



Northchapel Primary School & Little Oaks Pre- School Self Evaluation & Development Plan 2020- 2021

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Contents

Self-evaluation and Evidence

- Headline results Page 3
- How do we know we are a good school? Page 4-10

School Development Plan Target Overview Page 11

SELF-EVALUATION AND EVIDENCE 2020

“Northchapel is a small, rural school that offers a nurturing and inclusive community atmosphere.” - Ofsted 2016

URN – 125846 DFE Number – 9382048 Overall school based judgement: Good

Last inspected by Ofsted – September 2016 – Good

Northchapel Primary School is a small rural village school serving the local community. We have three classes which are small and are structured to meet the needs of the pupils currently in our school. At Northchapel, a rigorous and objective, on-going, self-evaluation process of practice and provision informs short term action and long-term development planning. We aim to produce high achievers through creative learning and kindness.

Headline Results

- Significant improvement and maintained progress and achievement in Maths following a focused year of training, interventions and a mastery approach to teaching and learning in all classrooms. **Ofsted Priority**
- The Early Years and KS1 outdoor area is outstanding and provides an exciting learning space **Ofsted Priority**
- Governor focus through committees and work with the local authority have supported and challenged the school to improve standards. **Ofsted Priority**
- Teaching across the school is good or better based on moderated observations as part of a school improvement project and Peer Review.
- Achievement and progress standards have remained consistent in KS1 and KS2 and show high standards compared to county and National results this year in KS1 and KS2 – see results page below. Although outcomes have dropped in GLD and Phonics Y1, reasons have been identified and are continuing to be developed.
- There is a rich, broad and creative curriculum provided through a topic based cross-curricular approach with a wide range of trips and visitors to enrich the learning.
- There is an emphasis on Forest School outdoor learning for all children.
- Governors recognise the high standard of SMSC opportunities provided to all our children throughout the year.
- New leadership and management are established, effective and consistent with a secure governor team in place.
- Parents give consistently good feedback regarding welfare, safety and special needs provision for their children at Northchapel.
- Behaviour is good and there is a positive restorative approach to teaching children self-regulation and personal responsibility.

How do we know?

The Quality of Education -

Curriculum

WHAT DO WE KNOW?

- The school has an ambitious 'Curriculum of Hope', designed to meet the needs of all pupils with carefully sequenced learning which enables knowledge and skills to be built upon, has clear end points and is broad and balanced. The curriculum was produced collaboratively between teachers and overseen by the newly appointed Headteacher during the summer term 2020. The school incorporates at least one local area study into the curriculum plan for each year. Subjects are taught discreetly and linked to termly or half termly themes depending on the subject content to be taught.
- The curriculum is adapted to meet the needs of children with SEND and to provide an opportunity for catch up for all pupils in response to school closures.
- Teaching of reading is prioritized so that pupils are able to access the full curriculum.

WHAT WILL WE CONTINUE?

- To evaluate the curriculum to ensure that it is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.
- To ensure that teachers have good knowledge of the subjects they teach.
- To develop teachers as subject leaders to ensure good progression and subject knowledge is developed across the school.
- To provide good opportunities to develop staff's professional development despite the restrictions of the global pandemic.
- To continue to assess using standardized tests PIRA and PUMA across all year groups to set a baseline early in September to identify the gaps in learning.

WHAT WILL WE CHANGE?

- The vertical grouping in classes across the school in response to the current pupil numbers, giving classes fresh new names to reflect the changes and give a new hope and challenge for staff and pupils.
- Due to the change in structure of classes in response to the current pupil numbers, the planning of the curriculum will need to be monitored as to the effectiveness to ensure that it enables all pupils including vulnerable, disadvantaged and SEND, to learn sequentially, cumulatively and effectively.

Teaching and Learning

Early Years -

WHAT DO WE KNOW?

- Our Pre-school and previous Early Years class have worked well as a unit to provide good outcomes for all of our pupils. 2019 figures showed a slight drop due to the significant Speech and Language difficulties in that cohort and the 2019-2020 cohort intake was unusually low due to the falling birth rate and no new housing being offered in the South Downs National Park.
- We provide an excellent outdoor area that caters for all children's learning needs.
- Good systematic teaching and learning in phonics and reading from the outset, reflected in our phonics and SAT's results.
- All Early Years support staff are trained with Early Educators Level 3 to provide the highest standards of teaching and learning for all pupils.
- A good ratio of staff is provided to support all children's needs.

WHAT WILL WE CONTINUE?

- To develop mathematical challenge in and outside for all Early Years.
- To deliver 'In the moment planning' to respond to children's interests across the Foundation Stage and Year 1.
- To provide a good level of support staff to ensure that all children's needs and foundations are supported.
- To ensure secure knowledge of our children to establish a baseline and end of Foundation Stage Profile.

WHAT WILL WE CHANGE?

- We will alter the structure of vertical grouped classes to allow for an Early Years class again, to provide the curriculum and outcomes our children deserve. From September 2020 we will offer a Reception and Year 1 class.
- Establish an experienced teacher in our Early Years class to promote positive relationships for pupils and parents and to ensure good outcomes for all children in Early Years.
- A new online Journal System, that is a much cheaper resource but will be more effective to assessment across the Foundation Stage in line with the Early Adopters Framework.
- To provide clear challenge and progression of skills from aged 2-6 across the Early Years environment both inside and outside of the classroom.

Key Stage 1

WHAT DO WE KNOW?

- The number of children in KS1 achieving the standard in 2019 was excellent, our figures for meeting the standard were above national average for reading, writing, maths, spelling and grammar and science.

WHAT WILL WE CONTINUE?

- To provide an engaging curriculum to inspire the cohorts that missed out on Year 1 & 2 teaching and learning.
- To build upon good systematic phonics already developed with excellent teaching of reading and spelling.

WHAT WILL WE CHANGE?

- Provide more challenge to ensure that more pupils can achieve Greater Depth at the end of the key stage.
- The new class structure will be years 2 & 3 to help support challenging outcomes for year 2 pupils.
- New teaching job share to continue to ensure good teaching standards are met.

Key Stage 2

WHAT DO WE KNOW?

- In 2019 outcomes showed that standards in reading and maths are slightly above local and national figures.
- Spelling is slightly below national averages, but with small cohorts one child can make the difference between meeting these statistics or not.
- Writing is our weakest area and standards need to be improved inline with national figures.
- Teaching and Learning is of a good standard across the curriculum, evidence gathered from observations and SIP visits.

WHAT WILL WE CONTINUE?

- The focus will remain writing and spelling next year. We aim to give the same thorough approach to the literacy curriculum and identify further areas where we can support children in improving their writing. The standard in content of writing remains very high but there needs to be a greater focus and attention on the detail of grammar, punctuation and spelling in writing to ensure this does not deter children from achieving the standard.

WHAT WILL WE CHANGE?

- Clear and progressive planning for writing across all classes will ensure better outcomes for pupils in Year 6.
- Year 4 will join the top class, setting challenge and higher expectations for these pupils earlier to ensure better outcomes in writing by year 6.

Behaviour and Attitudes

WHAT DO WE KNOW?

- Many pupils have a positive attitude to learning.

- There is a positive and respectful school culture in which staff know and care about all pupils.
- Pupils generally feel safe and any incidents of bullying or alleged bullying are rare and dealt with quickly, consistently and effectively.
- Children are rarely excluded from our school.
- Attendance and punctuality are good.

WHAT WILL WE CONTINUE?

- To ensure that attendance and punctuality remains good during the pandemic.
- To ensure that all pupils have a positive approach to learning and a good understanding that our curriculum should provide valuable opportunities to develop their 7 capabilities (Educating Ruby – Guy Claxon and Bill Lucas)

WHAT WILL WE CHANGE?

- To develop our behavior and wellbeing policy to ensure that all stakeholders have an understanding that the school is creating a culture of a Therapeutic approach to understanding behavior.

Pupil Engagement and response to the pandemic closure of schools.

WHAT DO WE KNOW?

- Leaders and teacher responded quickly to set up and provide remote learning for the summer term via the platform Classdojo, during the school closure.
- All except 2 families signed up to our remote learning platform and those families engaged in some form depending on working priorities and technology limitations.
- A survey sent to parents said that the majority of parents felt that the amount of work and pitch was correct.
- Children who didn't engage were encouraged to do so through regular communication, via email, telephone or door step visits
- We were able to open to all priority year groups, key workers and vulnerable children
- Attendance from 1st June:

Year Group	From 1st June	Additions after 1st June
Reception	50% (1 out of 2 pupils)	100% attend on Tuesdays and Thursdays.
Year 1	71% returned on 1 st June	85% attendance from 6 th July
Year 6	78% returned on 1 st June	92% attendance from 8 th June
Key worker & vulnerable children (priority must be given to this group)	5 over the course of the week.	6 attending over the week

- Engagement of other year groups with remote learning:

Year 2	Year 3 & Year 4	Year 5
71% 2 of these were attending keyworker/vulnerable group daily	47% 2 of these were attending keyworker/vulnerable group daily	33% - 2 children attending the keyworker group

- Children on the SEN register were given differentiated work and family support separately to the class work set via HLTA and SENDCo.
- Leaders and staff revised the curriculum being offered in the summer term and planned for an engaging locality project that both children in and out of school could complete to the same standard and build a sense of community, based on our village. This was to encourage outdoor learning for all. We found that many parents at home preferred work set at a computer.
- Alternative learning via paper form was provided for those that required it
- All children received basic resources i.e. books, pens, and learning resources to ensure that they could record their work
- 98% of children returned to school for September 2020.
- The children who were unable to return due to extremely critically vulnerable family situations have been offered remote learning and have engaged 100% with the work set.
- A remote learning policy was devised to set clear expectations in terms of uses of providing remote learning during closure or self-isolation, should this occur.

WHAT WILL WE CONTINUE?

- To continue to provide remote access to home learning via ClassDojo
- Share and celebrate learning via this medium for pupils and parents
- To embed the language and expectations around delivering opportunities for children to develop the 7 capabilities (Guy Claxton and Bill Lucas)

WHAT WILL WE CHANGE?

- More step by step teaching via the mediums of video/PowerPoints, BBC Bitesize and Oak National Academy
- Research other platforms to compliment ClassDojo i.e. Google Classroom or Microsoft Teams
- Plan a recovery 'Curriculum of Hope' to provide an exciting and engaging curriculum specific to the current cohorts

Personal Development

WHAT DO WE KNOW?

- The school provides high-quality pastoral support and employs an ELSA to work with pupils and parents around behavior and wellbeing.
- Leaders plan for the curriculum to provide a range of opportunities that pupils would not normally experience.
- Pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance are promoted during assemblies (currently class based) and themed days throughout the year.
- Pupils are aware of how to keep physically healthy and eat healthily. They are given ample opportunities to be active during the school day and through extra-curricular activities.

WHAT WILL WE CONTINUE?

- Continue to develop children's awareness of healthy lifestyles by reintroducing daily physical development with the Daily Mile and other opportunities for fitness.
- The school has a Relationships and Sex Education policy and curriculum in place but this needs further updating and combining with PSHE to ensure the knowledge around these subjects for our pupils is rounded and secure.
- To continue to support our pupil's wellbeing despite the budget constraints placed on staffing.

WHAT WILL WE CHANGE?

- To strengthen our school's offer for emotional wellbeing by implementing a trauma informed approach and behaviour policy throughout the school
- Further develop our RSHE/PSHE policy and curriculum using the E4Safeguarding programme supported by the Local Authority.

Leadership and Management

WHAT DO WE KNOW?

- The governors have secured the acting headteacher in the substantive post for 2020/2021, following the clear, calm and decisive approach to leadership during a very difficult year.
- The local authority link adviser observed that "subject leadership revealed a depth of reflection and breadth that is in some quarters, thought to be impossible in small settings".
- He also observed that the school's progress under the new acting head made good use of the external support commissioned in the previous year. Despite not having a substantive headteacher in post the momentum from this point has been good.
- Leaders are fluent and coherent in their outline for the intent and aspirations of the subjects taught within the curriculum.
- Leaders have dealt with teacher underperformance and the teacher has moved on, allowing a restructure of classes and new opportunities for existing good teachers to develop their own careers.

- The school has an established culture of safeguarding throughout the school, secured by the new deputy DSL.
- Leaders have built good relationships with other school to provide opportunities for staff to work in collaboration.

WHAT WILL WE CONTINUE?

- To continue to develop a consistent approach to teaching reading by building on the good start made before lockdown and to close the gap in achievement between the most vulnerable pupils and those whose circumstances are more favourable.
- To continue to develop a clear, creative and challenging curriculum to ensure progression of skills, knowledge and understanding. This will incorporate the school's values, the natural environment and teaching children about human kindness.

WHAT WILL WE CHANGE?

- To address the budget deficit by creating a plan to show how this is to be achieved and to take appropriate measures to achieve this.

Northchapel Primary School

& Little Oaks Pre-School

Development Plan

2020



TARGET 1: Quality of Education – Curriculum:

The curriculum should enable all pupils to develop detailed knowledge and skills across the curriculum.

- All pupils learn knowledge and skills that are incremental and sequential and lead to known end points.
- The curriculum is coherently planned and sequenced to provide the learning needed.
- Teachers are confident in teaching all subjects and are secure in the knowledge needed.
- The curriculum is ambitious for all children and provides opportunities to develop character and capabilities.

TARGET 3: Behaviour and Attitudes

All children should have a positive attitude to learning and will be aspirational in their aims.

- To develop our behavior and wellbeing policy to ensure that all stakeholders have an understanding that the school is creating a culture of a Therapeutic approach to understanding behavior.
- To ensure good attendance throughout the pandemic to promote good outcomes for all pupils.

TARGET 5: Leadership and Management -

Leaders need to ensure that the education provided by the school has a positive impact on all of its pupils.

- Leaders will plan to secure the future of the school through marketing and addressing the budget deficit.
- Leaders will continue to establish lines of communication with other schools in the locality to work collaboratively i.e further develop subject leaders and reestablish network meetings (remotely to begin with)
- Ensure professional development continues to enable staff to develop good subject knowledge to improve children's knowledge and skills.
- To continue to build upon work to further improve English outcomes in reading , writing and spelling.

TARGET 2: Quality of Education - Teaching, Learning and Assessment:

Teaching and learning needs to improve in order for pupils to make the necessary progress in the knowledge and skills needed to succeed.

- Teaching face to face and remotely is effective and consistently good across the school.
- Feedback is used to enable pupils to understand how to improve their work both in the classroom and remote learning.
- Assessment is used to help pupils embed and use knowledge fluently.
- Parents are engaged with effectively to support pupils' learning.

TARGET 4: Personal Development –

The curriculum provided by the school should extend beyond the academic and pupils should be provided with opportunities to develop and thrive in our society. Through the planning of our E4Safeguarding curriculum. (RSHE/PSHE)

- Pupils' ability to recognise online and offline risks is developed.
- Pupils have a healthy understanding of relationships.
- Pupils' emotional and social wellbeing is improved through the targeted approach of ELSA.

TARGET 6: Early Years -

To provide a good level of development for all early year's pupils.

- Reestablish an Early Years Class and new teacher with secure subject knowledge of Early adopters' framework.
- Good subject knowledge of teaching Early Reading.
- Provide clear challenge from ages 2-6 in the EY environment.
- To establish a new assessment tool using Tapestry.