



Low Trenchard C of E School is part of An Daras Academy Trust. Our school is a smaller than average primary school in a rural setting – approximately 80 pupils with an attached pre-school. The school is popular and has a good reputation with the local community. Pupils’ attainment on entry to the school is generally at expected levels but this can be very cohort specific. Pupils are organised in mixed-age classes.

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| Overall effectiveness | | ✓ | | |

The school had an inspection in February 2020 and was judged Good. <https://files.ofsted.gov.uk/v1/file/50152193>

Continued good improvement since last inspection can be clearly demonstrated through assurance evidence:

- Leaders have worked effectively to tackle identified weaknesses in teaching, learning and assessment. For example, improved and systematic, consistent phonics teaching has improved attainment in phonics. A drive to improve reading across the school has resulted in significant gains in progress and attainment across the school despite the closures during the last two academic years. This year, year 2 achieved 79% and year 1 80%.
- Leaders used the moderation/peer review process available through the Academy Trust to ensure benchmarking of pupil achievement is accurate – particularly within core subjects. This has refined evaluation of gap analysis and understanding of standards required across the school.
- Quality of the English teaching/learning has been improved through the appointment of a new English lead working closely with the Head of School to ensure a consistent approach to teaching of reading, grammar and writing across the school; the incorporation of the Babcock planning to ensure gaps are addressed alongside challenging with new learning; extra curriculum time in afternoons to address gaps; use of iPads to promote spelling skills and for the implementation of Accelerated Reader, specific targeted interventions for phonics and reading to ensure Covid-related gaps are addressed.
- A comprehensive training programme in teaching phonics and early reading has been delivered over the last two/three years, both through the Trust and within the school, for all teaching staff, has been a focussed strategy to improve quality of provision and has ensured improved outcomes in reading by the time the pupils leave us in year 6 - 84% this year.
- Absence is carefully monitored and a series of graded, pro-active responses are in place to address concerns. Whole school absence is below 4%. Since returning to school in the Spring Term overall attendance has been hugely positive at 96%.
- PPG and SEND category absence is reviewed on a regular basis – As at July 21 PPG attendance in-year was 92% and SEND attendance at 95%
- Feedback to pupils is now more direct and effective as evidenced by quality assurance monitoring by the Head of School, subject leaders and Trust Improvement Officers. Training on this has been delivered through the Trust focus on ‘Visible Learning’ strategies/training, the use of effective curriculum resources (i.e Read Write Inc) and improved in-class daily strategies and timetables.
- Teachers have focussed on providing effective curriculum challenge so more pupils are achieving expected outcomes across the wider curriculum.
- Progression in presentation are attained through English non-negotiables – cursive joined handwriting, DUMTUMS, headings and learning intentions.

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| Leadership and management | | ✓ | | |

- Trustees, local governors and school leaders have been effective in improving the quality of teaching and learning across the school because pupil achievement / progress has improved and effective progress has been made towards our Ofsted targets from February 2020.
- Leaders maintained a clear focus on providing a good standard of remote education – through a flexible blended learning approach – throughout the pandemic period 2020-21. This can be evidenced by the continued good attainment by most cohorts across the school – for example, year 6 July 2021, achieved outcomes broadly in line with 2019 outcomes – 84% Reading, 63% writing and 84% in maths.
- Since joining the school, the Executive Head teacher has led a dedicated, committed team successfully by increasing distributed leadership opportunities (Head of School and core subject leaders) and by drawing on advice and support of the Trust to help drive improvements in key areas of curriculum, learning and assessment practice.
- Development of staff through accredited CPD – H of S has begun the NPQH, Science lead NPQSL as well as a comprehensive training programme to develop subject/middle leadership and support early career teachers- shows commitment to developing a highly skilled, competent management group with clear pathways to future school leadership opportunities.

- The school has been proactive in national initiatives – being part of the group to trial Early Adopters of new EYFS framework and National Baseline.
- Stronger links have been created between Pre-school and Reception, with both teachers working closely together to support and help develop the early years provision and curriculum in meeting new requirements of the new EYFS framework.
- Leaders orchestrate an effective performance management process which informs relevant learning pathways for pupils and promotes a purposeful distributed responsibility approach.
- Long term commitment to high quality CPD opportunities has helped ensure all leaders and staff have opportunities to develop and make positive contributions to the success of the school (recent CPD for example has focussed on reading through Accelerated Reader and RWI training as well as Maths, English and PE subject leader training).
- Leaders have demonstrated the ability to positively respond to external feedback both long term and short term as evidenced by identifiable improvements following inspections / consultations and by quickly developing learning/assessment practice in response to Trust-led monitoring (short term).
- Leaders are committed to ensuring well-being and reducing teacher workload where this is possible; staff surveys over the last two years positively reflect this.
- The school has a very strong culture of safeguarding, and the Trust and local governors are rigorous in ensuring statutory requirements are met by ensuring school policies, child protection and health and safety are well implemented.
- Leaders reflect on our bespoke ‘capabilities’ based curriculum to ensure quality of provision and relevance to the school community.
- Parents/carers speak positively of the school which is evidenced within regular school surveys. Strengths in Spring 2021 identified by parents were the quality of care, support and education provided during lock-down, the schools clear and effective church vision and ethos and their child’s happiness at school and engagement in learning. Overall, the vast majority of parents are happy with their choice of school.
- Leaders have implemented a clear quality-assurance monitoring schedule supported by Trust Improvement Officers, which is rigorous, evaluative, and supportive to staff.
- Pupils appreciate how leaders’ work to foster pupils’ spiritual, moral, social and cultural development is effective.
- Leaders model expectations of behaviour/ decision making/ support for pupils as directed by our Church School vision. This is demonstrably effective with OFSTED/visitors/parents all attesting to the warm, supportive, respectful environment encountered within the school.
- Leaders provide tailored support for individual staff through PPA support, Trust expertise and Trust subject leaders’ programme.

Next steps:

- Leaders to continue to undertake a rigorous analysis of the gaps in learning, and then implement measures to quickly close the identified gaps – key risk cohorts identified.
- Further develop the role of subject leaders (both within the school and across the wider trust) and continue to build an effective culture of distributed leadership.
- Build on the good recovery schedule work completed in Summer Term 21 by maintaining rigorous focus on identified gaps in wider curriculum coverage caused by the fragmented learning experienced in 2020/21.

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| Quality of education | | ✓ | | |
| <ul style="list-style-type: none"> ▪ The quality of teaching, learning and assessment is good, with particular strengths, in phonics and reading teaching as well as timetables and assessing for gaps and use of analysis to indicate swift implementation of effective planning and intervention. School has made effective use of Trust support and systems alongside our own programme of improvement. ▪ Specific strengths and weaknesses in teaching and learning and how they are impacting on pupil achievement are accurately identified through school self-evaluation procedures. ▪ Success in phonics and times tables provision despite the challenges created by school closures - Reception 63% GLD, Y1 phonic assessment 80%, Y2 phonics 79%, Y4 MTC 85%. ▪ Focussed intervention has had positive impact on improved attainment across all classes – supporting the drive for the closure of gaps and achieving higher achievement. ▪ Successful remote/blended learning ensured pupils had access to daily learning throughout pandemic lockdowns 2020/21 with vulnerable children placed in Keyworker groups and those struggling with online learning provided with paper packs and offered phone calls/zooms. All pupils offered daily Question and Answer drop-in sessions remotely in order to clarify misconceptions and personalised feedback. ▪ Pupil progress visible within books and discussions with pupils are beginning to show in improved assessment results. ▪ Leaders have been developing an enhanced curriculum in-line with the school and Trust vision that provides pupils with opportunities to gain good knowledge, understanding and skills in a wide range of subjects and extend their learning beyond the classroom through both trips and visits and out of classroom experiences. SLT continue to monitor effectiveness of this provision in order to continue to refine planning and enhance outcomes. ▪ History lead/DT lead have produced S Plan planning documents for all classes based on progression of skills rather than activities. Trust RE lead has provided sequences of learning as guidance for use with Understanding Christianity/other faith/themed units. ▪ Intention to gradually create skills driven S Plans for science and geography. ▪ Leaders use the limited pupil premium funding in a focused manner, driven by identified needs in order to improve the outcomes for disadvantaged pupils. | | | | |

- Effective assessment/tracking model based on 4 fixed assessment points per year is in place to ensure that knowledge of pupil progress is accurate, and crucially, informs teaching/learning and provides concise information to parents within a timely manner.
- Planning is increasingly effective in engaging pupils in their learning, and all eligible staff have scheduled PPA in accordance with statutory requirements.
- Implemented maths mastery approach, White Rose, Ready to Progress plus local Maths Hub support continues to improve the teaching of reasoning.
- Motivating learning environments which celebrate children's learning and promote Visible Learning principles/learning dispositions consistently established across the school.
- Love of reading for pleasure is promoted within all Key Stages, via quality of resources, learning provision. Whole school initiatives and the wider learning environment. Accelerated Reader system newly established already having visibly positive impact on reading skills, particularly for the struggling readers. Reading books in EYFS/KS1 being renewed with phonically matched sets that work alongside the RWI programme. RWI is now established within the pre-school setting.
- School focus on Read, Write, Inc (phonics) has fully supported progress improvements in reading and spelling for younger pupils.
- Head of School supports staff training for teaching RWI and monitors the implementation daily.
- Staff trained in phonological awareness and precision teaching to ensure that they can effectively support pupils who fall behind and more pupils can effectively engage with this intervention.

Next steps:

- Continue to develop effective feedback through the use of 'Visible Learning' strategies, with the use of live marking to provide strong, quality feedback, and improve staff work-life balance.
- Continue to focus on English writing as a priority area – further develop oracy and reading programmes and develop writing skills through internal CPD and Babcock training.
- Develop understanding and teaching/learning of meta-cognition skills in-line with Trust expectations.
- Continue to improve pupil 'capability' skills for all abilities through full embedding of the capabilities curriculum.
- Develop S Plan provision for other curriculum areas based on skills progression.
- Ensure provision, challenge and outcomes are consistent and with high expectations across the whole school. From identified, at risk cohorts, implement effective training, support, intervention and monitoring.

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| Behaviour and attitudes | | ✓ | | |

- Pupils display positive attitudes towards learning along with the correct behaviours for successful learning.
- Intent of the 'Capabilities Curriculum' is to help embed positive attitudes and make pupils 'capability mature' (hence a focus on key capability clusters such as Managing Feelings, Relationships and Leadership) across all aspects of school life through a structured learning cycle.
- Pupils' behaviour is good, they feel safe at school and cases of bullying are very rare. Low level disruption is rare. Evidenced by the school behaviour logs and 'My Concern' recording, parent/pupil feedback, last OFSTED report and Trust monitoring.
- Consistent implementation of the behaviour policy provides a scaffold of support for individual pupils.
- All staff model positive behaviour and respectful relationships. Church School ethos of acceptance, respect and forgiveness is actively lived by the whole community every day with integrity and conviction.
- Pupils' take increasing pride in their work and their school, are friendly, courteous and respectful to each other, adults and visitors. Evidenced through daily observable behaviour/interaction and positive feedback from parents and visitors to the school.
- Quality/resilience of the school's approach to inclusion has allowed pupils' differing needs to be successfully accommodated.
- Attendance is broadly in line with national averages over the last 3 years. Any persistence absence is low and normally due to long term medical/emotional issues.
- Temporary exclusions are very rare which evidences the success of the school's culture of positive behaviour. In 2019, there was one pupil who was excluded, in 2020 there were 0.
- Punctuality and preparedness for learning for the vast majority of pupils is good. The school has effectively redesigned the school day to support this.
- Safeguarding culture and operational arrangements are good. Fully meet statutory requirements and school practice/risk management ensures pupils safety and welfare is always prioritised.

Next steps:

- Continue to strive for high attendance rates for all pupil groups so they are better than national average
- Further reduce the number of negative behaviour incidents.
- Fully embed the capabilities cycle into the school daily practice and use the evidence to improve learning provision.
- Further develop the role of pupil voice by increasing the school council input and Learning Ambassador role into whole school decision making.

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| Personal development | | ✓ | | |

- Children’s learning supports the cultural, social and personal wisdom capital required to become successful member of society and is promoted through an enriched curriculum offer and after school clubs.
 - Pupils are well prepared for life in modern Britain, having a secure understanding of different world religions through a full RE curriculum provision as well as a continual focus on their ability to impact positively within their own local communities and contribute to wider global concerns.
 - Equality of opportunity and diversity are encouraged throughout all aspects of school life. Explicitly taught within the curriculum offer (RE/PSHE/English, SRE), carefully planned Collective Worship and actively developed through wider opportunities.
 - Curriculum is providing pupils with an understanding of their cultural heritage both local and national.
 - Opportunities for pupils to take on roles of responsibility have developed through pupil school council and through wider workings with the local community and church, for example the pupil Environmental group who have taken on the responsibility on ensuring that the school grounds are well kept and litter free demonstrates courageous advocacy.
 - Strong provision for children’s physical, mental and emotional well-being is in operation across all Key Stages. We can see the benefit of this investment in the increased confidence of these children and the reduction in incidents of distress observed.
 - Statutory SRE curriculum in place and consulted on with parents.
 - Well-established outdoor education programme ensure pupils get regular opportunities to participate in learning which fosters self-esteem, personal growth and collaborative skills. Evidenced by the increasing independence and self-confidence demonstrated by pupils.
- Next steps:**
- Continue to develop planning and delivery of the schools SMSC provision and integration within the ‘Capabilities Curriculum’.
 - Complete internal review SRE curriculum in light of first full year of implementation and adjust learning provision based on review evidence and feedback from stakeholders.

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| Effectiveness of EYFS | | ✓ | | |

- Experienced EYFS practitioners provide high quality teaching and learning in the Pre-school and Reception setting.
 - Both the Reception teacher and the Pre-School Manager work closely in ensuring a consistent provision, facilitating the sharing of curriculum intentions to ensure all children have the best possible chance to achieve ELGs and GLD. Improvements in the EYFS provision are ongoing as a direct result of this professional relationship.
 - Low Trenchard was part of the trial for the Early Adopters of new EYFS curriculum which has ensured we can engage fully and with confidence in 21/22. The EYFS team has worked alongside other Trust colleagues to develop planning and skills documentation to ensure a coherent, effective delivery of the EYFS curriculum across the Trust schools. This should have a positive impact on the percentage of children achieving GLD through the effective use of gaps analysis and intervention.
 - Transition from Pre-School to Reception is well planned and facilitates confidence and well-being in the children. A high percentage of the 2021/22 intake for Reception are from our own Pre-School setting.
 - From variable starting points, pupils make secure progress from Pre-school to reception as a result of the curriculum, exciting learning activities and effective transition arrangements.
 - EYFS make very effective use of outdoor provision which impacts positively on GLD achievement.
 - Each year the majority of EYFS pupils achieve ELG in maths and literacy.
 - EYFS curriculum, outdoor learning, trips and visits (in normal circumstances) provide opportunities to build resilience, cooperation, risk taking, problem solving skills and speaking and listening capabilities.
 - Internal and external monitoring demonstrates EYFS pupils exhibit good learning behaviours, curiosity and engagement with a wide range of learning and continuous provision.
 - Parental engagement at EYFS age is of high quality and fully supports pupil development through regular assessment and communication scheduling.
- Next steps:**
- Continue to build on transition from Pre-School to Reception using the continuous provision model, develop further to support early phonic/ writing improvements.
 - Continue to develop structured provision of phonic/writing/speaking and listening/language skills in the EYFS classes.
 - Further develop the EYFS curriculum to enhance the progression of skills and ensure all pupils are challenged through teachers’ high expectations.
 - Continue to reduce language gap, particularly for PPG/vulnerable children following whole school oracy progression and vocabulary planning/teaching.

| School Improvement Plan so what..... | Summary Priorities from SEF for Sept 21 |
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| Leadership and Management | <ul style="list-style-type: none"> Leaders to continue to undertake a rigorous analysis of the gaps in learning, and then implement measures to quickly close the identified gaps – key risk cohorts identified – eg Sept 21 year 3. Further develop the role of subject leaders (both within the school and across the wider trust) and continue to build an effective culture of distributed leadership. |

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| | <ul style="list-style-type: none"> ▪ Build on the good recovery schedule work completed in Summer Term 21 by maintaining rigorous focus on identified gaps in wider curriculum coverage caused by the fragmented learning experienced in 2020/21. |
| Quality of Education | <ul style="list-style-type: none"> ▪ Continue to develop effective feedback through the use of 'Visible Learning' strategies, with the use of live marking to provide strong, quality feedback, and improve staff work-life balance. ▪ Continue to focus on English writing as a priority area – further develop oracy and reading programmes and develop writing skills through internal CPD and Babcock training and Right to Read programme. ▪ Develop understanding and teaching/learning of meta-cognition skills in-line with Trust expectations. ▪ Continue to improve pupil 'capability' skills for all abilities through full embedding of the capabilities-curriculum. ▪ Develop S Plan provision for other curriculum areas based on skills progression. ▪ Ensure provision, challenge and outcomes is consistent and with high expectations across the whole school. From identified, at risk cohorts, implement effective training, support, intervention and monitoring. |
| Behaviour and attitudes | <ul style="list-style-type: none"> ▪ Continue to strive for high attendance rates for all pupil groups so they are better than national average ▪ Further reduce the number of negative behaviour incidents. ▪ Fully embed the capabilities cycle into the school daily practice and use the evidence to improve learning provision. ▪ Further develop the role of pupil voice by increasing the school council input and Learning Ambassador roles into whole school decision making. ▪ Develop SIAMs SEF in line with school vision. |
| Personal Development | <ul style="list-style-type: none"> ▪ Continue to develop planning and delivery of the schools SMSC provision and integration within the 'Capabilities Curriculum'. ▪ Complete internal review SRE curriculum in light of first full year of implementation and adjust learning provision based on review evidence and feedback from stakeholders. |
| Effectiveness of EYFS | <ul style="list-style-type: none"> ▪ Continue to build on transition from Pre-School to Reception using the continuous provision model, develop further to support early phonic/ writing improvements. ▪ Continue to develop structured provision of phonic/writing/speaking and listening/language skills in the EYFS classes. ▪ Further develop the EYFS curriculum to enhance the progression of skills and ensure all pupils are challenged through teachers' high expectations. ▪ Continue to reduce language gap, particularly for PPG/vulnerable children following whole school oracy progression planning. |