



‘Be the Best you can Be’

Self Review and Evaluation Summary 2022-23

Name	Yealmpton Primary School
School type	Community
Address	Stray Park, Yealmpton, PL8 2HF
Telephone	01752 880446
Email	admin@yealmpton-primary.devon.sch.uk
Website	www.yealmpton-primary.devon.sch.uk
DFE No	878/2626
Number on roll	174
URN	136635
Headteacher	Mr Rob Pepper
LA/Trust	WeST Academy Trust
Religious character	-
Overall grading	Nov 2017: Good Nov 2013: Good

Context of the School

- Yealmpton Primary School is a one form entry school which presently has 174 pupils on roll. Children are taught in seven classes representing single year groups, class sizes vary from 19 in year 2 to 30 in year 5.
- The school has an average number of FSM pupils (33), well above average EHCPs (8), well below average SEND support (9).
- The school local deprivation indicator is quintile 3 (average) of all schools, while the pupil base is in quintile 2 (less deprived) of all schools in terms of deprivation.
- The school is part of the Westcountry Schools Trust (WeST), converted in April 2011.
- The majority of pupils attend from the local area and almost all pupils are from White British backgrounds (91%). A few pupils are from Europe, Chinese/English and White/ Asian backgrounds.
- The Head teacher and Deputy Head teacher have developed a highly effective staff team who work skilfully and carefully in a distributed leadership style to have a positive impact on standards. Staff recruitment is excellent. Since the last inspection in 2017, 5 of the teaching team remain, including the Head Teacher, who has been away on leadership secondment and returned as Head Teacher.
- The school has an effective blend of experienced practitioners and teachers at the beginning of their careers. The SENDCO, English Lead, Maths Lead and EYFS Lead have all been in position for several years. In contrast, a successful recruitment campaign in 2021 has seen the arrival of one teacher embarking on her fourth year of teaching, another in his third year of teaching and a third teacher completing her second year of teaching. All have had a positive impact on their arrival. In January 2023, an ECT, who has been working successfully in school for several years, has also joined our Year 2 teaching team.

Overall Effectiveness

The school judges its overall effectiveness to be good because:

The Quality of education is at least good
Behaviour and attitudes is at least good
Personal Development is at least good
Leadership and Management is at least good
Effectiveness of Early Years is at least good

Quality of education

Overall judgement - The school has maintained a good quality of education.

Evidence that supports this judgement

Parents' and carers' views in July 2022

- 96% of parents agree or strongly agree that their child is making good progress.
- 98% of parents agree or strongly agree that their child is taught well.
- 97% of parents agree or strongly agree that they receive valuable information from the school about their child's progress.
- Children's' views: Summer 2022
- 91% of children agree or strongly agree that teachers listen to their ideas
- 84% of children agree or strongly agree that their lessons are engaging and challenging
- 86% of children agree or strongly agree that they know what they are learning
- 91% of children agree or strongly agree that teacher feedback helps them to improve

Curriculum Intent

- Our school motto is to 'Be the Best you can Be – the BEST version of you'

- Curriculum, Culture and Community are the 3 pillars behind everything we do
- Our curriculum aims to develop 'Confident Individuals, Successful Learners and Responsible Citizens.'
- This is underpinned by our 5 core Values- Be Kind, Be Fair, Be Positive, Be Respectful, and Be Responsible.
- Our Curriculum design promotes: Consistency, Coherence, Connectedness and Challenge. These are golden principles of our Yealmpton Curriculum.
- Our curriculum is a blueprint for what, when, why and how. What is conceived, taught and experienced. A careful design of content and sequencing that allows all children to positively integrate into society and succeed in the world.
- We firmly believe the curriculum is a process, not a product, living and breathing. As such, it is never finished.
- A broad, balanced, ambitious and flexible curriculum offer has always been a core part of our vision and values, and continues to be refined and developed. A balanced curriculum timetable and breadth of extra-curriculum opportunities offered, evidences this.
- The breadth and balance of the curriculum now and in the future offers equal opportunities for all, taking into account those children with additional needs. We do not narrow the curriculum or limit experiences. We do however adapt our curriculum implementation to meet the individual needs of all our children.
- We are working hard to ensure that our curriculum is adjusted appropriately to meet the needs of all learners post pandemic.
- The school has a strong ambition for reading. Reading is the gateway to knowledge acquisition. We work hard to enact, develop and enrich a love of reading in school and aspire for all staff to be experts in reading. The robust nature of our Read Write Inc. program enables early identification of those children who are working below age related and swift intervention put in place to address this. We believe that every child deserves to learn to read because we read to learn.
- Once children have secured phonics into early reading, they move into whole class read sessions which enable the children to further develop their knowledge, to know more, which will then help them to develop their inference, retrieval and explanations when responding to texts. These skills are learned, not taught, via the teaching of knowledge. In addition, Accelerated Reader is used to monitor and promote progress in Reading. Reading open mornings and theme days further heighten the profile of and promote the value of reading in school.
- Writing is a key priority in school. We currently follow the Babcock writing sequences to ensure consistency of approach across school. The sequences have been carefully mapped across the year and across year groups to ensure we have cohesion and connectedness in our practice. We deliver weekly grammar focus lessons and we are developing high expectations for writing through effective modelling, scaffolding, and feedback and through approaches to securing basic skills and developing pupil vocabulary.
- The school is committed to delivering a Maths Mastery Curriculum. We strengthen curriculum progression by improvement in intelligent design rather than by choice or chance. Our Maths provision provides enough opportunities to practise taught facts, methods and strategies, as well as opportunities for overlearning. We use a High Quality textbook for robust fluency and application. In addition, our Maths provides opportunity for independent inquiry and discovery at start of lesson, opportunity for shared practice then Consistency of effective challenge.
- In 2021-22, we redesigned our History and Geography curriculum, to ensure the acquisition of knowledge to long term memory is the primary focus. This involved identifying the most important knowledge to be deeply embedded, providing spaced repetition for overlearning and identifying prior knowledge and enabling knowledge to build towards the next step.
- This year we are in the process of developing our Science curriculum. In Science, children develop their understanding of scientific concepts through scientific enquiry. Our Science provision identifies the underlying concepts behind the science so the children can use and apply it in different areas. We focus on developing deep knowledge of the key concepts and application of the knowledge learned in practical activities.
- This year we are in the process of developing our MFL curriculum. We want to open children up

to other cultures, build a love of language and ensure more children study languages better, for longer. We are carefully designing a MFL curriculum that is built on the pillars of grammar, vocabulary and phonics, a progressive sequencing of language acquisition from novice to expert, which will enable an effective transition to Key Stage 3.

- As a team we continue to work collaboratively to design a curriculum that respects the local context of the school.
- Personal Development is woven throughout the curriculum and opportunities to develop learning skills essential for the future are being utilised and promoted in school. We aim to grow successful learners, confident individuals and responsible citizens. PSHE is delivered in class through the Jigsaw curriculum. The children play an active part in decisions and develop an understanding of democracy through school council. We develop and promote Oracy across school and work with Arena sport to develop a variety of sporting opportunity. Furthermore, the school has developed weekly outdoor learning and half termly Wild Tribe opportunities for children within school to further enhance our curriculum offer.

Curriculum Implementation

- As part of WeST, we have been fully immersed in the curriculum journey, playing an active part in Trust wide curriculum training days. From these, all staff have received the same messages and are all moving in the same direction on the journey.
- In September 2021, the school made a curriculum choice to use Read Write Inc. to develop phonics into early reading and reading fluency into writing. This was part of a strategy adopted by WeST to improve standards across the Trust. Since September 2021, all teachers and teaching assistants have undergone a rigorous training program to equip them with the skills to deliver the program.
- We have developed a sharp focus on ensuring that our younger children, from the moment they begin their journey with us in EYFS, gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, giving them the foundations for future learning. To enable this, we use the Read Write Inc. scheme of learning for phonics. This has broadened the hierarchy of leadership in school and equipped all teachers and teaching assistants with extensive training to ensure we can deliver this in small focused groups across Key Stage 1 and at the same time, to enable purposeful, precision teaching pitched accurately to meet the needs of all the learners.
- We have worked collaboratively with the Read Write Inc. team to further improve provision. All the time we are building a culture where the hard work the team put in is valued and the team feel appreciated.
- Reading is prioritised in school and this starts the moment children begin in Reception. Read Write Inc. is delivered consistently, coherently and matched to meet the challenge of all our developing learners. Any child working below the expected standard in Key Stage 1 is prioritised and given additional support to ensure reading is secure by the time they enter Key Stage 2. Any child in Key Stage 2 who is below age related is given additional reading support and where necessary, will join a Read Write Inc group until phonics and reading fluency are no longer a barrier to reading. In school we believe that every adult should be an expert teacher in reading. All teachers and teaching assistants have been trained up on Read Write Inc to ensure we have consistency and knowledge across school of supporting children to read. In Key Stage 2, children are immersed into high quality age appropriate reading texts and dwell longer on building their knowledge to enable stronger inference, retrieval, prediction, questioning, explanation, summarising and questioning in responding to texts. 'Accelerated Reader' is used to assess and identify needs which are then used to address gaps quickly and effectively. ZPD banded books ensure that children read books connected closely to their fluency and ability to comprehend. Reading book marks and certificates are all used to celebrate achievement and motivate children.
- The school follows a Talk for Writing approach which enables the children to be immersed in a

quality text. Teachers spend time teaching new grammar, spellings and punctuation while recapping on and securing grammar already learned from previous year groups and sequences. Lessons then move coherently into the innovate phase, where ideas are mapped, and teachers effectively model and scaffold to ensure the children are ready to produce their independent writing outcomes and edit their own efforts. Teachers make explicit expectations of spelling, vocabulary, grammar and punctuation in all writing opportunities.

- In Mathematics the school adopts a mastery approach where coherence, representation and structure, mathematical thinking, fluency and variation are developed to ensure children grow up as confident problem solvers and critical thinkers. Teachers recap on prior learning then drill down into developing one key concept each lesson. Each component builds towards a composite that has been recapped and reviewed to enable the acquisition of knowledge into long term memory. Children are challenged to reason and solve problems while developing mathematical fluency. This is done using the Power Maths learning platform, closely aligned to White Rose, to consistently and coherently plan and sequence learning in Mathematics
- Subject leaders in the core subjects effectively support teachers with delivering consistent, coherent, connected challenge for all children, enabling teachers to deepen children's knowledge and understanding. Reading, Writing and Maths subject leaders carry out learning walks, book scrutiny and pupil talks to triangulate the effectiveness of provision across the school. Purposeful and constructive feedback is then given with the necessary support and collaboration needed to further develop practice. Development points are then reviewed to ensure there is a robustness and accountability to school improvement.
- In the wider curriculum, we have spent significant time re designing, improving and embedding curriculum in History and Geography. In the Autumn term 2021, before making any quick, knee jerk decisions on change, we explored the Ofsted review series for both History and Geography and potential resources to support – Cornerstones, Reach Academy, David Weatherly. As a leadership team we wanted to explore the Connected Geography and Connected History resources of Weatherly further. To this, we worked collaboratively with another school in WeST who had been successfully using the resource, sharing practice and thinking. Following this, the leadership team shared our findings with the Geography and History Lead. These were then rolled out to the team and a discussion had on initial thoughts. From this, our Yealmpton approach began to develop.
- Under the leadership of the History and Geography Lead, the whole team have developed a curriculum with clarity of purpose, clear intent and built on the acquisition of knowledge – Substantive, Disciplinary, Procedural and Chronological.
- Following the extensive work we've done, it is important to remember that the curriculum is a process, not a product. We needed to reflect on direction and readjust where necessary. After the first History Geography subject lead meet in the Summer term 2022, that both the Head Teacher and History/Geography Lead attended, we realised we needed to adjust and refine our golden threads, substantive concepts and disciplinary thinking. Within a few weeks we'd adjusted provision and communicated our reasoning to the team.
- The steering of our journey and constant striving to make it the best it can be demonstrates a real commitment from the team. The Geography and History Lead has gradually taken more and more ownership of leading and now is well placed to steer the direction of the team confidently herself, with the knowledge and vision we've built up to support and empower her.
- This year we are in the process of implementing changes in both Science and MFL, in line with curriculum development across WeST primaries. Both subject leads have attended subject co-ordinator training led by the Directors of Science and MFL. We are now currently in the process of taking on board criteria and direction for effective curriculum design and making it bespoke to our school and unique setting.
- Across the wider curriculum, foundation subject leaders are developing their middle leadership roles in supporting others to deliver a progressive and sequential curriculum through external training opportunities, working with more experienced subject leads within school and across the Trust in WeST curriculum implementation training days and Subject Leader Hubs. Foundation subject leaders are knowledgeable about their subject from book looks and planning monitors and are developing a deep understanding of the importance of content, choice and sequencing and pre teaching through to overlearning, to ensure knowledge is fixed to long term memory.

- The team are constantly striving to develop and improve the curriculum offer, reflecting on current research and valuing the importance of all teaching staff being involved in the process to ensure everyone has a buy in.
- Our educational approach is underpinned by a program of CPD that supports staff to teach well, with confidence and secure subject knowledge. In school we have developed and embedded our own school teaching principles, which compliment the Trust approach. Teachers plan sequences to practise and remember content taught, make links in their learning and integrate knowledge into new ideas.
- Teaching is pitched appropriately across school, using high quality teaching materials to ensure every child is immersed in age appropriate learning. Teachers are adept at identifying specific needs and gaps in learning. These are addressed in provision maps which support the children to make progress in their small steps whilst building an understanding of their year group curriculum. Teachers and TAs provide additional support to ensure all children make progress in lessons.
- Teachers' model speaking and listening and work hard to ensure all children are actively engaged in learning and critically thinking for themselves.
- Summative and formative assessment is used effectively throughout the year to inform planning and identify next steps, taking into account pupil feedback. Questioning is used effectively to assess understanding and challenge mis-conceptions. The development of foundation subject assessment is a continuing focus for school improvement in 2022-23.

Impact

Through a triangulation of teaching observation, book looks and pupil talk, pupils are developing and embedding knowledge and are achieving well. The data below shows the performance in 2021-22. Prior to 2021-22, as a result of a national pandemic, there was no official Key Stage end of year data from statutory assessments, however the school carried out internal testing through PIRA and PUMA assessments and past SATs papers in Years 6 and 2. Pupils are achieving well in Reading, Writing and Mathematics. Writing progress in Key Stage 2 is a focus area for school improvement moving forward in 2022-23.

Results from national tests

Year 6 2022	Reading	Writing	Maths	RWM
Yealmpton	89%	78%	85%	78%
National	74%	69%	71%	59%

Ofsted Inspection Data Summary Report – IDSR – October 2022				
	KS2 Progress	KS2 Attainment	KS1 Attainment	Phonics Attainment
Reading	In line with nat.	In line with nat.	Sig. above nat.	In line with nat.
Writing	Sig. below nat.	In line with nat.	In line with nat.	
Mathematics	In line with nat.	In line with nat.	In line with nat.	

KS2 EGPS 2022	In line with national
KS2 Combined RWM	Significantly above national

IDSR Areas of interest – October 2022

Key stage 1 attainment of the expected standard in reading (86%) was significantly **above** national and in the **highest** 20% in 2022.

Key stage 2 progress in writing (-2.6) was significantly below national and in the lowest 20% in 2022.

(In drilling down to the data, following further analysis of the KS2 Scattergraph for Writing, 6 of the Year 6 cohort 2021-22 were assessed at Greater Depth at the end of Key Stage 1, however these children were assessed at Expected at the end of Key Stage 2. This had a significant effect of lowering the overall scaled score.)

Key stage 2 attainment of the expected standard (100+) in reading, writing and mathematics (78%) was significantly **above** national and in the **highest** 20% in 2022.

FFT Aspire Summary Dashboard – Overview 2022			
KS2 Attainment 2022 – Actual results		KS2 Progress 2022 – Value Added	
Average scaled Score Re Ma	% Expected Standard R/W/M	Average scaled Score Re, Ma	% Expected standard+ R/W/M
106.5 In line with National Average (104.3)	78% Significantly above National average (59%)	+0.4 In line with National Average (0)	+6% In line with National Average (0%)

Phonics - 2022

100% of Year 1 children passed the phonics screening

100% of EYFS children met the expected RWI standard

- In the Spring term 2022, 89% of our Year 1 cohort were working at the expected standard. With the addition of fast track tutoring and additional fluency sessions to compliment the read write inc daily lessons, the impact of this has been clear to see. In the Summer, 100% of our Year 1 cohort passed the phonics screening. In addition, 100% of our EYFS children completed their first year on track for read write inc expectations. Reading remains at the heart of our School Improvement plan for this year.

Progress of children with disabilities and special educational needs - 2022

All children within this category have targeted provisions on a daily basis.

Their progress and attainment is monitored termly and the SEN provision timetable details their weekly support.

SEND - 2022	Read	Write	Maths	RWM
Year 6 - 1 children	0/1	0/1	0/1	0/1
Year 2 - 4 children	1/4 25%	1/4 25%	2/4 50%	1/4 25%

2022	EYFS GLD	Year 1 Phonics Screening
SEND children	0/1	1/1 100%

Progress of disadvantaged children with support of Pupil Premium - 2022

The school is using pupil premium funding prudently to ensure it has the maximum impact on improving outcomes for pupil premium children. The school has a 3 year Pupil Premium Strategy focusing on teaching, targeted academic support and wider strategies to have a positive impact on pupil outcomes.

Disadvantaged	Read	Write	Maths	RWM
Year 6 - 2 children	2/2 100%	1/2 50%	1/2 50%	1/2 50%
Year 2 - 3 children	1/3 33%	1/3 33%	2/3 67%	1/3 33%

	EYFS GLD	Year 1 Phonics Screening
Disadvantaged children	1/2 50%	3/3 100%

- Our KS2 progress measures show the last externally validated data, which has been improving over time
- 2017 data is cohort specific

Year 6 Progress	Read	Write	Maths
2019 (ASP Report)	-0.1	0.4	1.6
2018 (ASP Report)	+1.2	+0.25	+2.93
2017 (ASP Report)	-3.6	-3.7	-2.01
2016 (Raise on line)	+4.23	-0.59	+3.70

	Year 2 and Year 6 2019 Attainment									
	Reading		Writing		Maths		SPAG		RWM	
	Expect	GD	Expect	GD	Expect	GD	Expect	GD	Expect	GD
KS1	83%	21%	79%	13%	83%	25%			79%	13%
KS2	72%	22%	78%	33%	89%	33%	89%	34%	61%	11%

Internal data since 2019

Class	Reading		Writing		Maths	
	2019-20	2020-21	2019-20	2020-21	2019-20	2020-21
Year 2	77%ARE+ 27%GD	94%EXP+ 28%GD	77%EXP+ 19%GD	67%EXP+ 11%GD	81%EXP+ 23%GD	89%EXP+ 22%GD
Year 6	93%EXP+ 32%GD	80%EXP+ 23%GD	93%EXP+ 21%GD	50%EXP+ 7%GD	93%EXP+ 32%GD	63%EXP+ 7%GD

Prior progress of children with disabilities and special educational needs

SEND 2019	National Assessments
EYFS GLD	0% (2 child supported by EHCP)
Year 1 Phonics	0% (one child awaiting EHCP)

SEND 2019	Read	Write	Maths	RWM
KS1 (3 child /one = EHCP)	0%	0%	0%	0%
KS2 (4 children)	25%	25%	50%	25%

Prior progress of disadvantaged children with support of Pupil Premium

Pupil premium

Pupils Premium 2019	National Assessments
EYFS GLD (2 children)	100%
Year 1 Phonics	50% (2 children)

Pupil Premium 2019	Read	Write	Maths	RWM
KS1 (3 chn)	67%	33%	67%	33%
KS2 (3 chn)	33%	67%	100%	33%

Prior phonics

- In 2019 68% achieved the Y1 phonic check.

	Phonic Outcomes			
	2016	2017	2018	2019
Y1	80% (81%)	100% (82%)	81% (82%)	68%
Y2	97% (91%)	100% (92%)		75% (3/4)

To improve the quality of education further:

The curriculum is a process, not a product, and we continually strive to develop and improve our offer through collaborative design of content, choice and sequence. The acquisition and retaining of knowledge to long term memory is of paramount importance. We are in the process of refining practice to ensure children have success in doing this. To achieve this, we continue to embed the 4 Cs -

Consistency, Coherence, Connectedness, Challenge

We use these as a golden thread for our curriculum design. We have a firm belief that we should -

C - have a consistent approach across school

C - there should be clear cohesion - small steps progression - in years and across year groups

C - curriculum and learning should be connected with prior learning and across subjects to ensure children are recapping, embedding and cementing their understanding to long term memory

C - challenge for all children on their own journeys through education

To improve the quality of education further we want to further embed these values across the curriculum. We want to ensure children are securing the necessary disciplinary knowledge in all subjects while connecting and deepening understanding across subjects.

We will –

Improve standards in writing

- Further improve standards in Writing by refining and embedding approaches to secure basic skills and developing pupil vocabulary.
- Refine mathematics through the use of a high quality textbook linked to Power Maths and aligned to our current provision, White Rose.
- Continue to embed RWI to ensure all children leave KS1 with the necessary skills to decode and read fluently at an age appropriate level
- Ensure our reading programme in KS2 is as robust as it is in KS1 and build a culture of reading across school.
- Develop the wider curriculum to ensure we have CCCC through and across each subject with a focus on continuing to embed History and Geography and develop Science and MFL.
- Ensure the curriculum is adjusted appropriately to meet the needs of all learners post pandemic.
- Ensure all children with SEND benefit from high quality teaching and inclusive provision across school
- Ensure all children with SEND are succeeding in the mainstream

In addition we will -

- Consistently secure Year 1 phonics to be in line or above the national average.
- Increase the number of children making expected progress in RWM.
- Ensure progress made by PP and SEND children is in line with the progress of all children by targeting resources to have the maximum impact on pupil outcomes.

Behaviour and Attitudes

Overall judgement

Recognised good standards of personal development, behaviour and welfare have been maintained.

Evidence that supports this judgement:

Parent Survey – July 2022

- 96% of parents agree or strongly agree that their child is happy in school.
- 99% of parents agree or strongly agree that their child feels safe at school

Pupil Survey – Summer 2022

- | | |
|--|-----------------------|
| • 1/ I enjoy coming to school | 78% always or usually |
| • 2/ I feel part of the school family | 85% always or usually |
| • 3/ I feel happy in my classroom | 87% always or usually |
| • 4/ I feel safe in school | 94% always or usually |
| • 5/ I know how to behave well in school | 94% always or usually |
| • 6/ I know who to talk to if I have a problem | 93% always or usually |

Attendance

- Current Attendance is high at 96.7 % and above national average (December 2022)
- Attendance 2021-22 – whole school 93.79%

Behaviour

- Zero fixed term exclusions in 2021-22
- Zero bullying and racism returns to the Local Authority in 2021-22
- Behaviour and culture is never done. We continually strive to refine and improve our offer, to create the right culture to drive the best behaviour. We aspire for every child and adult in school to commit with intent to be the best they can be – in the moment, every moment.
- We believe in a set of core beliefs that drive culture and behaviour in school.
 - 1/ Normalise good behaviour - Behaviour is a mindset and every child can be successful
 - 2/ Communication is key – Communication is not what is said, it's what is understood. 'What does that look like for you? What do you understand by that?' We recognise that misunderstandings through communication can often lead to issues around behaviour.
 - 3/ Positivity and Praise – Praising and a system of rewards increase children's self-esteem. We believe a culture of positivity is far more likely to change behaviour than blaming and punishing.
 - 4/ Connection before correction – Being aware of each child's needs and their individual circumstances helps us to manage challenging behaviour more successfully.
 - 5/ Restoration must follow a sanction – Opportunities for restoration and reflection are crucial after things go wrong
 - 6/ Every child, adult and space is part of the culture – behaviour is not the responsibility of an individual, it is everyone's collective responsibility in every space at school.
- All staff have high expectations of the pupils in terms of behaviour and this is supported by a well-structured and embedded Behaviour Policy that promotes self-discipline. The school family sees the development of the whole child as all our responsibilities and enabling our children to become responsible citizens and successful learners is at the heart of our approach.
- Lesson observations and learning walks show the Behaviour Policy is understood by all staff and children, and is reviewed to provide support with challenging behaviours. Evidence of the school rules and our core beliefs can be seen in every class. The consistent use of behaviour strategies has

a positive impact on pupils behaviour, respect of others and attitudes to learning. Low level disruption is not tolerated and challenging behaviours do not impact on lessons day to day.

- Staff are well supported by the leadership team, in managing pupil behaviour. School has worked robustly to create a positive environment where bullying is not tolerated. Whole school assemblies explicitly share anti bullying and Cyber-Bullying messages - 'Stand Up to Bullying'- and this is proactively followed up on a regular basis in the classroom in PSHE and through class charters.
- Any concerns that children have can be shared through class worry boxes and TED talk. Teachers react quickly and deal effectively with any worries concerning behaviour that children may have, and where necessary involve parents.
- Behaviour plans and good choice charts are used to guide and support those pupils with emotional/ social needs; effective partnerships between staff in delivering a consistent approach have brought about success in and out of class. The staff work proactively to ensure a nurturing environment is in place for those children with specific behaviour needs. In 2021-22 there were no fixed day exclusions.
- The Pupil Survey (Summer 2022) shows that children enjoy coming to school, feel part of the Yealmpton school family and feel happy in the classroom. Children feel safe in school, know who to talk to if they have a problem and know how to behave well in school. Children have a clear understanding of the school values and respect how important the values are.
- We recognise there were a small number of children who responded negatively to the questions. We continue to strive to build a culture of positivity for all our children in school and we aspire to all children responding positively in our next survey.
- Boxall practitioners support the most vulnerable pupils in feeling safe, working in a 1:1 capacity with children experiencing challenging situations outside of school to develop new skills and coping strategies to regulate their emotional well-being.
- The school has developed a growth mindset approach to learning through introducing and embedding the 'Class Dojo' learning platform and agreed strategies where children are recognised and rewarded for positive learning attitudes and behaviours. This is recognised and shared with parents during our Friday whole school celebration.
- Attendance is high at 96.7 % and above national average. Attendance is rigorously monitored and first day absence procedures are robust. The school works closely with the Education Welfare Officer and parents to support and guide families where there is an emerging pattern of concern. Attendance is valued and promoted through newsletters, and certificates. Late arrivals are monitored.
- The school's open culture promotes all aspects of pupils' welfare. All staff are supported to identify, promote and support children's mental health and wellbeing through a range of approaches in the curriculum, circle time, positive play, assemblies, etc.
- The mutual respect that the school community has for each other is evident and underpinned by our value that 'pupils are confident individuals and responsible citizens'. Relationships amongst pupils and staff reflect a positive culture that is underpinned by tolerance and mutual respect and these are at the heart of school values: Be Kind, Be Fair, Be Positive, Be Respectful, Be Responsible.

To improve the Behaviour and Attitudes further

- Further embed the consistency of outstanding behaviours and attitudes across school.
- Further develop the capacity of the school to support mental health and emotional well-being. Further develop Boxall practitioners and promote the work of the Mental Health Champion.
- Further develop the children's learning habits around growth mind-set and effective learning attitudes.
- Children play a more active role in their contribution to school.
- Children are given more ownership of modelling and setting examples of behaviour expectations across school (Behaviour Ambassadors, Play Leaders, House Captains).
- Continue focus on developing education around online behaviour

Personal Development

Overall judgement - The school evaluates the personal development of the children to be good.

Evidence that supports this judgement

- Parent Survey Summer 2022
 - 100% of parents strongly agree/ agree their child is well looked after in school
 - 93% of parents strongly agree / agree there are enrichment opportunities in schl/ off site
 - Pupil Survey Summer 2022
 - 86% of children usually or always have enrichment opportunities in school
 - 87% of children usually or always have opportunities to learn outdoors
 - Annual Year 6 Residential
 - Healthy Bodies Healthy Minds enrichment week
 - Half termly educational visits for all classes and special visitors in to enrich learning
 - Weekly outdoor curricular learning and Wild Tribe enrichment for all classes each half term
 - Theatre visits, in school pantomimes and performances.
 - A variety of sporting and music opportunities with outside coaches and peripatetic teachers
 - Boxall practitioners to support emotional well-being
 - Robust, consistent, coherent, connected approach to teaching PSHE through Jigsaw program
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- Developing the whole child is a core value and the curriculum extends beyond the academic, providing for their broader development and interests. We want to develop confident, resilient children in readiness for the next stages of their learning. Wild Tribe' outdoor learning teaches the children how to manage challenge and risks safely through creative and physical activities in the natural world. This is enriched further by educational visits, residential, competitive sporting events, STEM workshops, and whole school collective performances. We believe all of our children deserve these opportunities to be inspired and raise their personal aspirations and, because of these opportunities, attendance is high.
 - We provide high quality pastoral support, and work hard to maintain an atmosphere in which children feel secure, are encouraged in their learning, growth and social development and know that they are valued within a healthy and safe environment. Our open door policy is used to reassure parents/carers their children are being educated in a safe and nurturing environment. We encourage the children to recognise and demonstrate our core values (friendship bench, play leaders and circle time). Key workers are used to meet the specific needs of children so that all children are equipped with the skills to cope with life.
 - We develop children's knowledge and understanding across the curriculum while building critical thinking, investigation, reasoning and evaluation in our approach. Children can answer the "big questions" they are studying by supporting their arguments with the knowledge they have learned throughout enquiry and investigation. Furthermore children engage with views, beliefs and opinions which are different to their own through debate both in class and assembly. The school prepares the children for life in modern Britain, to teach the children about diversity and cultural awareness developing their understanding of fundamental British values. The children learn to understand and respect the experiences of others and are enabled through their knowledge gained in class to challenge ideas about religion and recognise intolerance. This is delivered through PSHE Jigsaw and RE studies. Children are encouraged to discuss and debate a variety of issues in a considered way, prompted by local, national and global issues using News round.
 - Our School Values are woven into our school curriculum that celebrates ethnic and religious diversity where tolerance and respect are valued. We believe in the importance of developing confident, responsible citizens. To facilitate this, a variety of leadership roles have been created to give children more responsibility of their school. Class monitors, sports captains, librarians, eco-leaders, play-leaders, behaviour ambassadors and school councillors all celebrate pupil voice.
 - Pupils understand how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. The school provides a comprehensive programme which embraces healthy, safe and

balanced lifestyle choices: Change 4 Life school programme, Healthy Schools Week, Y6 junior Life Skills, Fire Safety presentations, Bike ability, walk to School weeks, swimming, Teddy Bear NHS doctors, life guards, RNLI, Sporting opportunities and a comprehensive Sports Premium Plan.

- School provides a range of opportunities to nurture, develop and stretch pupil's talent and interests. A range of clubs are on offer to further the children's interest and talents. We use links with a range of sport providers, music, arts and crafts facilitators. In addition to our choir, we also offer on-site expert music tuition. As part of the WeST schools Trust we benefit from a variety of competitive sporting events which are provide opportunities for both competitive sport and sports for all festivals.

To improve the personal development

- To further develop oracy to equip the children with the skills to be independent, confident orators.
- To further embed Jigsaw for the effective delivery of PSHE.
- Work with Arena sport to develop opportunities for both inter and intra school sports post pandemic
- Continued focus on Mental Health for both pupils and staff.
- Continue to grow opportunities outside the classroom
- Ensure vulnerable groups and SEND children are accessing the full curriculum offer and finding success
- Grow responsible citizens in school.

Leadership and Management

Overall judgement

The school evaluates the quality of leadership and management at the school to be good.

Evidence that supports this judgement

- School Improvement Plan
- Whole school data
- Yealmpton teaching principles
- Intent, implementation and impact plan
- Pupil Premium Strategy
- Pupil progress review outcomes and provision maps
- Performance management documentation (PDRs)
- Devon Safeguarding Audit and Child Protection records
- Monitoring cycle and CPD timetable
- Health and Safety Devon Audit
- Parent Forum: ½ termly parent comments and suggestions are considered and actioned for the follow up, led by governors and SLT.
- GDPR compliance
- Weekly newsletters
- Yealmpton Press monthly articles
- WeST staff survey, November 2021, Spring 2022, Autumn 2022
 - 66% response rate in Autumn 2021 – compared to 38% participation for the Trust - Highest participation % in WeST
 - 60% response rate in Spring 2022 – compared to 31% participation for the Trust - 3rd highest participation % in WeST
 - 72% response rate in Autumn 2022 – compared to 42% participation for the Trust - 4th highest in the Trust, and the highest staff participation % in the school for the last 3 surveys
- Parent Survey, Summer 2022
 - 98% of parents strongly agree / agree that school is well led and managed

The leadership team create culture – culture drives behaviour – behaviour produces results

- The Head Teacher and Deputy Head establish clarity of vision through embedding a clear motto, purposeful aims and well-defined values.
- The Leadership team have established clear golden threads of Consistency, Coherence, Connectedness and Challenge that permeate through our constantly evolving curriculum.
- Leaders at all levels have a clear shared vision of providing high quality education through a broad and balanced curriculum. Our shared values and ambition for all our children to find success is underpinned by strong teamwork with clear lines of distributive leadership and collective accountability. As a school operating in a large Trust, leaders work collaboratively with colleagues in other WeST schools to further develop practice. Recent focuses include - Read Write Inc., Maths Hub, History, Geography, SEND and Early Years.
- Reading is a priority and valued across school. The Head Teacher plays an active part in Read Write Inc., celebrates reading in whole school assemblies and parent open mornings and works with children in KS1 who are currently off track. The Deputy Head is also the Reading Lead and she is developing provision in KS2 so there is a robust provision in place to follow the work of Read Write Inc. Our whole school aim is for every child (with the exception of those with a specific cognitive impairment) to leave Yealmpton Primary working at age related in Reading.
- The Leadership team take on WeST priorities and make them bespoke to the school. The team have redefined teaching and learning principles from the WeST model and they have used the WeST whole staff curriculum training days as a springboard to subject development back in school.
- The school has worked hard to develop an inclusive culture where all children can succeed. Children with additional needs are identified early on and Senior Leaders provide support for staff to ensure that all learners are accessing the curriculum and achieving. In addition, leaders have high expectations for staff to challenge fixed mind sets, identify any barriers to learning and develop a culture of achievement for all.
- The Head Teacher and Deputy Head are growing a culture of positivity in school, valuing and appreciating staff through their actions and words.
- Expectation and accountability is driven by each member of staff and the culture within school drives their behaviour. The whole team is committed to building an environment where everyone wants to do their best. The motto for our team is – 'Be the Best you can Be – the BEST version of you' just as it is the same motto for the children.
- Leadership care about staff views. All staff are encouraged to complete bi-annual feedback in the form of WeST staff surveys. In October 2021, Yealmpton had the highest percentage of staff complete the survey out of all schools in WeST (28% more than the average in WeST schools.) In February 2022, Yealmpton had a responses rate 29% above the WeST average and in October 2023, the school had a response rate 30% higher than the average across WeST schools.
- From the October 2021 survey, 94% of staff agree/ strongly agree that they know what is expected of them, they have the opportunity to do what they do best every day, their opinions seem to count and they receive appropriate recognition for the work they do. Furthermore, 88% of staff agreed that they know where to get support for wellbeing, they are treated fairly in the workplace and there is someone who encourages their development and talks about their progress.
- In the February 2022 staff survey, 100% agree / strongly agree they know what is expected of them, 94% have the opportunity to do what they do best every day and are treated fairly in the workplace. In addition, 87% know where to get support for well being at work, have systems and processes in school that support them to get their work done and feel there is someone at work who encourages their development and talks about their progress.
- In the October 2022 staff survey, 95% agree/ strongly agree they feel their opinion counts and know what is expected of them, while 89% have the opportunity to do what they do best everyday and receive appropriate recognition from school leaders when they do good work.
- While the surveys highlight no pressing areas for concern in school, the Leadership team continually strive for further improvement.
- Staff are fully supported, and protected from bullying and harassment. Leaders meet regularly with staff as a whole team to check in on the well - being of staff and any issues or concerns are dealt

with swiftly and robustly following the Code of Conduct. The Chair of Governors is the Mental Health and well-being link.

- Our whole school CPD programmes are informed by the needs of our School Improvement Plan, and feedback during the appraisal process. Senior Leaders work closely with staff to identify areas of need and areas that staff want to pursue for future career development and facilitate opportunities for them to achieve this. Examples include NPQH, NPQLTD, Read Write Inc. subject leader training and regular meets, Early Years hub collaborative work, PE Leadership award, Science subject leadership training, MFL leadership training, History and Geography group development across the Trust, English subject lead meets, English cross moderation and grammar development across the Trust. Teaching Assistants are also making the most of professional development opportunities across WeST. On-going INSET training, coaching and collaborative learning opportunities focussing on pedagogy and subject knowledge continue to develop and refine subject knowledge.
- School leaders want the best for the staff and look to actively support the team to achieve their career aspirations. An example of this is the promotion of the school SENDCo in December to Deputy Head teacher at another WeST school. Succession planning ensures, as one skilled practitioner moves on, this creates opportunity within school for the next leaders to step up.
- School leaders have worked hard to develop and promote effective engagement with the community in a variety of ways. Parents are welcomed into school with open mornings, class assemblies, concerts, schools fairs, parent forum, inspire afternoons and church services, all of which develop a close bond between the school and the community. In addition, the school has developed a thriving PTA, called FYVS (Friends of Yealmpton Village School), which runs a variety of different whole school events throughout the year to raise money for the school. The school embraces local services and the PCSO, local life guards and the church all play an active role in ensuring the community feels part of school and the school is at the heart of the community.
- In 2021-22, the leadership team introduced the online information sharing communication platform, which is Class Dojo. The platform enables simple, easy, effective communication between school and home, through a variety of different messaging, including parent to teacher, teacher to class, and school to all parents. School uses the platform to celebrate learning in class, relay important messages and ensure parents are kept up to date with all that is happening in school. In all the parent forums run so far since its launch, we have received positive comments about Dojo.
- In addition to Dojo, for those people who are not part of the Yealmpton school family yet, we keep the official school website up to date with all that is happening in school.
- Furthermore, the Head Teacher writes an article in the local Yealmpton Press each month to reach out to the wider local community.
- The Hub Advisory Board (HAB) provides confident and strong strategic leadership which leads to robust accountability, oversight and assurance for educational and financial performance. The board members understand their roles and carry them out effectively. There is a balance of skills, experience and backgrounds within the advisory board. Positive relationships between board members and school leaders are based on trust, openness and transparency. Board members ensure clarity of vision, ethos and strategic direction and are ambitious for the school. Board members have a clear and precise understanding of the strengths of the school and development priorities.
- The Hub Advisory Board systematically monitors the work of the school to ensure statutory compliance, including all duties in Keeping Children Safe in Education. Leaders and board members use their Safer Recruitment training to manage risk and ensure both pupils and staff work in a safe environment.
- Safeguarding is effective because there is a strong culture of vigilance with robust systems in place, the DSL and two Deputies keep up to date and ensure relevant training is in place. Early Help is accessed to ensure that the correct support is put in place for children and families. The school works diligently to co-ordinate, identify any patterns of concern and secure outside or interim support for children. All staff use reporting systems to raise concerns and the team use CPOMS effectively to track, monitor and follow up concerns in a consistent manner.

To improve leadership and management further, the school needs to:

- To continue to develop a clear vision for providing high quality education to all pupils.
- To deeply embed clear, consistent values and ethos across school.
- To further develop the curriculum in line with the WeST operational plan.
- Ensure that, by July 2023, school has effectively designed a well-structured, appropriately sequenced curriculum in 4 subjects beyond English and Mathematics and is actively working to develop a well-structured, appropriately sequenced curriculum in all other foundation subjects by July 2024.

The Effectiveness of the Early Years Provision

Overall Judgement

The school evaluates the effectiveness of the early year's provision at our school to be good.

Evidence that supports this judgement

- 2021-22 – 78% GLD
- 2021 - 73% achieved GLD (internal data)
- 2020 - 72% achieved GLD (internal data)
- 2018 and 2019 GLD above the national average
- Learning walks
- Observations of the learning environment.
- Read Write Inc. data

Curriculum

- At the heart of the EYFS curriculum is the school vision for all children to be the 'Best they can Be', underpinned by our 5 school values and aims: Confident Individuals, Successful Learners and Responsible Citizens. We deliver an ambitious curriculum that has language development and early reading at the heart.
- The rich and ambitious curriculum is delivered through topics that are driven by high quality texts. The topics link to the requirements of the educational programmes in the statutory framework and allow children the opportunity to learn new skills, acquire new knowledge and demonstrate their understanding through a variety of activities. The broad, balanced, and flexible curriculum supports the children to develop resilience, critical thinking and self-confidence. It builds strong foundations for learning, making links with learning across the school. Learning is built up over time, with lots of opportunities to revisit and deepen what the children know.
- Learning focuses strongly on the three prime areas: communication and language, physical development, and personal, social and emotional development which are the basis of successful learning in the other four specific areas.
- Learning is shared clearly, making strong connections for the children, building from what they already know. Learning is presented in visual, auditory and kinaesthetic ways enabling the children's confidence to grow through exploring, thinking about problems, and having a go at new things. Staff continuously monitor the children's understanding through interactions with the children, playing alongside them, making observations and questioning. Children are encouraged to reflect on their learning and make links with what they already know.
- The team promote a language rich environment where staff play alongside children, commenting, modelling and echoing back what children say with new vocabulary added. New words linked to stories and topics, are introduced and modelled. Children have ample opportunity to share news and talk about their experiences. Children take it in turns to take home the 'Golden Box' to fill with special things to share in class during snack time and they are encouraged to listen carefully and ask questions.
- A robust, structured phonics programme is delivered through Read Write Inc which is prioritised as soon as the children start school in September.
- Nurturing a love of reading is a focus from the start in Early Years. The children have access to a wealth of high quality texts across the year. Texts are read, shared and repeated so that children become familiar with the stories and are able to retell them independently.

- Phonics packs, Read Write Inc virtual classroom links and appropriately matched reading books are sent home on a weekly basis so that children practise and share their success with their family.
- Within a caring and nurturing environment, the teachers and teaching assistants take into account that the children develop in different ways and different rates. The team promotes learning that engages all groups of learners, including those with SEND, providing stimulating play that ignites interest, enquiry and challenge for all the children.
- Any child who is not on track to meet age related expectations receives targeted support through a range of well matched activities to ensure no child is left behind.
- There is a balance between child led activities and teacher guided and supported learning. Teachers skilfully question, model, scaffold and guide the children through the 'I do, we do, you do' process, which is a model that is followed throughout school to ensure every child makes good progress. This aligns with our school curriculum golden threads of Consistency, Coherence, Connectedness and Challenge.
- The environment is stimulating and encourages children to make choices. Play is a priority and all play activities have a purpose linked to our rich curriculum.
- We believe all children can be successful with Maths provided they are given the opportunities to understand it in a way that makes sense to them contextually. Maths in EYFS follows the whole school Power Maths Framework. Children are given opportunities to explore concepts using a variety of resources. High quality planning sets up purposeful play and engaging activities which motivate the children and develop early problem solving skills. The staff use on going observations when working alongside the children to monitor progress towards securing the early learning goals.
- Jigsaw PSHE scheme is used in the EYFS to develop emotional literacy, build resilience and nurture mental and physical health. Developing healthy eating habits, physical and mental health is encouraged throughout the year, from planting a seed and seeing how it grows, trips to the farm and cooking activities. During the day, snack time is an opportunity to talk about healthy eating choices in a social setting. Daily physical activity is routinely planned for and available in the continuous provision. Physical challenges and the introduction of 'Wild Tribe' outdoor learning are purposefully set up to encourage challenges, risk taking and learning by trial and error
- Outdoor learning is an important strand of our EYFS curriculum. The children have regular opportunities to learn about seasonal changes and the natural world through practical and hands on experiences in our wonderful school grounds and local community.
- The curriculum is further enriched through visitors to school, such as local community helpers and trips out to support our curriculum. These include a theatre trip and a visit to a local farm.
- The EYFS lead meets each half term with other EYFS colleagues across the Hub to share good practice linked to the new curriculum, including Curriculum design, planning and assessment and parental engagement.
- Our open door policy allows the EYFS team to forge close partnerships with the families to share their thoughts and observations quickly and effectively. A range of strategies are used to share information with the parents and glean important moments observed that celebrate the development of their child. These include, pre – start welcome meetings, play and stay sessions, home visits, and WOW slips celebrating home achievements, as well as regular updates of what the class have been doing using Class Dojo. In addition, regular reports and parent's evenings allow staff to share the progress of their child and identify next steps.
- Parents are also invited to join us for Curriculum open mornings each half term where they can join in with their child's learning in the classroom and find out ways that they can support their child at home.
- Open mornings are held termly to give prospective parents the opportunity to come and explore our school setting and see what our school has to offer.
- EYFS practitioners liaise with staff from previous settings and year 1 to ensure a smooth and successful transition.
- The teachers and teaching assistants in EYFS have high expectations and are ambitious for what the children can achieve over time. Continuous provision is coherently planned to match the children's next steps and set challenges which the children are encouraged to talk about and share.

To improve outcomes for children

- To continue to develop the effective implementation of the new Early Years Foundation Stage Profile.
- To continue to ensure that the learning in EYFS sets the foundations for learning in KS1
- Accurate judgements of the children's outcomes through effective ongoing assessment