



# *Churchfields, the Village School*

## Self-Evaluation Form (Summary) PARENT VERSION

2017/18

*Reflective – Resourceful – Resilient*

School Context	Revision date: December 2017	Author: Simon Futcher (HT)
<p><b>Students</b>  <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, 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. 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. This work was successful across the 16/17 academic year.</p> <p>Pupil numbers for Reception entry fluctuates at both bases due to the local population with MF particularly affected by this. We attracted a number of pupils to our MF base, who took up their places in September 2017 thanks to a successful marketing campaign.</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 fluctuates significantly between year groups according to Mosaic data with 22% of the school's population being in the second quartile of the least advantaged population which varies from 11% minimum and 36% maximum in this group in different year groups (<a href="#">mosaic data June 2017</a>).</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 2015/16 and 2016/17.</p> <p>In 17/18 8% of our school population is in receipt of the Pupil Premium/Pupil Premium Plus (10 pupils) and 8% have Special Educational Needs (10 pupils) with one child at MF who has a statement and full time Teaching Assistant support.</p>	
<p><b>Staffing</b>  <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 has been in post since January 2014 and is supported by a Senior Teacher at each base both of whom have a full class commitment. The Atworth Senior Teacher has been in post for a number of years and recently returned from maternity leave (April 2017) and the MF Senior Teacher has been in her substantive post since 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>Staff turnover is typically low although the MF base has undergone a number of staff changes in the previous few years. The second MF classteacher took up post in September 2017 replacing a teacher on</p>	

	<p>long-term sick leave. Most teachers are on the Upper Pay Scale. Her job-share partner recently returned from maternity leave in July 2017.</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 17/18 we have a mixture of Teaching Assistant experience levels. All have recently undertaken 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 two days 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><b>Curriculum and Timetable</b>  <i>Any particular organisational features of the school. For example, setting, time allocations and length of teaching sessions. You could also include a <b>brief</b> 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.</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><b>Other features</b>  <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>

<b>1 Overall Effectiveness</b>	<b>D. Overall 1234 +/- :</b>	<b>2</b>	<b>F. Last revision date: December 2017</b>	<b>G. Author: Simon Futcher (HT)</b>
<p><b>E. Summary</b> 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 has rapidly improved and gaps between many pupil groups have closed and continue to do so. The quality of teaching continues to improve and is now at least good with an increasing amount outstanding.</p> <p>In 2017 the majority of our current pupils made at least good progress from their EYFS starting point in reading, writing and maths by the end of KS1, with some making more than expected progress (e.g. 82% good and 18% outstanding in reading).</p> <p>KS2 progress was within the national confidence intervals for reading and writing, and slightly below for maths (highest maths CI range at -0.3, with -0.5 in 2016). Maths was a key focus for development in 16/17 and remains so in 17/18.</p> <p>Monitoring, including data analysis of all other year groups, also confirms attainment and achievement in line with national expectations overall at the end of 16/17.</p> <p>Incidents of poor behaviour remain consistently low and parents often 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>			

<b>2 Leadership &amp; Management</b>	<b>D Overall 1234 +/- :</b>	<b>2</b>	<b>F. Last revision date: December 2017</b>	<b>G. Author: Simon Futcher (HT)</b>
<p><b>E. Summary</b> 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. 2017 year one phonics results have increased for the fourth year running and is now 100%; EYFS 16/17 progress was good with July 2017 attainment broadly in line with national data; End of Key Stage One attainment was above national in all areas except Greater Depth writing which was less than one pupil away in a cohort of 18. Progress since EYFS was 71-82% good and 6-18% outstanding.</p> <p>Key stage Two 2017 reading and writing attainment (and writing progress) was above the national average.KS2 2017 maths attainment was within one pupil from national at ARE in a cohort of 21, although greater depth was just under three pupils away. Similarly, KS2 2017 SPaG/GPS attainment was in line with national at ARE but just over two pupils away at greater depth. Overall this meant that 71% of KS2 2017 pupils achieved reading, writing, maths combined at ARE, 10% above the national average, although none achieved greater depth in all three (compared to 9% nationally).</p> <p>Reading and writing progress was within national confidence intervals although maths was below with highest bar at -0.3 (national being 0) (<i>ASP17 &amp; IDSR17</i>).</p> <p>Key Stage Two 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; 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>).</p> <p>This has meant that previous focus areas for improvement: writing and maths ARE have been successful. We are now focussing on the development of mathematics progress across KS2 and the more able.</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><b>C. Even Betters....</b> 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+	F. Last revision date: December 2017	G. Author: Simon Futcher (HT)
<p><b>E. Summary</b> 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 and February 2017</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 refreshed its vision, values and aims in 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><b>C. Even Betters....</b> 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	F. Last revision date: December 2017	G. Author: Simon Futcher (HT)
<p><b>E. Summary</b> The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>In November 2017 formal lesson observations, 80% of lessons were graded 'good' or better with no inadequate teaching. 20% were graded 'outstanding'. This has improved over time overall with some variation due to a rigorous approach to monitoring and feedback and staff turnover. Joint observations of lessons throughout the year with the School Improvement Advisor 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 in 2016 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><b>C. Even Betters....</b> 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>
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<b>5 Achievement</b>	<b>D. Overall 1234 +/- :</b>	<b>2</b>	<b>F. Last revision date: December 2017</b>	<b>G. Author: Simon Futcher (HT)</b>
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<p><b>E. Summary</b> The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<p>In 2017, all areas of attainment and achievement remained stable or improved with the exception of KS1 maths ARE (although GD improved). Some improvement was significant, such as R+W+M combined at end KS2 (43% in 2016, rising to 71% in 2017) and KS2 maths ARE (57% in 2016, rising to 71% in 2017). This is directly related to the significant school improvement work that has been implemented. Although KS2 maths progress remained static at -2.8 in 2017 and 2016, this represents an improvement across 2016/17 as one pupil was not entered into maths SAT due to emotional needs, and therefore scored around -12 progress, pulling down whole school results.</p> <p>In 2016, under the new assessment system for KS1&amp;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>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 provides effective opportunities for professional conversations and planning of strategies to intervene early with pupils that are falling off track. Teachers use School Pupil</p>
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	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 ( <a href="#">ROL16</a> , <a href="#">ASP17</a> , <a href="#">IDSR17</a> ).
<b>C. Even Betters....</b> To reach the next grade or to continue to be outstanding we need to:	<p>Build on recent successes to secure good and outstanding progress of all pupil groups in all core subjects (e.g. maths).</p> <p>Eliminate achievement gaps of pupil groups (particularly gender and the more able).</p> <p>Improve the quality of pupils' achievement in science through staff CPD, assessment and monitoring systems.</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>

<b>6 Early Years</b>	<b>D. Overall 1234 +/- :</b>	<b>2-</b>	<b>F. Last revision date: December 2017</b>	<b>G. Author: Simon Futcher (HT)</b>
<b>E. Summary</b> The main reasons for choosing this 1234 are..... (if + or -, explain why)	<p>70% of pupils achieved GLD in 2016/17, in line with 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>One EY teacher returned from maternity leave in April 2017. She is very experienced and has resumed Early Years leadership within the school. The second EY teacher was appointed in September 2017 after a period of great instability within that class.</p> <p>Teaching within EY is now good and sometimes outstanding. Previous weaknesses have been eliminated through staff turnover (<a href="#">internal monitoring and other documents</a>). Current practitioners are 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 at AT. The new teacher at the MF base also has received additional training and support (e.g. through working with an outstanding teacher in the cluster) in the use of the outdoor environment and is in the process of updating the MF environment. This has led to a marked improvement in the attainment and achievement of boys, particularly in reading and writing which has improved significantly over the previous two years (<a href="#">internal monitoring</a>).</p> <p>Impact of developing phonics teaching and learning has been successful, evidenced through the year one phonics screening check outcomes in 2017 where 100% of pupils achieved the expected standard.</p> <p>Further work is taking place to secure significant and sustained improvement in pupil performance including a cluster EY leader network group to share good practice across schools.</p>			



<p><b>C. Even Betters....</b> To reach the next grade or to continue to be outstanding we need to:</p>	<p>Continue development and support of new EY practitioner so she is 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>
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<b>7 SMSC<sup>1</sup></b>	<b>D. Overall 1234 +/- :</b>	<b>2+</b>	<b>F. Last revision date: December 2017</b>	<b>G. Author: Simon Futcher (HT)</b>
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<p><b>E. Summary</b> The main reasons for choosing this 1234 are..... (if + or -, explain why)</p>	<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>
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<p><b>C. Even Betters....</b> To reach the next grade or to continue to be outstanding we need to:</p>	<p>The school is the process of enhancing its PSHEE/SMSC provision after successfully introducing a new PSHEE/SMSC scheme of work (Jigsaw) and Learning-to-Learn (Learning Gems) in 2016. This is 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>
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