

### The Context of the School

Our context:

We are proud of:-

- Our hard working, resilient and dedicated members of staff
- Our child centred ethos which promotes inclusion
- Numerous and effective interventions carried out by highly skilled Learning Support Assistants
- Good links with St Luke's Church and our Worship Council
- Our friendly, welcoming atmosphere
- Thematic approach to the new curriculum
- Our level of staff expertise and training for supporting children with severe medical needs and disabilities.
- The way we celebrate individual successes
- Having a Family Support Officer on site 5 days a week, working with both parents and children dealing with challenging situations.
- Our thriving and supportive PTFA
- Our good relationship with other Tiptree Primary schools
- Our links with Thurstable Secondary School (transition visits, teacher swaps and Year group visits)
- Our extra-curricular clubs and activities
- Our engaging and supportive learning environment
- Having Healthy School status and our delicious, home-cooked and innovative school dinners
- Our rewards system and house captain positions
- The Year 6 Challenge programme
- Our citizenship awards for Years 3-5
- Our good relationships with parents and the wider community

We are an innovative and forward looking school using local and national initiatives and partnerships with other schools to enhance and enrich our provision and effectiveness:

- We play an integral role in a supportive and effective Consortium of 23 Primary Schools
- We are a Lead school within the Stanway and Tiptree sports group.
- We are an active member of the SENDCo Consortium support network
- We are a key member of the EYFS Network hub, meeting regularly to share updates and good practise on strategies and changes to the curriculum.
- We have cultivated learning partnerships with local schools for sharing good practise and for moderation discussions.
- Our Forest Schools programme for Year 3 and 4 children to learn outdoor skills whilst developing amazing resilience, leadership and co-operation.
- Strong links with Tiptree library and local businesses means we are at the heart of the village community.
- Having a National STEM trained Science leader who has an in depth knowledge of innovations in the teaching of Science.
- Our Computing leader is a CEOPS ambassador trained to identify and educate children and families on online safety matters.
- We have improved the role of Governors in strategic leadership through training and a strong culture of Governor visits to the school with clear foci for development.

Tiptree Saint Luke's CofE (VC) Primary School has 302 pupils on role (capacity is 315). Pupils are taught in eleven classes. Reception children are taught in two classes. Years 1 and 2, Years 3 and 4, and Years 5 and 6 are each taught in three classes where one is of mixed age.

Until the start of the 2016 academic year there was a stable leadership team in place. Although the Deputy Headteacher was on maternity leave. Leadership of the school is currently in a period of transition. The school has not had a substantive headteacher in school since November. The deputy headteacher returned from maternity leave in February and became acting headteacher on her return. Since then she has utilised her wide expertise and high level of commitment to the school to considerable effect. Throughout this period an executive headteacher from a local school has provided interim leadership. Despite these challenges, and the death of a senior teacher, significant progress has been secured this year. Robust self-assessment has led to accurate identification and addressing of priorities for action, such as the overhaul of assessment systems, have been address successfully. Without avoiding less-comfortable issues senior leaders have been conscious of the well-being of staff. Consequently morale and confidence of staff and parents in the leadership are high.

The governors have recently appointed a new headteacher for January 2018. For a variety of reasons, there now exist four job shares throughout the school, which has also impacted on continuity and consistency. Whilst there was good progress toward addressing the issues raised at the last OfSTED, a prolonged period of uncertainty has impacted on further development.

### LEARNERS

Outstanding	Good	Requires improvement	Inadequate
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OfSTED (2013) rated The Achievement of Pupils as good commenting:-

- Pupils want to learn; they enjoy the interesting tasks they are given and take satisfaction from meeting their teacher's challenge.
- In Years 1 to 6, progress is good overall. By the end of Year 6, the vast majority of pupils reach at least the expected standard in English and mathematics and a large proportion of pupils exceed it. Results at the end of Year 2 are more variable. While progress is good for all groups of learners, the few children who enter Reception below expected levels do not advance enough to reach the level expected by this age. Pupils' targets, which were accurate in 2012 and 2013, show that both Year 2 and Year 6 should do well in 2014.

OfSTED identified that to improve learning, school needs to make sure that teachers' marking makes clear the 'next steps' pupils need to take, and that they check pupils read, understand and act on the marking of their work. Whilst there was initial progress towards this action, overtime compounded by the changes to assessment and expectations, this has slipped. It is now a priority for the school and improvements are already being noted. Assessment systems have been revised so that pupil tracking data is now providing an accurate picture throughout the school. Pupil progress meetings are more sharply focussed, identifying pupils who are not at age-related expectations or making insufficient progress. As the result of good provision throughout the school pupils' progress in grammar, punctuation and spelling is good. Leaders and pupils report that the introduction of cross-curricular approaches to writing has been motivational and resulted in accelerated progress in this area. There is evidence of writing at length. Evidence in pupil workbooks indicates that strategies to improve writing in recent months have been very effective. The current Year 5 appear to be a more able cohort. High standards of work achieved within lessons are reflected in pupil workbooks in all subject areas. Significant investment in training and support from the partner school has led to improved attainment in phonics. 75% of Year 1 pupils are now on track to meet required standard. Pupils make good progress from their starting points in the Early Years Foundation Stage and attainment has risen over the past three years to be in line with the National average.

To further meet the expectations to improve the learning opportunities for all children the school is aware that improvement needs to be targeted in

- ensuring that high expectations are present in all classes and there is a consistency across phases
- to further develop and imbed assessment opportunities so they are frequent and accurate to ensure

that judgements are consistent across year groups and that data generated is used effectively to develop learning opportunities to maximise progress and achievement

**2016** - Early Years remains a strength of the school, expectations are high - good use of adults to support learning, purposeful environment with routines established.

In Key Stage 1 there is evidence of good practice, some progress in maths. Progress is most evident in the Big Write work. Across KS1 there is effective use of 1:1 LSAs to support specific children's needs e.g. visual timetables, Numicon.

In Key Stage 2 There is evidence of broad progression of skills development. Opportunities for mastery and investigation are visible but not yet consistent.

- 2015 - 50% of children achieved a Good Level of Development (significantly up on 2013)
- 2016 - 75% of children achieved a Good Level of Development (National 65.6%)

#### Attainment in KS1 -

- **2015** - Results of Year 1 phonics check were above the County and National Average - 79.5% working at the required level.
- **2016** - Results of Year 1 phonics check were below the County and National average 81.0% with 69% of children working at the required level.

2016 Results	St Lukes	Essex	National
Reading (expected or above)	75.6%	77%	74%
Reading (greater depth)	17.8%	28%	24%
Writing (expected or above)	75.6%	68%	66%
Writing (greater depth)	20.0%	17%	13%
Mathematics (expected or above)	84.4%	74%	73%
Mathematics (greater depth)	8.9%	21%	18%
RWM (expected or above)	71.1%	63%	60%
RWM (greater depth)	4.4%	11%	9%

#### Attainment in KS2 -

- **2015** - SATs attainment for the pupils in Year 6 continued to be good, Reading L4+ 91% L5+ 47% Writing (Teacher Assessment) was 83% level 4+ 50% level 5+ 33%. Grammar, Punctuation and Spelling attainment was Level 4+ 87%, Level 5+ 64%. Mathematics L4+ 96% L5+ 40%

2016 Results	St Lukes	Essex	National
Reading (% at least expected)	57.8%	67%	66%
Reading (% at higher standard)	20.0%	19%	19%
GPS (% at least expected)	73.3%	74%	72%
GPS (% at higher standard)	15.6%	23%	23%
Mathematics (% at least expected)	60.0%	71%	70%
Mathematics (% at higher standard)	11.1%	17%	17%
Writing (% at least expected)	66.7%	76%	74%
Writing (% at higher standard)	13.3%	18%	15%
R,W,M combined (% at least expected)	46.7%	55%	53%
R,W,M combined (% at higher standard)	8.9%	6%	8%

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In a recent parental questionnaire, 95% of parents agreed or strongly agreed that their children learn an interesting range of things at school.

**Next Steps:**

- Quality control the assessment of all children to have an accurate picture of achievement and if necessary identify training and intervention needs
- Across KS1 and KS2 review the use of writing books so that there are high expectations and consistency in developing units of work.
- Across KS1 and KS2 ensure that for all children work in books links to, and enhances, a clear progression of learning
- Handwriting needs to be consistent throughout year groups

**The Quality of Teaching**

Outstanding	Good	Requires improvement	Inadequate
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OfSTED (2013) stated:-

- Pupils make good progress in reading, writing and mathematics so that the majority leave with standards above average.
- The school successfully achieves its twin aims of nurturing pupils to become independent and confident members of the community, and enabling them to achieve academically.
- Pupils enjoy the way subjects are linked together and say it helps their understanding.
- Displays celebrate pupils' achievements and encourage further endeavour.
- School leaders and governors have brought about good improvements to teaching and pupils' achievement since the previous inspection.

OfSTED identified that to improve teaching school needs to ensure all teachers regularly check pupils' understanding during lessons, and modify their teaching when necessary. Clarify how learning support assistants will be briefed, deployed and used to have the most impact on pupils' learning.

Marking and feedback and interaction with pupils whilst initially developing has become inconsistent over the last couple of years. The 2017 SDP plan targets improving these areas.

Whilst the number of job shares across the school isn't without difficulty, there are skilled staff who provide good quality teaching for the children. There has been a lack of clear leadership and direction through a difficult period for the school. There was evidence that this led to a lack of consistency in age related expectation, and especially in maths and provision for the more able. Decisive steps have been taken by the Governors to start to rectify by through engagement of support of an Advisory Headteacher who has worked with the staff in identifying areas for rapid improvement, which the staff have been fully supportive of. Parents, children and governors are aware of the many improvements and clear direction throughout the school. The LA, through regular monitoring visits have noted the capacity for quick, effective and decisive improvement.

More recently:

- Teachers are aware of the needs of their pupils and have a clear understanding of the expectations for their year group. Successful strategies are employed to extend more able pupils.
- Effective use is made of a range of assessment for learning strategies.
- Opportunities are created for pupils to transfer well-established skills across subjects.
- Teachers model concepts and learning tasks clearly, thereby establishing a secure foundation for

learning.

- Pupils understand success criteria and apply these to track their own progress
- Differentiated levels of challenge are employed effectively, with adults monitoring closely to ensure time is not wasted completing tasks which are insufficiently challenging. Verbal feedback and marking affirms progress made, corrects misconceptions and provides additional challenge to move learning forward - as required.
- Additional adults contribute well to the quality of provision.

The school is now focussing on assessment:

- The school works in partnership with 7 other consortium schools to develop assessment without levels in both core and foundation subjects.
- Pupil progress throughout the school is tracked using Target Tracker for the core subjects
- Teachers are increasingly confident and skilled with assessment methods, linked to our new curriculum to assess and track pupils
- Pupils are becoming more aware of their achievements and what the next steps of learning are. The older children are aware of their most effective styles and how they can achieve.
- Links with other schools within the consortium are enabling teachers to share expertise and create new and more effective learning opportunities e.g. Maths Master Classes.

As a result of these procedures teachers are developing a more accurate understanding of where pupils are with their learning and plan more effectively for all pupils' needs. Throughout school there are higher aspirations resulting from the tracking of pupils from starting points. Pupils are provided with feedback and, as it is now a focus within the recently updated Marking and Feedback Policy, increasingly know how to improve their work.

In a recent parental questionnaire, 91% of parents agreed or strongly agreed that teaching is good.

#### Next Steps:

- Eliminate the slippage time during learning sessions with particular reference to the KS2 timetable
- Improve the work rate in Year 1 and Year 2 with particular attention to pitching of the work and progression linked to Age Related Expectations
- Improve the quality of teaching for the more able - entry level challenge.
- Presentation and Handwriting - to be targeted and some 'non-negotiables' put in place.
- Maximise learning opportunities through developing consistency in marking and feedback and to ensure the learning isn't disrupted by below expectation behaviour
- Continue to refine and monitor the SEN(D) provision to ensure that the SEN register reflects the needs of children and is effectively monitored. Define the roles of all those involved in SEN education and put in place accountability for Pupil Premium Funding. Ensure that there is rigorous and effective monitoring of this area.

Early Years Provision			
Outstanding	Good	Requires improvement	Inadequate
EYFS - OfSTED (2013) stated:- In Reception, children make good progress in most areas of learning because the well-structured day gives			

them a good balance of adult-led activities and those they choose themselves.

Early Years remains a strength of the school. Skilled practitioners work in a strong partnership with support staff to give the children a good grounding in learning skills in an interactive and nurturing environment. The staff regularly work within the Consortium Early Years Cluster which share good practice, develop new initiatives and moderate assessments.

Our Standards and Excellence Commissioner concluded: - Teaching in the Early Years setting is highly effective. Teachers skilful questioning leads to extended responses from the children. The learning environment and well-chosen activities also enable pupils to succeed in all areas of the curriculum.

All adults are aware of these activities, which is reflected in the quality of interaction with the children. Activities, both child and adult led, have clear learning objectives and every opportunity is made to extend pupils' language and thinking. EYFS leaders assiduously track pupils' progress against both prime and specific areas, and are acutely aware of the gaps in the pupils' profiles or where they need further support. As a result all pupils make at least good progress in relation to their starting points and a greater proportion of pupils are on track to achieve GLD this year, broadly in line with the national average. Learning journals show a wealth of evidence of pupils' achievements. Comments made by adults are clearly focussed on learning outcomes, which parents contribute to.

EYFS is a strength of the school. Of particular note is the rigour in which pupils' needs are identified and successfully addressed which enables pupils to make accelerated progress.

**Next Steps:**

- To further develop cross school moderation of assessments.
- To utilise the outstanding criteria in the OfSTED inspection handbook to support evaluation of EYFS and secure progress towards a secure outstanding judgement.

**Behaviour and Safety**

Outstanding

Good

Requires improvement

Inadequate

OfSTED (2013) judged the behaviour and safety of pupils as good because all staff know, understand and apply a similar approach. As a result, pupils know what is expected of them, and what they may expect from others. A contributory factor to the smooth running of lessons is the good relationships between staff and pupils'. Pupils enjoy playtimes and generally behave together well. They say playtime is very friendly and staff quickly resolve the few disagreements that occur. Care is a high priority of the school. The school caters very well for pupils' general well-being so that they are self-confident. Pupils feel safe in school and have a good understanding of, for example, using the internet safely. There is a clear spiritual dimension permeates school life. Pupils respect and enjoy assembly as a special time celebrating the school as a community.

The school deals with a variety of emotional and social needs effectively - in a recent parental questionnaire, 93% of parents agreed or strongly agreed that they knew the right person to go to if they need help.

The School has a Well-Being Mentor who is very effective at meeting the numerous needs of children and families. As one of the Level 3 Safeguarding trained members of staff she also provides a secure and safe link in managing any concerns raised.

The general standard of behaviour had gradually declined during the schools period of uncertainty, there was some disruption to lessons and a declining perception amongst parents about the standards of behaviour. This has been tackled as a matter of urgency and there has been a dramatic improvement. Staff and visitors now once again comment on the calmness of the school. Disruption to learning is rare and effectively dealt with when it occurs. The strength of the staff at the school has been demonstrated in the manner in which the whole school have engaged and been committed to expecting high standards - consistently enforcing them. Standards of behaviour throughout the school are high. They are friendly, polite, confident and articulate. Clear expectations have been established and consistent strategies are employed in most classes to address any instances of poor behaviour. Where teachers have high expectations of pupils, lessons are engaging and

there is a sense of urgency in learning pupils' attitudes to learning are also good. They work well, both independently and in collaboration with their peers. There is a purposeful "buzz" in the classroom. The School Council has actively developed a new Code of Conduct which they help enforce. Pupils are aware of a much improved standard of behaviour.

- We have a clear behaviour policy and good behaviour and attitudes are founded in clear Christian values
- Class rules are always agreed at the beginning of the year and displayed in the classroom
- Pupils from the school council are proactive in helping to develop opportunities for their peers

**Pupil Safety:**

OfSTED (2013) identified that care is a high priority of the school. The school caters very well for pupils' general well-being so that they are self-confident. Pupils feel safe in school and have a good understanding of, for example, using the internet safely. Pupils appreciate the many opportunities to play a meaningful role in their school. They are proud to show prospective parents around the school, and give their view of new staff.

The school has recently reviewed its Safeguarding procedures with the support of the LA. Having responded to a few minor changes in practice the Safeguarding and Safety of the pupils is at least good. The new Business Manager has moved swiftly to address organising and updating the SCR, which is now complete and compliant.

- Pupils have a good understanding of what is safe and unsafe and know where to go to get support in school
- We have clear policies on bullying and racism; bullying is not seen as an issue by our pupils as they know who to get help from and issues are dealt with quickly; there have been no racist incidents reported in the last five years.
- Pupils are encouraged to speak to teachers and other staff and most children approach staff with any problems.

Our pupil voice identified that:

- A large majority of children feel safe in school
- A large majority of children say that they know who to talk to in school if they needed help or were worried about something
- A large majority of pupils say they are happy at school

**Next Steps:**

- To continue to make good behaviour a priority so that high expectations are consistently evident throughout all areas of school.
- Work with parents and children to develop greater Internet Safety awareness.
- Continue to have safeguarding as a priority throughout the school so that everyone can remain safe

**Leadership and Management**

Outstanding

Good

Requires improvement

Inadequate

OfSTED (2013) stated:-

- The school's vision is shared by all because school improvement is driven by joint staff and governor teams. Team work among all staff is effective, and staff responses to the questionnaire were all

positive. They plan together, sharing ideas for the benefit of pupils. New teachers receive good induction. Subject leaders are highly motivated with a good knowledge of their subjects. They use this information effectively, particularly to plan how to link subjects and make them more meaningful.

- A clear structure is in place to manage and improve teaching, but some inconsistencies remain and staff rarely have opportunities to share outstanding teaching.
- The school has a clear direction and the right priorities for development but how these will be achieved is not clearly set out. Improvement plans do not make sufficiently clear what success will look like. They are not challenging enough and cannot be easily measured to assess how effective they have been.

As outlined in the introductory information there has been considerable turbulence over the last year. Following on from the support of an Advisory Headteacher from October 2016 the school was supported full time from 2017 by the Head and SLT of Copford Primary School in preparation for the return of the Deputy Headteacher who assumed the Acting Headteacher role in February. This has been with continued support, as required, by the management team of Copford Primary School and from within the strong Tiptree and Stanway Consortium. The capacity for continued change and being able to move the school forward is good.

#### **Safeguarding:**

- The quality and effectiveness of care, guidance and support we provide is central to the ethos of the school and has once again become a priority for the school.
- Good safeguarding arrangements are in place with strong interaction with, and support of, families.

#### **Partnerships**

The school has the opportunity to work within strong partnerships, although the recent issues surrounding the school has made these less effective. However, the Governors and staff remain committed to fully exploiting these opportunities to further strengthen the school and remain highly committed to working in partnership and participate fully in a range of significant activities. These include:

- Good links with local preschools
- Good links with the local secondary school
- The Stanway and Tiptree Consortium
- Tiptree Local Delivery Group

#### **Curriculum:**

- We offer children a high quality and logical curriculum to help develop their learning.
- Enrichment opportunities are very varied and contribute to learners' enjoyment and achievement
- Our curriculum is inclusive and cross curricular

#### **Parents and carers:**

- The school has a good relationship with parents and carers.
- The school asks parents and carers for their views and uses these to inform whole school decisions
- Parents and carers are kept well informed about their children's progress
- Parents and carers have very clear channels for communicating with the school - reflected in our most recent survey

#### **Community**

We are an inclusive school committed to develop all pupils regardless of their background. Our school has a strong identity and sense of community and our ethos values the individual and encourages everybody to work together. The school demonstrates that it makes a strong contribution to promoting community cohesion and has strong links to the local community, for example:

- The school has a close relationship with the local church and takes part in services and performances in it.

- Our curriculum encourages pupils to consider other faiths, communities and countries and global issues

The school community is highly cohesive and the pupils have a strong understanding of how to maintain this:

- Through collective worship and an awareness of British Values, and through other areas of learning we recognise and celebrate diversity and allow pupils to discuss and express their individuality
- Our vision, aims and pupil involvement through class and school councils leads to a strong school community where pupils work together and are involved in decisions to make the school even better
- We have extremely good tracking systems to identify vulnerable learners and use a wide range of intervention programmes to support them - this helps our pupils make very good progress by the time they leave us, irrespective of their background or ability

**Next Steps:**

- To further develop middle leaders and skills through closer linking of schools within the Consortium.
- To review and further enhance the effectiveness of curriculum subject managers
- To further develop meaningful ways to engage with, communicate and interact with parents

**Governance**

Outstanding	<b>Good</b>	Requires improvement	Inadequate
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Governors have taken difficult decisions over recent months which have resulted in the school being better placed to secure the improvements required for overall effectiveness to be securely good. They have embraced the recently introduced improvement board. There is a healthy balanced of experienced and new governors, with clear induction processes in place, including "partner visits" to school. They report that changes in the way information and data is presented to them has resulted in them having a much clearer picture of the school and has better equipped them to provide both challenge and support. Individual governor responsibilities have been altered to align with current priorities for school improvement.

- Governors support the Schools Christian Ethos and Values and have strong links to St Luke's Church which enhance the learning environment.
- Governors are aware of the Schools needs and the identified areas of development. The Governors fully support the school in their aspirations.
- The Governing body has a wide range of professional skill base and this offers good support to the leadership of the school.
- Governors have worked with the Senior Leadership Team to improve their monitoring of subject areas and evidencing impact of teaching and learning.
- Governors have close links with allocated classes to support staff and gain a greater insight of School Life.
- Governors undertake key training to improve the effectiveness of their monitoring in the key areas of the school's development and progress.
- Health and safety is monitored extremely effectively through Governor monitoring and reported back to the Finance, Personnel and Premises Committee.
- The Finance, Personnel and Premises Committee, work collaboratively with the Business Manager and Senior Leadership team to ensure effective monitoring of personnel workings and statutory duties.
- Governors have a good understanding of the current school data. They use this effectively to monitor and challenge the schools progress and improvement.

**Next Steps**

- To enhance the Governors' effectiveness so that they can challenge and hold the school to account and communicate their work to the parents
- To ensure the effectiveness of governor monitoring across the governing body

**Overall Effectiveness**

Outstanding	Good	Requires improvement	Inadequate
<p>Overall effectiveness:</p> <ul style="list-style-type: none"> <li>• The achievement of pupils in the school has dipped in KS2. However, there has recently been decisive and swift intervention to address underlying issues and quick and effective improvements are already being noted.</li> <li>• The quality of teaching in the school is at least good and staff have demonstrated a clear willingness and professionalism to react to recent and necessary changes across the teaching and learning process.</li> <li>• Early Years provision remains a strength of the school</li> <li>• The behaviour and safety of pupils at the school is once again good and parents, staff and children take an ownership of, and developing pride in, their behaviour.</li> <li>• The quality of leadership and management of the school has shown great resilience during a difficult time and a real capacity and willingness to develop and improve in effectively addressing issues.</li> <li>• Governance is good with a clear willingness to learn and strengthen</li> <li>• There is a developing capacity, with good leadership, to develop effective self-evaluation and improvement and to strive to quickly achieve at least good outcomes in all areas of the school.</li> </ul>			