



Churchfields, the Village School

Self-Evaluation Form Summary *Parent Version*

2016/17

Reflective – Resourceful – Resilient

School Context		Author: Simon Futcher (HT)
<p>Students <i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions. Keep this section simple, short and factual.</i></p>	<p>Churchfields, the Village School consists of two schools federated in 2006. The Atworth base (AT) consists of four classes (R/1, 1/2, 3/4, 5/6) and the Monkton Farleigh base (MF) consisting of two classes (R/KS1, KS2). Both bases are located in rural Wiltshire, relatively close to the cities of Bath and Bristol. There are two independent nurseries near our school, 'SnapDragon' near the Atworth base; and 'Woodland Adventurers' (WA) (opened September 2015), on site at the Monkton Farleigh base. Many children feed into our school (AT) from SnapDragon. The previous nursery provision at MF, 'Hollyhocks', however was a specialised 'Steiner' provision, attracting children from a wide area and these children attend local primary schools once they have left. The governors and HT searched for a provision closer to the school's ethos when Hollyhocks left the premises. We are seeking to build further links with both nurseries to raise the school's profile and are particularly working closely with WA to encourage throughout of pupils to our MF base. AT is typically oversubscribed at Reception admission whilst MF fluctuates due to the local population. We are attempting to encourage more pupils to attend MF via various means with some success.</p> <p>The demographic of the local area has a deprivation indicator below that of national although some of our families are in receipt of state support and this is broadly increasing with time according to Mosaic data with 25% of the school's population overall is in the second quartile of the least advantaged population, with 35+% in this group in year six for both 15/16 and 16/17. 32% in Q3 and 43% Q4 overall (mosaic data June 2016).</p> <p>On entry to Reception, children's attainment is broadly in line with national average. This was verified through formal local authority moderation in 2014/15 and cluster and wider school moderation sessions in 2015/6.</p> <p>In 16/17 8% of our school population is in receipt of the Pupil Premium/Pupil Premium Plus (11 pupils) and 8% have Special Educational Needs (11 pupils).</p>	
<p>Staffing <i>Any specific features of the staffing of the school. For example, recruitment, turnover/stability, part-timers, non-specialists, experience, absence/extent of supply cover. Again, keep it short and factual. Comments to do with teaching belong in 'Teaching' below, not here.</i></p>	<p>The Headteacher is supported by a Senior Teacher at each base both of whom have a full class commitment. Although teacher turnover has been historically low, both teachers at the MF base were new in September 2015 and January 2016.</p> <p>The substantive Senior Teacher of the Atworth base is currently on maternity leave. An established member of the Atworth team is temporarily taking over this position; the Senior Teacher of the MF base was appointed to the permanent position in January 2017.</p> <p>We currently have two classes that have job-share classteachers: Y1/2 (3:2) at the AT base; and YR/1/2 (4:1) at the MF base.</p>	

	<p>In the second class at MF, there is a job share being covered by a long-term supply teacher and a teacher from the Atworth base (due to maternity leave and long-term sickness).</p> <p>An NQT has been appointed to temporarily cover the substantive teacher's class (YR/1 AT base).</p> <p>Teachers of every class are supported every morning with Teaching Assistants whose role is to support children's learning within class or individual/small groups outside the classroom. In 16/17 we have a mixture of Teaching Assistant experience levels. All have recently quality CPD opportunities and are performance managed by the SENCo in line with recommended practice. Many of our Teaching Assistants are also Higher Level Teaching Assistants (HLTAs). HLTAs are used to cover the majority of short-term teacher absences in line with the school's policy which we find preferable to using supply teachers who are not aware of the children or their individual needs. Absences longer than one day are always covered by qualified teachers. The school is currently looking at reorganising the way we use Teaching Assistants to ensure best value for money. This is being led by our SENCo who is highly skilled and experienced.</p>
<p>Curriculum and Timetable <i>Any particular organisational features of the school. For example, setting, time allocations and length of teaching sessions. You could also include a brief summary of your curriculum here, including extra-curricular and non-standard provision, but your evaluation of its impact belongs in 'Leadership' below.</i></p>	<p>The two bases have staggered start and finish times - AT: 8:45-3:15pm; MF: 8:30-3pm. Both bases have a 15 minute morning break and an hour for lunch. KS1 often have a 15 minute afternoon break in addition.</p> <p>Both bases offer a rich variety of extra-curricular clubs, many of which are free of charge. These are run by both teaching staff and outside providers who are suitably vetted.</p> <p>The school has fully implemented National Curriculum 2014 and adopted the International Primary Curriculum to support this. Children engage in daily English and mathematics lessons with 'Focussed Fridays' introduced in September 2016 to target curriculum areas for development (English in EYFS/KS1 and maths in KS2).</p> <p>Some of the Sports Premium the school receives is utilised to employ an expert sports teacher to team teach alongside our regular staff. This benefits our children at the time and secures future sustainability.</p> <p>All teachers receive the Planning, Preparation and Assessment (PPA) time to which they are entitled, and the senior teachers of both bases receive at least half a day per fortnight to support the discharge of their Leadership and Management duties. Other subject leaders receive non-contact time by prior agreement.</p>
<p>Other features <i>Any other features which affect your school but which are largely outside your control.</i></p>	<p>MF base pupil numbers have always been at the mercy of the numbers of children within the local population which is typically low. This can mean some admission years can be very low or zero (as in 2014). This can put a financial strain on both bases as we drive forward improving standards. The Headteacher and Governing Body work together to ensure the school is suitably marketed to the surrounding community in an effort to maintain healthy pupil numbers. We are pleased that our numbers have increased recently due to children moving into the school in-year citing the school's good reputation.</p>

1 Overall Effectiveness	D. Overall 1234 +/- :	2		G. Author: Simon Futcher (HT)
<p>E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>Our curriculum enthuses and motivates children, teaching key areas of learning through a topic-based approach. Core subject attainment is consistently above national expectations in most areas. Where it has been below expectations in the past, it is rapidly improving and gaps between many pupil groups closing. The quality of teaching has significantly improved recently and is now good with an increasing amount outstanding. In 2016, under the new assessment system for KS1&2, the vast majority of pupils made at least good progress from their EYFS starting point in reading, writing and maths by the end of KS1, with many making more than expected progress (e.g. 100% good and 29% outstanding in reading). KS2 progress was within the national confidence intervals for reading and writing, and slightly below for maths which is a key focus for development in 16/17. In-year 14/15 data indicated progress was good in years two and six. Monitoring of other year groups also confirmed good progress under the new curriculum. KS1-KS2 Value added for reading, writing and maths were within the national average confidence intervals for 14/15 indicating a clear improvement within writing.</p> <p>Incidents of poor behaviour remain consistently low and parents verbally report their satisfaction at how the school handles any concerns they may have.</p> <p>Daily collective worship and curriculum provision seeks to foster tolerance and respect for others in line with modern British values through explicit teaching of the key values of Christianity.</p> <p>Leaders at all levels participate in regular, rigorous monitoring and evaluation activities and provide detailed feedback to staff which secures improvement. High expectations are consistently communicated by senior staff and governors. Governors show an increasing understanding of their strategic role through improved support and challenge to the headteacher in order to move the school forward.</p> <p>The school works productively and proactively with parents and the local community who are encouraged to come into school and support us with our work.</p>			

2 Leadership & Management	D Overall 1234 +/- :	2	G. Author: Simon Futcher (HT)
<p>E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>Progress over time has improved as a result of good leadership and management. 2016 year one phonics results have increased for the third year running; EYFS 15/16 progress was good with July 2016 attainment broadly in line with national data; end of Key Stage One 2016 attainment was above national in all areas except Greater Depth writing with progress since EYFS 86-100+% good and 7-29% outstanding;</p> <p>Key Stage Two 2016 reading attainment and progress in 2016 was above national although not statistically so; KS2 writing attainment and progress was in line with national (and above for Greater Depth – a key focus area in 14/15); KS2 maths attainment was below national figures although progress since KS1 shows only a small gap when taking confidence intervals into account (<i>ROL16</i>). Nonetheless we have identified this as an urgent area for development.</p> <p>In 2014/15 KS1 results continued to rise; KS2 results were above national in most areas with the notable exception being level 5 writing which was a whole school focus; and KS1-KS2 Value added for reading, writing and maths were within the national average confidence intervals.</p> <p>Our motivating and inspiring curriculum prepares pupils well for their next stage of education and life in modern Britain.</p> <p>CPD is used creatively to improve the professional competency of all staff as indicated in our regular and rigorous monitoring and evaluation activities.</p>		
<p>C. Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p>	<p>Secure consistency at every level and ensure impact is increasingly outstanding (e.g. quality of teaching, impact of all leaders).</p> <p>Develop pupils' understanding of cultural diversity through the development and delivery of new PSHEE/SMSC and e-safety curricula.</p> <p>Enhance partnership working arrangements with parents through the development of a Parent Council, open days and curriculum information workshops.</p>		

3 Behaviour & Safety	D Overall 1234 +/- :	2+		G. Author: Simon Futcher (HT)
<p>E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>The school's Child Protection procedures are well developed and understood by the whole school community meaning that children feel safe (<i>Pupil questionnaires – April 2016</i>) and are safe (<i>internal data</i>). Staff are regularly and well trained. Policies are clear and thoroughly followed.</p> <p>Pupils demonstrate positive, caring behaviour and attitudes both around school and within lessons. This is confirmed by the school's internal data/monitoring and frequently recognised and commented upon by visitors and the public outside of school.</p> <p>The school's curriculum and nurturing approach by staff fosters pupils' selfless kindness and consideration to others ensuring incidents of poor behaviour in lessons and around school remain consistently rare over time.</p> <p>The whole school community has recently refreshed its vision, values and aims (2015). As part of this work, pupils have been taught the meaning of the school's Christian values and how to implement them in every-day school life.</p>			
<p>C. Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p>	<p>Elimination of all low-level disruption within all lessons and groups.</p> <p>The school is developing new curricula for PSHEE/SMSC and e-safety to enhance pupils' skills, knowledge and understanding of how to keep themselves safe.</p>			

4 Quality of Teaching	D. Overall 1234 +/- :	2		G. Author: Simon Futcher (HT)
<p>E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>In July 2016 formal lesson observations, 80% of lessons were graded 'good' or better with no inadequate teaching. 30% were graded 'outstanding'. This has improved significantly over time.</p> <p>Joint observations of lessons throughout the year with the School Improvement Advisor (most recently in March 2016) and cluster HT confirm HT judgements on the quality of teaching across the school.</p> <p>Leadership continue to address areas for development priorities based on the strategies that will yield the maximum impact on pupils' attainment and achievement whilst planning to ensure future sustainability. Monitoring of the quality and impact of teaching and learning is individual, rigorous and regular, carried out by all levels of school leadership using SMART targets. An example of a strategy introduced from 2015/6 is that of individual HT/Class teacher 'Classroom Practice' meetings. These are held every large term and seek to clarify key areas of strength and foci for development and support needed in order for staff to continuously improvement at pace. Alternate terms' meetings are focussed on 'Subject Leadership' in the same vein. These have a measurable impact on pupil progress.</p>			
<p>C. Even Better.... To reach the next grade or to continue to be outstanding we need to:</p>	<p>Ensure differentiation for the less and more able pupils is effective in all lessons, through the development of mastery and focused learning objectives and success criteria that are used to inform quality feedback which pupils use to edit their work during 'Magic Time'.</p> <p>Develop maths teaching so that all children are supported and challenged according to their ability through the use of effective feedback, and ensure an outstanding amount of time is provided for pupils to consolidate learning independently, so that more lessons are outstanding.</p> <p>The above will be achieved through regular analysis and feedback of lessons, learning environment, pupils' books, teachers' planning alongside the use of pupil questionnaires, focussed teacher appraisal targets and support staff performance management targets, quality, honed CPD, and opportunities to work alongside external outstanding practitioners in similar settings. Several teachers are receiving informal structures support from key school leaders and outside agencies, arranged by the school.</p> <p>The distributed model of leadership is rolling out across the school over time, securing effective succession planning.</p> <p>Develop science teaching so that skills and knowledge and taught progressively across the school by confident and well-trained staff.</p>			

5 Achievement	D. Overall 1234 +/- :	2		G. Author: Simon Fitcher (HT)
<p>E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>In 2016, under the new assessment system for KS1&2, the vast majority of pupils made at least good progress from their EYFS starting point in reading, writing and maths by the end of KS1, with many making more than expected progress (e.g. 100% good and 29% outstanding in reading). KS2 progress was within the national confidence intervals for reading and writing, and below for maths which is a key focus for development in 16/17. 2016 year six cohort was boy (66%), FSM (29%) and SEN (14%) heavy. The school is not complacent about its results however and is proactive in improving standards of attainment and achievement so that we are consistently above national figures.</p> <p>End 14/15 KS1 results continued to rise with many above national figures. Reading remained a key strength of the school; in KS2, our results were above national in most areas with the notable exception being level 5 writing which is a whole school focus. 14/15 KS1-KS2 Value added for reading, writing and maths were within the national average confidence intervals.</p> <p>Attainment and achievement gaps have closed or are closing for key pupil groups (e.g. SEN) and further strategies are being implemented to address any remaining weaknesses (e.g. picture books for boys).</p> <p>Pupil targets are mostly set in line with FFT20 meaning expectations are challenging yet achievable. FFT5 is used when further challenge is required (e.g. reading). Pupil progress meetings with HT/teachers three times per year (reduced from six to fit NC14 assessment cycle) provides effective opportunities for professional conversations and planning of strategies to intervene early with pupils that are falling off track. Teachers use School Pupil Tracker Online (SPTO) and are increasingly taking ownership of pupil progress data. This has already been extremely successful in terms of impact on pupil progress with attainment increasing down the school (ROL16).</p>			
<p>C. Even Better.... To reach the next grade or to continue to be outstanding we need to:</p>	<p>Build on recent successes to secure good and outstanding progress of all pupil groups in all core subjects (e.g. maths and SPaG/GDS).</p> <p>Eliminate achievement gaps of pupil groups (particularly gender, disadvantaged and the more able).</p> <p>Develop a comprehensive, effective assessment strategy for foundation subjects and use this to build further challenge into lessons and across the whole school.</p> <p>Improve the quality of pupils' achievement in science through staff CPD, assessment and monitoring systems.</p> <p>Continue to bed in new assessment system and address areas of 2016 underachievement (e.g. Speaking & Listening and maths) through targeting action planning. This has already started (e.g. 'Focussed Fridays' [KS1=English;KS2=Maths] from September 2016).</p>			

7 Early Years	D. Overall 1234 +/- :	2-	G. Author: Simon Futcher (HT)
<p>E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>74% of pupils achieved GLD in 2015/16, above the national average. The vast majority of pupils made good progress from their starting points in all areas of learning.</p> <p>There has been a number of staff changes in EY teaching staff due to two maternity leaves and one long-term sickness.</p> <p>Teaching within EY is now mostly good and sometimes outstanding although there are discrepancies which are being urgently addressed (<i>internal monitoring and other documents</i>). Practitioners and resources have been brought upto date with current educational practice through quality staff CPD, ring-fencing EY outdoor area funding, as well as the implementation of the International Primary Curriculum to motivate and enthuse learners.</p> <p>Concerted action has been taken to improve areas for development and there is now a strong and improving use of child-initiated play in the newly refurbished outdoor environments. This is has led to a marked improvement in the attainment and achievement of boys, particularly in reading and writing which improved significantly in 14/15 (<i>internal monitoring</i>). EY outcomes are generally in line with national in all areas except boys' writing (<i>National data 2016</i>).</p> <p>Further work is taking place to secure significant and sustained improvement in pupil performance including the formation of cluster EY leader network group to share good practice across schools.</p> <p>Impact of 15/16 work on developing boys' reading and writing achievement and attainment was successful.</p>		
<p>C. Even Better.... To reach the next grade or to continue to be outstanding we need to:</p>	<p>Continue development and support of EY practitioners so they are trained in the latest, effective practice through CPD and cluster work. Already started.</p> <p>Ensure the outdoor area is used effectively and consistently to support adult-initiated and child-directed play. We are developing a timeline for development for outdoor use alongside Woodland Adventurers at our MF base to compliment the expectations devised in 2016/17.</p> <p>Begin to develop children's experiences of diversity beyond the school community.</p> <p>Develop parental partnership so that they are further involved supporting their children's education. This work has already started.</p>		

8 SMSC¹	D. Overall 1234 +/- :	2+		G. Author: Simon Futcher (HT)
E. Summary The main reasons for choosing this 1234 are..... (if + or -, explain why)	<p>The school prides itself on its nurturing approach to children's education. Many families state this reason for joining the school, including those that travel from outside the catchment area.</p> <p>The school works tirelessly with all members of the Atworth and Monkton Farleigh communities to ensure the federation provides strong support and guidance to its pupils spiritually and emotionally. This is reflected in the consistently low incidents of inappropriate behaviour by pupils.</p> <p>The school promotes fundamental British values in its everyday practice such as providing opportunities for pupils to take part in a democratic process of School Council elections and school-wide questionnaires.</p>			
C. Even Better.... To reach the next grade or to continue to be outstanding we need to:	<p>The school is the process of overhauling its PSHEE/SMSC provision to ensure children are further equipped for life in modern Britain.</p> <p>Further work in the local and wider community would build positively on the work the school currently carries out to strengthen pupils' social impact and cultural understanding.</p> <p>Further development of pupils' understanding of the rule of law in modern Britain.</p> <p>Embed the new "Jigsaw" scheme of work and "Learning Gems", introduced in 2015/16.</p>			

Key:

1	Outstanding
2	Good
3	Requires Improvement
4	Inadequate