.55%	1	5.56%
Year 3	97.25%	0.2%	0.34%	2.42%	0	0%
Year 4	97.31%	0.6%	0.71%	1.99%	0	0%

	Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence	
					Number	Percent
Pupil Premium	91.9%	2.37%	0.99%	7.11%	1	33.33%
SEND	94.57%	0.99%	0.99%	4.44%	1	16.67%
SEND Monitoring	97.53%	0.39%	0.20%	2.27%	0	0%
Non-SEND	96.76%	0.88%	0.45%	2.79%	1	1.41%

Our school has a supportive, friendly atmosphere that ensures that all children have the optimum conditions to facilitate learning.



There is a shared understanding of what constitutes 'good' behaviour. We use our Christian values of: Love, Faith, Hope to ensure that they are embedded into our actions and our words and pupils learn to celebrate their differences and similarities. Incidents of bullying are very rare.

Our pupils are polite, respectful and courteous and have an excellent attitude to learning – They are motivated to learn. Vulnerable pupils are identified, their emotional well-being and academic progress carefully monitored and their needs addressed. Pupils with SEND are supported and suitably challenged so that they may have the same learning opportunities as their peers. Through our links with the Stone Cluster of schools, pupils have the opportunity to develop friendships with pupils from a wide range of cultural and ethnic backgrounds. *Ofsted February 2018 states: The school is proud of its Christian ethos and has strong links with the local church. Pupils learn about all faiths and religions and say that it is 'OK to be different' at their school.*

Children with other agencies involved			
Early Help	CIN	CP	CIC
1	0	0	0

Pupils make a positive contribution to the life of the school and the wider Christian community. Many pupils help to maintain the gardens in Tittensor. All pupils understand what it means to support those in need and offer support to others less fortunate, they work hard to raise funds for, and awareness of, a wide range of charities and organisations.

#### Actions from previous year:

- All chn Boxhall profiled to ensure there are no unmet needs.
- Embedded Christian Values of Love, Faith, Hope Wellbeing Lead worked with a focused group of chn around anxiety and emotional issues.
- The Lifeboat Club has been introduced and offers interventions around SEMH.
- School embedded a PSHE Association Curriculum , including a relationship curriculum.
- The Online safety curriculum has been mapped against the PSHE curriculum to ensure we are rigorously teaching online safety to all chn.
- Early identification and support for chn displaying social, emotional needs
- Staff have high expectations for chn's behavior

#### Impact of actions:

- No unmet behavior needs.
- Caring school ethos ensures behavior and behavior for learning across the school is excellent. Chn have a clear understanding and appreciation of the impact of behaviour on learning and on others.
- SEMH intervention supported chn with regulation so no behavior incidents.
- Pupil voice for PSHE and wellbeing shows good understanding of emotions and feelings.
- A good SEMH provision has meant chn are settled and ready to learn.
- Lesson observation show outstanding behavior in lessons and chn show resilience in their learning.

<ul style="list-style-type: none"> <li>• Chn have positive attitudes to their learning, through teachers modelling expectations, they are proud of their learning.</li> <li>• Staff ensure an appropriate level of challenge to promote resilience in children across the curriculum.</li> <li>• learners have high attendance and are punctual</li> <li>• Staff and chn formed positive relationships.</li> <li>• Chn were taught about bullying and discrimination.</li> <li>• Staff CPD and weekly briefing around Safeguarding, including bullying, ESafety, etc. to ensure staff knowledge and awareness is up-to-date.</li> <li>• Commendation assembly praises chn for all round achievement. Dojos are given as praise and celebrated through milestone certificates and badges, Good Samaritans are chosen for exemplary behavior, weekly certificates are celebrated. Outside achievements are showcased. Dojo is used to showcase role models.</li> <li>• Clear routines are established in all areas of the school. These routines are regularly monitored, maintained and evaluated.</li> <li>• There is regular teaching and reinforcement of social behaviour and behaviour that maximises learning.</li> <li>• Clear and effective behaviour and attendance policies are established and are applied consistently and fairly</li> <li>• Lunchtime routines / older pupils helping younger. Kindness Ambassadors – Play Leaders, Bee Active led lunch times to increase staff awareness around play.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff knowledge through CPD around relationships and safeguarding means an ethos where chn behave and know how to stay safe.</li> <li>• The school ethos is positive and based on effective role-models and praise resulting in outstanding behavior.</li> <li>• Attendance is historically good. Attendance for 2022/23 was 96%. Attendance is better than national average.</li> <li>• Pupils continue to develop effective strategies to combat bullying and to manage risk in a range of situations.</li> <li>• Pupil voice - 94% that say they feel safe, 6% most of the time.</li> <li>• We have extremely low exclusion rates- nil.</li> <li>• Continued and regular safeguarding, e- safety and PREVENT training for all staff results in no recorded incidents of online safety breaches of on-line bullying.</li> <li>• Lunchtime supervisors effectively lead behavior outside the classroom.</li> </ul>
<b>Areas for development</b>	Children continue to feel safe and happy at school
<b>Next steps</b>	<ul style="list-style-type: none"> <li>• Safeguarding CPD to remain a high priority.</li> <li>• Continue to place high standards in behavior as a high priority</li> <li>• Ensure effective transition at all stages so that chn are happy and ready to learn</li> </ul>
<b>Personal Development - Good</b>	
<b>Strengths</b>	Pupils of all ages enjoy school life – lessons, breaks and lunchtimes, clubs, extra-curricular competitions, indoor and outdoor environments - and are proud to be a member of Tittensor CE (VC) First School. Pupils are confident learners, and demonstrate excellent manners, respect and attitudes. This creates a positive learning environment for all. Pupils are provided with opportunities to assess and manage risk – physical, online safety, emotional and social and have a developing understanding of different behaviours and how to respond to these including when it is appropriate to involve an adult. There is a positive culture of respect. Our 'Kindness Ambassadors' spread positive messages and kindness across the school.

Staff and pupils enjoy positive relationships. Teachers welcome pupils into the class each morning with a smile and a personal greeting – This sets a happy, purposeful tone for the day.

Our curriculum reflects our commitment to the spiritual and personal development of our pupils, and of our community. SMSC and 'British Values' are interwoven throughout our 'Tittensor Values'. Chn learn about Global Citizenship and British Values through Picture News, Worship and formal lessons so that they have a better understanding of the world around them. PSHE is closely mapped with On-line safety and RSE so that children have an holistic approach to staying safe and understanding

Our Wellbeing Team supports pupils and parents/carers in developing positive mental health.

Pupils have a positive attitude to learning and enjoy school. They know they are valued and that their achievements will be celebrated. During lesson observations, pupils consistently display good positive attitudes. There is an increasingly strong SMSC focus across the curriculum and in all worships and celebrations. Our school recognises it has a low number of pupils from an ethnic minority background and provides pupils with opportunities to learn about other cultures both in the local area and further afield. We are keen to collaborate with a variety of different schools and academies. We play an active role in the Stone Cluster of schools

Ethnic Background	School Percentage
White	87.7%
Any other white background	4.5%
White/Asian	2.2%
Other mixed background	4.5%
Bangladeshi	1.1%

The learning environment is stimulating, purposeful and supports learning. Pupils have the opportunity to interact with children from different backgrounds and cultures through the Stone Cluster.

Tittensor curriculum extends beyond the classroom and supports the education of the whole child, placing an emphasis on wellbeing and mental health.

Chn are taught about mental health and wellbeing, how to keep healthy, building up resilience, how to be independent through the PSHE/RSE curriculum. They are taught mindfulness strategies to support their own mental health.

Transition is effective from each year group to ensure that there is no lost learning opportunities and staff understand the needs of the child. Success is planned for and celebrated at every stage. Lessons on careers and vocations give chn the opportunity to have aspirations and goals from an early age.

	<p>Pupil voice is important to the school. School council work closely with the Headteacher and children to ensure pupils are being heard.</p> <p>Educational visits and visitors play an important role in educating the whole child.</p>
<p><b>Actions from previous year:</b></p> <ul style="list-style-type: none"> <li>• Chn leaders are all levels: Kindness Ambassadors, School Council, Reading Ambassadors, Eco Warriors.</li> <li>• Bee Active offered enrichment activities: Circus Skills, Glow Sports.</li> <li>• Bee Active offering a range of after school sports.</li> <li>• Bee Active deliver a PP session on healthy lifestyle and fitness</li> <li>• Enrichment days (Number Day, World Book Day) have reinforced other areas of learning.</li> <li>• New outside gym purchased.</li> <li>• Outdoor tables and benches purchased for outdoor learning and are being used by classes.</li> <li>• Outside area has been transformed by the site manager.</li> <li>• Wellbeing Lead worked with a focused group of chn around anxiety and emotional issues. The Lifeboat Club has been introduced and offers interventions around SEMH.</li> <li>• All chn have been Boxall Profiled to ensure there are no unmet needs.</li> <li>• Virtual wellbeing library on website for parents to access with their chn</li> <li>• School wellbeing library in entrance hall 'Calm Zone'</li> <li>• Visit from Severn Trent Water, Chinese New Year Workshop, Dog's Trust, Paralympian, illustrator, reptile handler, local Reverend, parents and family members as mystery readers, Stone Rotary Club, visits to Lichfield Cathedral, St. Luke's Church, New Brighton, Amerton Farm, Chester, Potteries Museum, residential at Stanley Head, local schools for sports events.</li> <li>• Parent workshops, Parent making Mornings, Family Reading Breakfasts and Mystery Readers all took place.</li> <li>• We have successfully ensured that there is a highly effective culture of safeguarding. From the moment visitors arrive at school, our high expectations for the safeguarding of pupils are made very clear to them. Ofsted reported: (February 2018)There is a strong culture of safeguarding at Tittensor and arrangements are fit for purpose.</li> <li>• CPD is a priority. Leaders audit the skills and knowledge of all staff so that they can tailor ongoing training to meet needs.</li> </ul>	<p><b>Impact of actions:</b></p> <ul style="list-style-type: none"> <li>• Chn are empowered and take responsibility for each other.</li> <li>• Chn gain an insight to activities they do not normal access so they are confident to try new things.</li> <li>• Chn understand how to stay healthy and take ownership of this as much as they can.</li> <li>• Families and chn access the outside gym and exercise regularly.</li> <li>• Chn enjoy learning outside – pupil voice.</li> <li>• Website supporting and signposting families. No unmet needs.</li> <li>• Staff knowledge improved around delicate subjects through use of Calm Zone texts to support chn.</li> <li>• Chn enriched through visits, visitors, parent interaction- Pupil Voice.</li> <li>• Pupils speak clearly, oracy / opportunities for quality talk and debate</li> <li>• Pupils are explicitly taught vocabulary for all areas of the curriculum, making them eloquent and proficient learners</li> <li>• Pupils feel safe and happy at school</li> <li>• Forest schools/Outdoor learning has a positive impact on staff and pupils' wellbeing</li> <li>• Staff early identify the wellbeing and mental health needs of pupils. Profiling and interventions are put into place to ensure that all children's needs are met.</li> <li>• Staff CPD provides staff with the knowledge about identifying those with poor mental health and where to signpost for support.</li> </ul>

<ul style="list-style-type: none"> <li>• Teaching consistently captures pupils' interest – Pupils have a good attitude to learning. They enjoy coming to school, work hard and join in enthusiastically.</li> <li>• Pupils appreciate how teachers check that everyone understands what is being taught.</li> <li>• The 'whole-child' is educated and nurtured.</li> <li>• There is regular teaching and reinforcement of social behaviour and behaviour that maximises learning.</li> <li>• Resilience is promoted. Pupils are happy to share their 'mistakes' with others and to discuss what they have learned from their 'mistake'.</li> <li>• Online safety – regular PD agenda item as well as for pupils.</li> <li>• Extra-curricular offer is strong with good links with external agencies to provide a wide range of expertise. Pupils' participation is tracked and pupils who are less likely / willing to join in are encouraged to attend Bee Active Festivals and Sports4All meetings which are non –competitive/ Non-threatening – opportunities to try different sports with other pupils from different backgrounds.</li> </ul>	
<b>Areas for development</b>	<b>Continue with the</b> ethos of happy learners inspire great achievers and independent learning for life
<b>Next steps</b>	<ul style="list-style-type: none"> <li>• Continue to develop social and emotional support across the school</li> <li>• Continue to support staff wellbeing across the school</li> <li>• Visit other faith centres so chn identify with other cultures</li> </ul>
<b>Leadership and Management - Good</b>	
<b>Strengths</b>	<p>The effectiveness of leadership and management in embedding ambition and driving improvement is good because the relentless pursuit of school improvement is shared by all stakeholders. The Headteacher has high ambitions and a clear focus on pupils' achievement and attainment.</p> <p>Strategic planning reflects and promotes ambitions and goals within all key areas. The Headteacher inspires, motivates and influences staff and pupils to work towards achieving the goals of the school. Leadership is increasingly devolved and draws on the strengths and expertise of staff at all levels in order to maximise pupils' achievement. Staff opinions are regularly sought and used to inform and develop provision. Best practice is modelled and shared resulting in good opportunities for pupils to learn.</p> <p>Consistently high expectations and the positive learning culture of our school have enabled pupils to make good progress, have high expectations of their own and of others behaviour and have the confidence, skills and knowledge so that they are ready for Middle School when they leave us.</p>

	<p>CPD is linked to staff 'performance development' and to school improvement priorities. Leaders at all levels have a good understanding of their role and are empowered to continually search for ways to improve the outcomes for pupils. The curriculum is constantly evolving to ensure that it meets the specific needs of our pupils. There is a clear rationale for the curriculum and for each subject. Our curriculum is broad and balanced and is enriched through a full range of visits and visitors.</p> <p>Leaders and governors are committed to ensuring that pupils develop a strong code of Christian values.</p> <p>Workload and wellbeing of staff is high on the Headteacher's agenda and a number of initiatives have been introduced to support staff, including training a staff mental health first aider and significant changes to marking and feedback expectations.</p> <p>Pupils and staff feel safe at Tittensor. Safeguarding is paramount and is constantly reviewed.</p> <p>Governors are highly effective in their role, asking challenging questions and effectively analysing information. They are knowledgeable about the school's strengths and areas for development. Finances are monitored carefully and the impact of spending is carefully evaluated.</p> <p>The school has strong links with parents and the local community, including the ministry team at St. Luke's Church Tittensor.</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Health and safety, including premises</li> <li>• Governance</li> <li>• Policies</li> <li>• School improvement plan</li> <li>• Continuous professional development</li> <li>• Staff mental health and wellbeing</li> <li>• Parents and local community</li> </ul>
<p><b>Actions from previous year:</b></p> <ul style="list-style-type: none"> <li>• Quality programme of CPD aligned to performance development, school improvement priorities and curriculum needs/subject knowledge</li> <li>• Subject leaders ensure a logical progression of knowledge and content are taught over time</li> <li>• Effective links established with our colleagues from the Stone Cluster have enhanced our CPD provision, provided additional support in some curriculum areas and facilitated 'wow' events linked to our curriculum</li> <li>• Workload and wellbeing initiatives have been received positively by all staff.</li> </ul>	<p><b>Impact of actions:</b></p> <ul style="list-style-type: none"> <li>▪ Leadership is consistently good on all levels</li> <li>▪ Staff workload is conducive to support a work-life balance and promote positive mental health</li> <li>▪ Pupils have a relevant curriculum through excellent subject leadership</li> <li>▪ Visits and visitors enrich the learning opportunities of the pupils</li> <li>▪ The school is led strategically and purposefully to maximise the learning opportunities for all pupils</li> <li>▪ Leadership opportunities have been put in place for leaders at all levels : NPQH, NPQSL, strengthening leadership styles and confidence.</li> </ul>

<ul style="list-style-type: none"> <li>Headteacher completing NPQH, teaches have completed NPQML and NPQSL.</li> </ul>	
<b>Areas for development</b>	<b>Ensure that leadership shapes the culture of excellence at Tittensor</b>
<b>Next steps</b>	<ul style="list-style-type: none"> <li>Complete NPQH</li> <li>Staff to complete NPQML/SL</li> <li>Maintain effective monitoring of subjects across school to ensure high quality of education is provided for all pupils, including SEND/ disadvantaged.</li> <li>Continue to monitor and support families where pupil attendance is low</li> <li>Support SEND provision across the school through upskilling all staff</li> <li>To further develop significant partnerships that directly benefit pupils</li> <li>To ensure that staff at all level feel supported and able to fulfil their role without having unnecessary demands placed on them- monitoring the outcomes of Wellbeing.</li> </ul>
<b>Quality of Education in the Early Years - Good</b>	
<b>Strengths</b>	<p>Leadership and management in EYFS is good. The Key Stage Leader, provides a model of high quality teaching and learning. There is a clear vision for how children will succeed and a practical understanding of what children need to experience. The Leader of the early years and staff have worked together to transform the indoor classrooms.</p> <p>The Early Years' curriculum is based on the new EYFS framework and enhanced to meet the needs of pupils from the school community. As such, there is a focus on developing relationships, targeting communication and language skills and understanding the world. Curriculum planning for each area includes planning for Reception so that the significant gaps identified on entry are addressed and pupils are ready for transition into Year 1.</p> <p>The learning environment, including continuous outdoor provision, is organised to allow children to explore and learn securely and safely in a variety of different ways. Learning opportunities are designed to encourage pupils to develop the use of their imagination and creativity, and develop curiosity in all aspects of their learning. We nurture the skills of resilience and resourcefulness aiming to empower / support children in overcoming barriers to learning.</p> <p>Our EYFS children are highly motivated and keen to learn. They are inquisitive and keen to join in new activities. They develop a good understanding of how to keep themselves safe and manage risks and challenges.</p> <p>Learning through play is combined with systematic and effective 'next step' teaching of basic skills. Staff plan provision to build on pupils' interests and meet their needs. Assessment arrangements are thorough and accurate and feed into planning including interventions.</p>

Children in the early years, including boys, are encouraged to learn in the exciting and inviting indoor and outdoor classrooms. Muddy activity and construction areas are used well to encourage early writing skills. Secret words and sounds are used to fascinate and engage boys effectively.

Vocabulary development and the steps to ensuring personal and emotionally secure learners is at the core of our Early Years curriculum. Books and stories are carefully chosen to help pupils identify themselves in the story setting and we place a greater emphasis on mark making and formation of letters and numbers in our EYFS curriculum.

Adult interactions with pupils are effective at enabling learning and consequently pupils are eager to join in and demonstrate curiosity and the ability to sustain concentration in play. Adults explain clearly, set learning in context, model language and ask questions. Adults in the setting know that they are crucial to the learning and interact in a meaningful way. Staff develop children's ability to regulate, to talk and to reason with their peers.

Parents are regularly updated with progress via home-school communication books/letters, informal communication at the start and end of each day and via more formal parents' evenings and numerous updates on Classroom Dojo.

	GLD Communication & Language	GLD Personal, Social, Emotional Development	GLD Physical Development	GLD Literacy	GLD Maths	GLD Achieved Early Years Foundation Stage	National	Expected in all 17 ELGs Early Years Foundation Stage	National
2022	100%	100%	100%	76%	100%	76%	65%	76%	65%
2023	93%	100%	100%	86%	93%	79%	65.2%	79%	65.2%

#### **Actions from previous year:**

- The Headteacher monitors EYFS provision in a variety of ways including: lesson visits, work scrutiny, planning scrutiny, data analysis, discussions with pupils, discussion with the EYFS staff and drop in visits.
- A comprehensive transition programme is in place to support
- children's social and academic transfer into school. This enables us to encourage independence from the start.
- Staff consistently follow behaviour and safety policies to ensure the children's health, safety and well-being. Safeguarding and pastoral systems ensure that children are well supported and concerns are acted upon immediately.

#### **Impact of actions:**

- The number of children reaching a good level of development at the end of Reception is above the national average.
- Children have a good level of communication skills upon transition to KS1.
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- Informative baseline in EYFS ensures rapid and sustained progress for all groups to attain National levels at end of Reception year, particularly for SEND starters.
- Quality outdoor provision results in excellent development.
- Transition is effective, children settle well and quickly.
- Teaching is good or better so outcomes for children are excellent.



<ul style="list-style-type: none"> <li>• New equipment has been purchased to enhance outdoor provision: EYFS furniture to enhance motor skills, outside furniture for chn to work on, new playground equipment.</li> <li>• School has effective arrangements for children starting at the school; EYFS Lead links with local nurseries for a smooth transition. Teachers ensure that both indoor and outdoor areas are enticing and are very well planned.</li> <li>• The quality of teaching is good; all staff share a strong knowledge of the 'early years' curriculum.</li> <li>• A long-Term Plan has been produced, identifying subject specific areas so that subject leads can track progression of their subject.</li> <li>• Records of children's learning demonstrate the good progress they make from their individual starting points</li> <li>• Staff establish effective routines so that children behave well and move safely in both indoor and outdoor areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ The curriculum is progressive so that learning builds on previous knowledge.</li> <li>▪ Chn behave well due to clear routines.</li> </ul>
<b>Areas for development</b>	<b>All chn to make excellent progress towards a good level of development by the end of Reception</b>
<b>Next steps</b>	<ul style="list-style-type: none"> <li>• To continue to ensure communication and language is screened on entry so that any needs can be identified early.</li> <li>• Early intervention is at the forefront of development so that chn have all needs met from the start of EYFS.</li> <li>• To ensure more pupils enter Year 1 with GLD.</li> </ul>
<b>Overall Effectiveness - Good</b>	