



Tavistock
Primary & Nursery School

Self Evaluation Summary

Autumn 2021

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| Tavistock Primary & Nursery School, Plymouth Road Tavistock, PL18 9BX | Headteacher: Laura Handel | Chair of Governors: Darren Newland |
| Tel: 01822 616044 admin@tavistock-pri.devon.sch.uk | Local Authority: Devon Maintained Foundation School Pupils aged 2-11 years | Current Ofsted Judgement: Good November 2019 |
| DfE Number : 8782623 URN Number: 113265 | Website: www.tavistock-pri.devon.sch.uk Facebook: Tavi Primary Twitter: @TCPANS | Previous Ofsted Judgement: Requires Improvement July 2017 |
| Overall Effectiveness: Tavistock Primary and Nursery School is a good school. | | |
| Key Aspect | Judgement | |
| Quality of Education | Good | |
| Behaviour and Attitudes | Good | |
| Personal Development | Good | |
| Leadership and Management | Good | |
| Quality of Education in Early Years | Good | |

Context

Tavistock Primary and Nursery School aims for 'excellence for all' and the highly visible leadership and management ensures that everyone within our school community is required to share these highest expectations. The school has developed significant capacity to improve and to continue to develop the range and quality of the provision. Senior leaders are relentlessly ambitious and consistently determined to aim for excellent outcomes in all aspects of the school's work.

The impact of this vision, initiatives and interventions is evidenced by 2021 internal data:

- Good Level of Development 47% (from a Baseline Assessment of 30%)
- Year 1 phonics 79%
- Year 2 phonics 88%
- Key Stage 1 in line with national for expected, above national for greater depth in all
- Key Stage 2 in line with national for expected, above national for greater depth in Reading and Maths
- ✓ Strong culture of safeguarding throughout the school where everyone understands their responsibilities and is proactive to ensure the safety and wellbeing of all in the school community.
- ✓ Attendance for all groups remains high and exclusions are used effectively. Behaviour is consistently good throughout the school and examples of courteous and caring actions permeate the school. Children gain personal confidence and develop character through our 'skills for success' – co-operation, understanding yourself, resilience, responsibility, risk taking and self belief.
- ✓ The Governing Board is knowledgeable, strategically focused on improvement and rigorous in holding the school to account.
- ✓ There is a culture of improvement using the latest educational research ideas and findings.

The curriculum has been fully reviewed and revised in order to take account of recent research and training and to meet the changed needs of children due to disruption of school attendance.

Information about the school – September 2021

Tavistock Primary and Nursery is a larger than average sized primary school with a maintained nursery centrally situated in the market town of Tavistock on the edge of Dartmoor. West Devon is isolated from other towns and cities and the associated services and facilities due to its location on the edge of the National Park.

The school has a steadily increasing roll (2019-334, 2020-369, 2021-394) but the impact of the historical reduced school budget is still being managed and remains challenging. The school is constantly attracting new families; full in the Reception classes (60) last year and this, with the vast majority being first choice places for parents. Following the retirement of a long standing head teacher in July, an Acting Head teacher and Acting Deputy Head teacher have been appointed for the whole academic year 2021-22– both very experienced and from within the school. Recruitment is also taking place for a new SBM for October.

A £1.3 million new Foundation Stage build was completed in Spring 2020. Due to the disruption of Covid we only started to move in fully in September 2020 and the requirements of our risk assessment meant that use was more restrictive than we would wish. If circumstances allow, this is a priority for this academic year.

- ✚ 1 of 12 schools within Devon Local Authority with an outreach provision for Nursery+ (additional needs).
- ✚ The gender balance is relatively equal throughout the school except for Year 1 66% boys and Year 5 70% boys
- ✚ The proportion of pupils with special educational needs and/or disabilities receiving SEN support is above the national average at 22% and significantly higher for EHCPs 4%.
- ✚ The proportion of pupils eligible for Free School Meals is in line with National and above Devon averages and significantly higher in some cohorts, current Year 6-40%.

QUALITY OF EDUCATION – Judgement GOOD

CURRICULUM INTENT – why and what we teach

We want our children to be excited about their learning; to be brave in their approach to challenge, proud of what they achieve and be a confident, valuable and valued member of society. We have designed our curriculum in order to reflect the impact and advantages of living in a historical market town on the edge of Dartmoor, while ensuring that all children have experiences that help them to understand and know about the world beyond their home area. Communication in all forms is prioritised and our biggest focus is the 'skill and the will' to read, ensuring that children regularly increase their vocabulary. Children are prepared for the next stage of education through a rich and varied curriculum which builds on previous learning and requires the highest achievement in reading, writing and mathematical accuracy. We maintain the integrity of national curriculum subjects, sequencing relevant links and enabling children to connect their learning. Religious Education follows the 2019 agreed syllabus for Devon and Torbay. We have chosen French as our language in KS2 due to the opportunities for input from the town's twinning groups and the increased likelihood of family visits due to the ferry port in Plymouth. In addition to our PSHE/RSE programme, children's social, emotional and physical health is promoted through our curriculum using our 'skills for success' (resilience, risk taking, self belief, co-operation, understanding yourself, responsibility) so that children are safe, resilient, caring and thoughtful.

CURRICULUM IMPLEMENTATION – how we teach

Our curriculum builds on previous learning and regularly revisits and revises knowledge 'to help it stick'. We maintain the integrity of individual subjects, while making relevant links across subjects to maximise learning opportunities. Leaders of each subject ensure progression in skills, understanding and knowledge across the school.

All teachers across the school work towards the high expectations of our shared vision. Teachers in all teams within the school keep up to date with curriculum research and developments and implement strategies to improve practice and to meet the needs of our pupils more effectively. Through effective professional development, these improvements are embedded across the school. Lesson planning is based on accurate, frequent and rigorous assessments so as to meet the needs of all children including the most and least able. Joint planning effectively delivers the rich and varied curriculum through motivating and challenging learning activities, visits and visitors.

IMPACT – what are the outcomes

We judge our impact to be good. Our children are confident communicators and know that their ideas and opinions are valued. Children enjoy their learning and are proud of their school. Our children engage positively in demanding and wide ranging activities. Children are well prepared for life in modern Britain and respond respectfully to others. They work hard, taking risks and persevering with activities. The school is calm and orderly with established routines and consistent sanctions and rewards.

There is a demonstrable upward trend in attainment by the end of KS2: in 2018 this was significantly above national levels in Reading, Maths and the combined measures for Reading, Writing and Maths. Attainment in Writing and Science was in line with national averages. Progress continues to be good because, taking their different starting points into account, the proportion of pupils making progress compares well with national figures. Progress across key stages is consistently strong and evidence in children's work confirms that they achieve well at each stage of the school.

KS2 Attainment (Internal data 2021)

Attainment and progress at the end of KS2 in 2021 continues to maintain the strong performance compared to 2019. Children are above the 2019 national averages for expected attainment in Reading (86%) and Maths (90%) and below in Writing (68%) Attainment at the higher standard is above national averages in Reading and Maths. Children eligible for pupil premium funding (40%) were broadly in line with national averages for non disadvantaged children in Reading (78%), Maths (88%) and Writing (69%) and the combined figure of Reading, Writing and Maths (65%). The good outcomes in all subjects are supported by internal school data for the years between statutory key stage assessments.

Progress from KS1 to KS2 (last known data 2019)

Children consistently make good progress in Reading (+1.9), Writing (+0.6) and Maths(-0.2). Progress across these subjects is sustained and substantial. The progress achieved by children including disadvantaged (Reading +1.6, Writing -0.2, Maths -0.4) and SEND supported pupils remains strong.

KS1 Attainment (Internal data 2021)

The proportions of children who reached the expected standard in 2021 were in line with the national average in Reading, Writing and Maths. The proportion of children working at a higher standard in Reading, Writing and Maths continues to be higher than national levels.

Phonics Screening Check (2021)

Year 1 children in line with national averages for 2019.

Early Years Foundation Stage (2021)

Good Level of Development 47% which is well below national for 2019 and significantly lower than this school's previous results. 47% represents accelerated progress throughout the year from a baseline assessment of 30%.

BEHAVIOUR AND ATTITUDES - Judgement GOOD

We judge our children's behaviour and attitudes to be good. Our children behave very well in lessons, and when playing and moving around the school. Sanctions and rewards are well understood and applied consistently and this creates a positive learning environment for all. Children are well motivated and enthusiastic; they listen respectfully to their peers and adults, display polite consideration and are keen to celebrate the successes of others. Children show respect for the school environment and acts of vandalism or graffiti are very rare.

Behaviour Monitoring

Behaviour incidents are consistently tracked by class teachers and senior leaders. Low level incidents are recorded on a daily basis in the form of amber card warnings. More serious incidents (red cards) are recorded and reported to parents and carers.

- ✓ A trend of reducing behaviour incidents
- ✓ Successful inclusion of LACs transferred from other local schools
- ✓ Provision to reduce exclusion is successful
- ✓ Regular compliments from visits, visitors and members of the public

Attendance

We judge attendance and punctuality to be good. The target for the school this year is 97% and this will sustain the improvements made over the last three years for all groups. Our strategies to promote attendance are successful. The governing board has adopted the national fixed penalty scheme for absence and the school has a zero tolerance approach to parents' requests for holidays during term time. Individual support is given to children with medical conditions and parents are supportive of the schools' efforts to improve attendance and respond positively to the personalised praise and sanctions.

- ✓ All children Sept 20 – July 21 97% (97.7% without children required to isolate)
- ✓ Pupil Premium children's attendance Sept 20 – July 21 95.1%
- ✓ Persistent absence remains low at 3.88%

PERSONAL DEVELOPMENT - Judgement GOOD

Personal Development

We have a caring culture which promotes all aspects of pupils' personal development and ensures their social and emotional wellbeing within an inclusive ethos. Children are expected to be active participants in their class, school and wider community. We promote this through planning engaging learning to develop personal skills, encouraging voluntary roles and responsibilities across the school and engaging with our local and national community.

School values and robust safeguarding practices ensure that children feel safe and that they know how to keep themselves and others safe. Children are empowered to make any concerns known to staff and the ethos of trust which pervades the school ensures that action is taken to resolve concerns appropriately. Safety education includes the safe and responsible use of the internet and pupils demonstrate that they have an appropriate awareness of how to keep themselves safe in real life and online.

- ✓ 96% of pupils say they feel safe at school
- ✓ 97% of pupils say that the behaviour of other children is good
- ✓ 95% of pupils say that teachers are good at resolving bullying incidents
- ✓ 98% of pupils say they feel well prepared for their next steps (moving year group or school)

Spiritual, Moral, Social and Cultural Development

Our children develop strong knowledge, skills and understanding in this area through discrete lessons and assemblies, involvement in extra-curricular activities and participation in external experiences which include residential visits for years 4, 5 and 6, garden days for all and regular visits and visitors.

Relationships and Sex Education

Our Personal, Social, Health, Economic programme has been revised to include the requirements of the relationships and sex education curriculum. We have chosen to teach sex education to Year 6 for many years and involve families and children in the planning and review of the content. This is reviewed annually in order to reflect the needs of individual cohorts.

LEADERSHIP AND MANAGEMENT – Judgement GOOD

The effectiveness of leadership and management in embedding ambition and driving improvement is good because the pursuit of school improvement and 'excellence for all' is shared by all stakeholders. All members of the senior leadership team are models of excellence; they have high aspirations and a clear focus on the quality of education in our school. Strategic planning reflects and promotes ambitions within all key areas and rigorous accountability ensures everyone is responsible for the success. The senior leadership team inspire, motivate and influence staff and pupils to work towards achieving high standards across the school.

Impact on Quality of Education

| | Progress Measures Value Added KS1 –KS2 All pupils | | | | | |
|----------------|--|-------------|-------------|-------------|-------------------|----------------------|
| | 2016 | 2017 | 2018 | 2019 | 2019 Devon | 2018 National |
| Reading | +1.34 | -0.24 | +2.7 | +1.9 | 0.0 | 0.3 |
| Writing | -7.59 | -0.3 | -0.3 | +0.6 | -0.9 | 0.2 |
| Maths | +3.54 | +0.69 | +2.1 | -0.2 | -1.0 | 0.3 |

| | Progress Measures Value Added KS1 –KS2 Disadvantaged pupils | | | | | |
|----------------|--|-------------|-------------|-------------|-------------------------------------|---------------------------------|
| | 2016 | 2017 | 2018 | 2019 | 2018 Devon Non Disadvantaged | 2018 National All pupils |
| Reading | -2.59 | -1.66 | +2.36 | +1.9 | 0.3 | 0.3 |
| Writing | -10.26 | -0.5 | -2.53 | -0.2 | -0.3 | 0.2 |
| Maths | +3.68 | +1.0 | +2.24 | -0.2 | -0.4 | 0.3 |

- ✓ Children make good progress from their starting points
- ✓ Coherent and effective systems align all strands of school improvement work through the School Improvement Plan, Pupil Premium Strategy, termly Monitoring Schedule, Team meeting schedules, the Appraisal Cycle and Reports to Governors.
- ✓ Line management responsibilities have been reviewed and strengthened to ensure accountability is equitable and secure.
- ✓ Curriculum leaders have strong knowledge and understanding about the progression in their subjects which enables them to support and challenge the expectations in every year group.

Governance

- ✓ The governing board has developed a 3 year strategic plan, restructured and reassigned roles ensuring greater clarity of responsibilities, identification of school priorities and increased the capacity to support and challenge the school.
- ✓ Senior and middle leaders work regularly with the governing board. Leadership opportunities are identified and supported to ensure sustainable leadership at all levels. All staff are supported to challenge themselves through effective professional development.

Curriculum

- ✓ There is a rich and varied curriculum which is underpinned by the social, moral, spiritual and cultural developmental needs of the children. This supports the understanding of human values, promotes equality of opportunity and prevents radicalisation and extremist views.
- ✓ Visits and visitors are instrumental in ensuring that children's experiences are not limited by their geographical location or socio-economic background.
- ✓ Extra curricular provision is wide ranging and inclusive enabling children to try new activities and attend local organisations for further development.

Safeguarding

The school provides excellent care for children. The Safeguarding Policy is robust and vigilance is an intrinsic part of the school culture. There are clear systems for the identification and reporting of safeguarding concerns which are followed by all.

There is a Designated Safeguarding Lead, a Deputy DSL and 4 Safeguarding Officers in the school who deal with any issues around safeguarding. This team works closely together to plan and implement actions for vulnerable children and children are monitored until safety is secured and there are improvements in wellbeing.

- ✓ 100% of staff believe that children are safe in this school
- ✓ 98% of parents believe that their child is happy and well looked after at this school
- ✓ The school meets the duty for safeguarding children as stipulated in the statutory frameworks.
- ✓ More than that, there is a strong culture of safeguarding throughout the school. Staff members are able to articulate what is done to keep children safe and how they must fulfil their statutory duties.
- ✓ There is no negative information, safeguarding or otherwise, of which we are aware on the internet, or in the local press about our school.
- ✓ There is strong pastoral support for children and families with robust systems for tracking and monitoring safeguarding concerns. This was reviewed and enhanced during periods of lockdown (eg. 130 phone calls every week to identified families)

Partnerships

- ✓ Engagement with parents and carers is regular and responsive to children's needs.
- ✓ Parents and carers are required to play their part in their child's education through communicating their concerns and working together to find solutions
- ✓ Valued part of the local community and local organisations
- ✓ Effective links with the local secondary school in order to support children and their families
- ✓ Training, support and guidance is shared with local schools and we have very effective qualification pathway for teaching assistants
- ✓ Subject Leaders engage with relevant organisations including SEN, Early Years, Sports, English and Maths

THE QUALITY OF EARLY YEARS EDUCATION – Judgement GOOD

Context

Our Foundation Stage consists of a funded nursery (with space for twenty two 3 and 4 year olds and eight 2 year olds in the morning session and twenty six 3 and 4 year olds and four two year olds in the afternoon session) and two reception classes. Our new purpose-built building provides an inviting and stimulating space for our youngest children to thrive. We have two reception classrooms, a nursery room for 3-4 year olds and a separate 2 year old space. We have a bright and airy atrium area between our nursery and reception classrooms which provides a space for all our children to access within our continuous provision. Our classrooms open out into our outdoor environment by large double doors, this space is currently set up by practitioners to mirror the indoor learning environment using specific resources or activities. Our children are encouraged to free flow between the inside and outside environments and to explore the outdoors whatever the weather, provided appropriate clothing and footwear is provided. We encourage our children to be independent in their skills and confident in accessing activities and in challenging themselves to try new skills. We have a kitchen within our atrium area with low level surfaces so that children can freely access, prepare and self-serve their snack. Throughout each day, all of our children have the chance to explore each other's spaces, fully supported by their teacher/ teaching assistant or key person. We have found that this experience is key to children who are transitioning into reception as they become more familiar with the environments. This has also proven beneficial in supporting learning and children's progress as they are mixing with peers and are supported in exploring more challenging resources and experiences, or embedding skills that they already have.

Quality of Education

CURRICULUM INTENT

We want our children to look forward to every day at school and be excited and inquisitive about what each day's learning experiences will bring. We dovetail the characteristics of effective learning with the schools skills for success (resilience, risk taking, responsibility, understanding yourself, self-belief, co-operation) to support our children to become resilient learners, open to challenges in their learning across all areas of the EYFS curriculum and able to play and learn cooperatively. This year we have revisited our curriculum in light of the new EYFS curriculum and updated Development Matters document. We have also reviewed our assessment practices and processes, ensuring assessment does not interfere with opportunities for staff to engage with children's learning. Communication and Language is a key focus for our youngest children; children are taught to read through a robust systematic synthetic phonics approach which begins in Nursery with a focus on listening and attention to sounds. We have children from 2 to 5 years old in our foundation stage and staff are well trained and knowledgeable about the huge differences in development this presents. The 2 year olds in our nursery have specific provision to meet their needs and the nursery and reception teachers have developed an ambitious theme based curriculum, which ensures progression across all age groups. A Nursery + provision is based in our school and we work in partnership with these professionals to effectively meet children's additional needs. We also work in partnership with our KS1 colleagues to ensure our curriculum is aligned to the expectations for Y1.

CURRICULUM IMPLEMENTATION

Our curriculum is designed to build on previous learning, while providing opportunities to revisit and review to ensure learning 'sticks'. Themes are planned to meet the children's interests and adapted and developed to follow their lines of enquiry, promoting learning and developing enthusiastic learners. The prime areas of the curriculum fundamentally underpin all elements of our continuous provision and teacher led activities. The inside and outside environment is carefully planned to reflect all 7 curriculum areas and visits and visitors enhance all aspects of the curriculum and provide enriching experiences. We have a very experienced staff body and we pride ourselves on the support we provide to new members of the team to develop their skills and understanding of the specific needs of early years children. The whole school focus on the 'will and the skill' to read begins with us and stories, rhymes and songs are a vital part of every day's

learning. Key vocabulary is identified for every theme and taught directly to grow children's vocabulary. All teachers are knowledgeable about the teaching of phonics and relentless in their ambition to ensure children leave reception with the skills they need to become fluent and confident readers. The maths leader has worked in close partnership with the FS Leader to enhance the maths teaching in the early years, ensuring maths talk, through the use of stem sentences, is an essential part of the children's maths learning. Observations and assessments are used throughout the day to inform next steps in the children's learning, address misconceptions immediately to maximise learning opportunities. Through early years partnership meetings moderation alongside our local early years colleagues ensures judgements are secure. An online platform is used to communicate information on children's learning with parents.

CURRICULUM IMPACT

We judge our impact to be good. Our children typically enter our school below the expected standard for their age, but the percentage achieving a good level of development has been in line with national for the previous 2 years. The children enjoy their learning and are eager to come to school. They usually enter year 1 with the tools they need to tackle the national curriculum and grow and develop the skills and knowledge they have gained in the foundation stage. This term additional provision has been made in Year 1 to meet the identified needs of some children as they transition.

Below on Entry

| | |
|------|-----|
| 2018 | 62% |
| 2019 | 55% |
| 2020 | 70% |

Good Level of Development

| | | | |
|-------------|-----|----------|--|
| 2018 School | 73% | National | 72% |
| 2019 School | 70% | National | 71% – in line with national for the past 2 years |
| 2021 School | 47% | | |

Provision for two-year-olds

The provision for two year olds is good. Highly trained key workers, under direction from the Nursery teacher, ensure the emotional and physical needs of the two year olds in our setting are met consistently. Two year olds play alongside their older peers, as well as in age appropriate small groups and have areas organised to meet their individual needs, recognising that these are often significantly different from the older nursery children. Prime areas are the primary focus for the two year olds, with a particular emphasis on developing children's communication and language skills, as historic baseline data has identified that this prime area is low on entry to reception at our school.

Behaviour and Attitudes

Children's behaviour and attitudes are good. Class rules, negotiated with the children, are well established and children are very familiar with our 'kind hands, kind feet, kind words' mantra which is used to remind children of expectations when playing and learning together. Sanctions and rewards are in line with the school's behaviour policy, with specific adaptations to meet the needs of the younger children, and are applied consistently across foundation stage classes to support a calm and safe learning environment. Throughout the day children can be observed concentrating for extended periods. They show high levels of engagement and enjoyment and take pride in their work through the many opportunities to share learning.

Personal Development

The personal, social and emotional strand of the EYFS curriculum permeates our continuous provision, whole class and group learning opportunities. Staff model as well as directly teach the personal and social skills needed to form successful relationships and children develop increasing resilience and independence

in solving friendship issues through our conflict resolution script which all staff use when helping children resolve problems, insisting that children 'use your words'. Through our snack times, lunch and drink breaks we consistently inform children about the importance of healthy eating and drinking.

Effectiveness of Leadership and Management in EYFS

The Foundation Stage is well led and managed by two experienced Early Years practitioners, with a team of experienced teachers and well qualified early years assistants. A consistent focus on high expectations and excellence for all informs all aspects of policy and practice. The curriculum is well planned to meet the needs of the children and ensure equal access to all seven areas of the early years curriculum, with the prime areas underpinning all aspects. There is a strong safeguarding ethos which is evident in the calm, safe atmosphere of children at work and play. The leader ensures all staff members are knowledgeable about the large differences in development and learning characteristics of children in the foundation stage, from our youngest 2 year olds to our rising 5s, and expects staff members to use this knowledge in all of their interactions.