



## Believing and Achieving Together to be The Best We Can Be

Meeting of the Full Governing Board of OTTER VALLEY FEDERATION					
Date/Time	9 <sup>th</sup> February 2026 6:30pm	Location	Online via Microsoft Teams		
Attendees	Initials		Attendees	Initials	
Amanda Fulford	AF	Executive Headteacher	Sarah Walls	SW	Foundation Governor
Daphne Sherwood	DS	Foundation Governor <b>Staffing Lead</b>	Simon Richards	SR	Parent Governor <b>Finance Lead</b>
Jamie Lawrence	JL	Foundation Governor <b>School Improvement Lead</b>	Pete Button	PB	Staff Governor <i>Head of School</i>
Mark Humphries	MH	Foundation Governor <b>Safeguarding Lead</b>	Claire Polverino	CP	Foundation Governor <b>Premises Lead</b>
Alex Pryor	AP	Parent Governor <b>Curriculum Lead</b>	Louisa Mansfield	SE	Head of School
Rev Lydia Cook	LC	Ex Officio			
<b>Present</b>					
Claire Goud	CG	Potential Governor			
<b>Apologies</b>					
<b>Absent</b>					

Item Number	Agenda Item	Initials	Time
1.	Opening Prayer	Chair	18:30
2.	Welcome to new governor	Chair	
3.	Apologies for Absence/ Absences Sanctioned	Chair	
4.	Declaration of Interests invited and declared	Chair	
5.	Approval of the minutes of the previous meeting: FGB 8 <sup>th</sup> December 2025	Chair	18:40
6.	Matters Arising from the minutes not on the agenda	Chair	18:42
	Update of flooding of school at Tipton St John	AF	18:45
7.	Discuss Executive Headteacher's written report on Autumn Term Teaching & Learning & raise questions on pupil performance data. Report includes termly Safeguarding report (ACB)	Chair/ AF	18:50
7.1	DCC Safeguarding Audit results		
8.	Review of School Evaluation Frameworks (ACB) Does this document reflect the true position of the schools in the federation at this	Chair/ AF	19:10

FGB Meeting Minutes 09022026 approved

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Signed by the Chair \_\_\_\_\_ Date \_\_\_\_\_

- time?
9. **Strategic financial planning - feeding into budget planning (ACB)** Chair/ AF 19:20  
Are there priorities and actions that need to be factored into the budget-planning for 2026-27 and three year forecast?  
What would governors like to see funded, if possible?
10. **Evaluate success/ impact of FDP - focusing on the three core functions. Decide the next steps to achieve aims (ACB)** Chair/ AF 19:40
11. **Questions & matters arising from the SEND & Inclusion Lead Governor Report (ACB)** SW 19:50
12. **Questions & matters arising from the Curriculum Lead Governor Report (ACB)** AP 19:55
13. **Questions & matters arising from the School Improvement Lead Governor Report (ACB)** All governors 20:00
14. **Questions & matters arising from the Christian Community Staff & Parental Links Report (ACB)** SW 20:05
15. **Questions arising from Written Update from Admissions Committee (ACB)** MH 20:10
16. **Part Two** Chair
17. **Governance & Leadership** Chair
- 17.1 Training Session Planning
- 17.2 Update on Tipton St John Relocation process
18. **Policies to Approve** Chair 20:20  
Agree finalised Admission Policies for 2027-28 and recommend to FGB
19. **For information – Policies Approved by Lead Governors** Chair 20:25  
FSU Admissions Policies
20. **Governing Body Correspondence** Chair 20:27
21. **Date of next meeting:** Chair 20:30  
Governor Training – School Improvement & Monitoring Visits – 2<sup>nd</sup> March 2026 TBC  
FGB Meeting 30<sup>th</sup> March 2026 Feniton 6:30pm

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
1.	<b>Opening Prayer</b> Sarah Walls opened meeting with a prayer		
2.	<b>Welcome to new governor</b> The meeting welcomed Claire Goad who is a parent at Tipton St John.		
3.	<b>Apologies for Absence/ Absences Sanctioned</b>		
	None noted		
4.	<b>Declaration of Interests invited and declared</b> None declared		
5.	<b>Approval of the minutes of the previous meeting:</b> FGB 8 <sup>th</sup> December 2025 Minutes circulated prior to the meeting.  <b>Proposal: to approve the minutes of the meeting of FGB Meeting 8<sup>th</sup> December 2025 and signed by the chair</b> <b>Agreed by all present</b>	<b>Proposal: to approve the minutes of the meeting of FGB Meeting 8<sup>th</sup> December 2025 and signed by the chair</b>	<b>Agreed by all present</b>
6.	<b>Matters Arising from the minutes not on the agenda</b>		
	None noted		
	<b>Update of flooding of school at Tipton St John – additional agenda item</b> AF gave a verbal update on recovery from flooding at TSJ a week ago. Lots of support from Diocese processing the damage and claiming insurance. We have		

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	<p>lost lots of resources from the Maple classroom, more than in the previous flood two years. AF expressed concern that whilst the insurance company have accepted our claims and sending in companies to assist with clean-up this may result in our insurance premiums.</p> <p>MH asked if there was any value in not replacing the carpet and using laminate or lino flooring instead. AF reported that insurance company makes these decisions and dispose of almost all soft furnishings and wood due to contamination from the flood water.</p> <p>SW asked what the impact of the flooding had been on sites that have been identified as a possible for TSJ relocation. AF reported that Carters field was drier and less impacted but noted that all roads were flooded and therefore access will be in issue.</p> <p>JL asked what the planning was as it continues to rain. AF stated there was little we could do if we flooded again, we came close to it last Friday. If this does happen we will just have to clean up again.</p> <p>CP asked whether the identified site in Ottery St Mary had been impacted by the flooding. It was reported that the roads were closed with flooding.</p> <p>SR asked whether we had received feedback from the local community regarding the flooding and the need to relocate. AF said they have received a lot of support from the community.</p> <p>DS asked the timescales before we can return to teaching on the lower site. AF predicted that if there is no more flooding then it still would take 5-6 weeks.</p> <p>AF noted how amazing staff parents and the children have been in dealing with all of this.</p>		
7.	<p><b>Discuss Executive Headteacher’s written report on Autumn Term Teaching &amp; Learning &amp; raise questions on pupil performance data. Report includes termly Safeguarding report (ACB)</b></p>		
	<p>Report circulated prior to the meeting and will be added to the minutes as an appendix.</p> <p>SW asked for further information on the intake numbers for September 2026 as these are very different from previous financial predictions. AF explained that this is because the updated numbers are actual applications for admissions from parents, so these are confirmed numbers.</p> <p>JL asked for further information on the AI policy and roll out. AF felt that the training we received from Computeam in January was very helpful and we are in a good place right now. The challenge may be keeping abreast of all new developments and challenging information. Staff are clear that they can only use Copilot (Microsoft) but if they find other good resources they can recommend. These will be checked out and if validated be added to a white list of resources.</p>		

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	<p>AP asked what was happening with the extending the age range at the FSU to two year olds. AF reported that there has been a distinct lack of information and support coming from Devon County Council (DCC) at this time. DCC has stated that there is a need for full time school holiday provision, which is not necessarily something we could provide and there is not enough demand in term time for the federation to take the financial risk on extending the age range at this time. AF felt that it would be at least 12 months before we had the information and income to sustain an extended age range.</p> <p>JL asked that if there would any negative impact on not extending the age range in the FSU. AF felt that Feniton FSU is in a good financial position and both FSUs are secure with numbers of pupils/ staffing levels.</p> <p>SW asked how the federation was looking to improve the results of gross motor skills as both schools are behind where we would want to be. AF felt that we needed to look at the curriculum for Early Years to increase these skills in what are quite small cohorts, rather than targeting small groups of pupils being given additional support in this area of development. PB felt he would be very surprised if this was an ongoing trend and was cohort-specific.</p> <p>MH asked about the Climate Action Plan. AF stated that this mostly relates to Feniton,as improvements would not be prioritised at TSJ in it's current location.</p> <p>MH asked how the Zones of Regulation initiative was becoming embedded. PB fed-back on how this is being very positively used at TSJ</p> <p>MH asked for further information on the VIPERs scheme. This is used to ensure learning from reading.</p> <p>MH asked for information on partnership working. LM fed-back on a visit to St Martin's C of E Primary school and another to FORT federation and comparisons between Religious Education teaching and recording.</p> <p>LM gave an update on Speech and Language provision for the federation. We had previously noted that Speech and Language interventions are much more needed than Ed Psych provision. DCC has increased their S&amp;L provision from next year which will be supportive.</p> <p>AF gave an update on partnership with FORT federation which is very positive and beneficial to both federations. Heads of Schools have met and worked together. MH asked whether there would be benefits in governors from each of the federations working together or joining each others meeting.</p> <p>AF noted that School Improvement partners from DCC are in a great state of transition and their roles have changed drastically to focus on inclusion and attendance. AF is meeting with other Headteachers tomorrow to discuss how to use this changing service best.</p> <p>The meeting discussed attendance and how we support and encourage attendance.</p>		

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7.1	<p><b>DCC Safeguarding Audit results</b></p> <p>AF reported on how the audit was carried out and submitted to DCC. AF LM and PB have worked with MH to develop the action plan for the year. For the federation this includes training for Safeguarding Leads, Zones of Regulation and alternative provision for pupils.</p> <p>MH re-iterated that we as a federation are very thorough in our safeguarding audit and the action plan is a working document.</p>		
8.	<p><b>Review of School Evaluation Frameworks (ACB)</b></p> <p>Does this document reflect the true position of the schools in the federation at this time?</p> <p>Report circulated prior to the meeting and will be added to the minutes as an appendix.</p> <p>SW asked whether we were being a 'bit modest' in our evaluation of the schools and whether we need to highlight our successes more. AF felt that she didn't want to come across as modest. The OFSTED framework gives clear criteria which the Senior Management Team (SMT) has measured the schools against for the framework. AF felt we could add more celebration of leadership and improvement.</p>		
9.	<p><b>Strategic financial planning - feeding into budget planning (ACB)</b></p> <p>Are there priorities and actions that need to be factored into the budget-planning for 2026-27 and three year forecast?</p> <p>What would governors like to see funded, if possible?</p> <p>Report circulated prior to the meeting and will be added to the minutes as an appendix.</p> <p>It was noted in the discussion of the Executive Headteacher report about pupil gross motor skills improvement and governors would like to see this area funded with time/ resources to help improve these outcomes.</p> <p>SR fed-back from parents about the difference between Physical Education (P.E.) provision at TSJ and Feniton. AF explained that the Sports Premium Grant is the same amount of money at each school, so as TSJ has a much smaller pupil numbers and facilities their funding is spent differently.</p> <p>Previously PE CPD has been provided by Kings School and this is no longer the case but the SMT will look into other ways we can increase the provision.</p> <p>JL asked if there was any capital works expenditure needed? AF confirmed that we have two capital works planned for this financial year but no other 'wish list' at this time.</p> <p>SW noted that one year on year trend is a reduction in staffing hours, especially Teaching Assistants (TAs) which are not allocated to pupils with additional needs. SW asked whether staff / TA levels need to be revisited and additional resourcing found?</p>		

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	<p>LM explained how the SMT reviewed TA allocation to have the greatest impact and their areas of strength. PB noted that at TSJ, which has a high level of pupils with additional support needs, having space in classroom for additional staff can be a strain.</p> <p>SW highlighted that we are not achieving levels of pupils attaining 'at greater depth' in their reading and maths that we previously have and do we need to provide resourcing to improve this outcome. The SMT explained why they felt that we need change the mindset of teaching so that every child within our schools has the opportunity to achieve the best they can.</p> <p>AP flagged the Forest School provision and being able to sustain this over the next financial year. AF agreed and said that we are looking at providing most Forest School teaching in house.</p>		
10.	<p><b>Evaluate success/ impact of FDP - focusing on the three core functions. Decide the next steps to achieve aims (ACB)</b></p> <p>Report circulated prior to the meeting and will be added to the minutes as an appendix.</p> <p>LC asked what are the barriers to providing consistency in teaching and learning AF felt that one of the barriers is the limits on staff training/ inset days. It is a real challenge to get all Teachers and Teaching Assistants all together at the same time to everyone is training in the same way and using the same language.</p> <p>LM noted that monitoring of teaching and intervention techniques also could be considered a barrier to consistency as staffing resources and time is stretched so thin.</p>		
11.	<p><b>Questions &amp; matters arising from the SEND &amp; Inclusion Lead Governor Report (ACB)</b></p> <p>Report circulated prior to the meeting and will be added to the minutes as an appendix. No questions noted, most discussed as part of the Executive Headteacher report</p>		
12.	<p><b>Questions &amp; matters arising from the Curriculum Lead Governor Report (ACB)</b></p> <p>Report circulated prior to the meeting and will be added to the minutes as an appendix. No questions noted, most discussed as part of the Executive Headteacher report.</p> <p>The SMT noted the resources we are going to be purchasing for teaching of the curriculum in the coming year. AF highlighted the need to keep investing in our IT provision.</p>		
13.	<p><b>Questions &amp; matters arising from the School Improvement Lead Governor Report (ACB)</b></p> <p>Report circulated prior to the meeting and will be added to the minutes as an appendix. No questions noted, most discussed as part of the Executive Headteacher report.</p>		
14.	<p><b>Questions &amp; matters arising from the Christian Community Staff &amp; Parental</b></p>		

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
	<p><b>Links Report (ACB)</b> Report circulated prior to the meeting and will be added to the minutes as an appendix.</p>	Noted	
15.	<p><b>Questions arising from Written Update from Admissions Committee (ACB)</b> Report circulated prior to the meeting and will be added to the minutes as an appendix. No questions arising.</p> <p><b>Action: AF to add AR to the Admissions Committee Mailing group.</b></p> <p>AF gave further information so that governors have a good understanding of alternative provision, which means that a child is on the school register but education is provided by another provider.</p>		
16.	<p><b>Part Two</b></p> <p>No Part Two items noted for this meeting</p>		
17. 17.1  17.2	<p><b>Governance &amp; Leadership</b></p> <p><b>Training Session Planning</b> SW outlined plans for the Governors Training session in March. The plan is to divide into three groups; each watching a different Training Video from the National College and then feedback to the FGB as a whole.</p> <p><b>Update on Tipton St John Relocation process</b> Email from Karen Worthington circulated prior to the meeting. It was noted that whilst the email is informative the process has not moved on as much as is needed.</p> <p><b>Action: Karen Worthington to be invited to the first 30 minutes of the governor training meeting to update governors so we can maintain momentum and not keep pushing the decision into the future.</b></p> <p>JL stated that he doesn't feel that he has any further information about the alternative site and the choice we are having to make. LC agreed and asked how much longer are deadlines going to continue to slide.</p> <p>It was agreed we need clarity from DCC as to what changes to Local Authority boundaries will impact on school rebuild/ who is responsible for funding for it.</p> <p>The meeting discussed the impact of increasing number of families in Ottery St Mary and the risk of a school still getting built in Ottery which would impact on any new build in TSJ.</p>	Noted	
18. 18.1	<p><b>Policies to Approve</b></p> <p><b>Agree finalised Admission Policies for 2027-28</b> These have been out to consultation on the DCC Website since November. No changes have been requested</p> <p><b>Proposal: to approve finalised Admissions Policies for 2027-28</b> <b>Agreed by all present</b></p>	Proposal: to ratify Pay Policy 2025	Agreed by all present

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
19.	<b>For information – Policies approved by lead governors</b> FSU Admissions Policies 2027-28		
20.	<b>Governing Body Correspondence</b> None noted		
21.	<b>Date of next meeting:</b> Governor Training – School Improvement & Monitoring Visits – 2 <sup>nd</sup> March 2026 Feniton 6:30pm FGB Meeting 30 <sup>th</sup> March 2026 Feniton 6:30pm		
<b>Meeting closed at 20.33</b>			

# Executive Head Report to Governors

## Spring 2026



## Otter Valley Federation

### Executive Head Termly Report to Governors

*This report and weekly school newsletters are intended to keep Governors informed on many different aspects of both Feniton and Tipton St John Church of England (VA) Primary Schools who form the Otter Valley Federation, and should also be read in conjunction with the reports from the portfolio holders. It is also intended to support the School's Self Evaluation Forms (SEF).*

#### Our Federation Vision and Values

Based on the wisdom of the Bible.....

**'I have come that they may have life, and have it to the full.'**

(John 10:10)

We have a vision for our federation...

**'Believing & Achieving Together to be the Best We Can Be'**

### 1. Federation Development Plan (FDP) Updates

Key priorities this academic year, detailed in our FDP:	Progress to date	Next Step
<b>Leadership &amp; Management</b>		
<b>To create an OVF Curriculum, Teaching &amp; Learning (CTL) Policy which brings together recent learning.</b>	SMT have worked through Ofsted toolkit and attended framework training. Teachers have been provided with overview and governors Curriculum, Teaching and Learning Policy drafted for SMT to consider CPD priorities and how to share with staff	Monitoring of Computing, Climate Action, EYFS and PSHRE (summer term)  HoS to read CTL Policy and consider implications for CPD in coming 18

# Executive Head Report to Governors

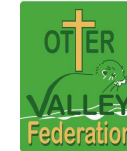
## Spring 2026



<p><b>OAIP Embedded (adaptive teaching strategies / frequent checking for understanding / inclusive learning environments/ responsive teaching by design)</b></p> <p><b>Effective Deployment of TAs (revised EEF guidance)</b></p> <p><b>Use of AI and technology to support pupils' recording (January InSe T)</b></p> <p><b>Improve communication with parents (newsletters / class reps / forums / CW / follow up chats) relating to behaviour management and curriculum. MCAS/Bromcom</b></p> <p><b>To begin to implement a climate action plan which promotes sustainability of God's creation and prep</b></p>	<p>in spring term. To be shared with Lead Curriculum Gov in January.</p> <p>Online Safety Policy updated. AI training completed in January.</p> <p>Parents commenting on how they are finding MCAS more user friendly. Able to send more paperwork electronically – save on trip letters and SEND documentation. Improved GPDR. Everything in one place.</p> <p>Climate Action Plan – exploring premises implications – solar power/battery storage / air conditioning vs gas heating. LED Lighting project approved by Diocese</p> <p>Mental Health Plan – Zones of regulation introduced and visual aids in all classrooms. PSHRE lessons being introduced.</p> <p>SMT monitoring of reading completed in January. This identified a lot of very good practice and highlighted a need to focus on VIPERS Reading</p>	<p>months. SMT next term to focus on Your Books, Your Evidence.</p> <p>Review EEF research on effective deployment of TAs.</p>
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# Executive Head Report to Governors

## Spring 2026



<p><b>ares pupils for a world impacted by climate change through learning and practical experience.</b></p> <p><b>For pupils, staff and the wider community to benefit from the implementation of a federation mental health plan which focuses on pupil voice and emotional resilience, pupil reward systems and zones of regulation as part of behaviour policy.</b></p> <p><i>QA of computing &amp; reading teaching.</i></p> <p><i>Feniton extend age range to 2 years</i></p> <p><i>TSJ Rebuild</i></p> <p><i>New websites go live</i></p>	<p>Strategies to embed comprehension skills even further.</p> <p>No support from DCC. Not financially viable due to forecasted low pupil numbers.</p> <p>TSJ rebuild approaching pivotal decision in January/February to move ahead with a TSJ location or to formal consultation on Thorne Farm.</p> <p>New websites are live.</p>	<p>Repeat SMT monitoring – are VIPERS now fully embedded? – end of spring term.</p> <p>Awaiting further DCC updates in February.</p>
<p><b>Teaching and Learning</b></p>		

# Executive Head Report to Governors

## Spring 2026



<p><b>To improve pupil's progress in Maths by implementing a clearly defined curriculum &amp; assessment framework and developing pupils' oracy skills. At TSJ, ensuring maths fluency is embedded and impactful.</b></p>	<p>Feniton – Agreed WRM to become Whole School Scheme for Maths.</p> <p>Tipton - PB monitoring of Number Fluency in each class shows fidelity to the programme for MN in Hazel/Maple and NS in Willow. Clear progress evident in Oak for most children using existing routines.</p> <p>OVF Maths Framework updated to reflect this.</p> <p>MM at Tipton participating in TRG Maths program focussing on number fluency.</p>	<p>PB to review data and cross-reference to maths teaching and delivery of WRM in classrooms – books, displays, oracy.</p> <p>Review impact of Mastering Number and Number Sense across school.</p> <p>Feniton to review use of pupil exercise books at EY/KS1.</p> <p>PPMs and SMT monitoring to track outcomes for potential high attainers. Is planning and teaching providing opportunities for pupils to demonstrate this potential? (Staff meeting discussion initially and review again of books in Spring 2)</p> <p>EYFS: Are number and sequencing/patterns learning planned for evident in purposeful continuous provision and guided work? (Monitoring Spring 1)</p>
<p><b>To improve pupils' progress in Writing with a particular focus on KS2 by consistently implementing the Writing Framework (inclu spelling &amp; handwriting) and pupils' oracy skills.</b></p>	<p>DfE Writing Framework unpicked</p> <p>Handwriting will follow PenPals progression and be recorded in English books underneath date and LI.</p> <p>Reading Spine created ready to be actioned in Spring 1.</p> <p>Literacy Tree units trialled Autumn 2 at Feniton.</p> <p>Class story time in all classes at least 3 times a week.</p>	<p>PPMs and SMT monitoring to track outcomes for potential high attainers. Is planning and teaching providing opportunities for pupils to demonstrate this potential?</p> <p>Is spelling and Handwriting being consistently taught at TSJ?</p> <p>Review of how fine motor skills and early writing is taught and incorporated in purposeful continuous provision and guided work in EYFS.</p>

# Executive Head Report to Governors

## Spring 2026



<p><b>Feniton: To improve pupil's progress in French by implementing clearly defined curriculums and assessment frameworks and developing pupils' oracy skills to demonstrate their understanding and build on their subject knowledge.</b></p>	<p>Language Angels purchased and being used effectively by KS2 teachers at Feniton.</p> <p>Incidental opportunities for French now used across the school e.g. register</p>	<p>LM to create a framework and PB to review for TSJ – One OVF framework.</p>
<p><b>To improve pupil's progress in Geography by implementing clearly defined curriculums and assessment frameworks and developing pupils' oracy skills to demonstrate their understanding and build on their subject knowledge. 2<sup>nd</sup> Year</b></p>	<p>Feniton</p> <p>Fieldwork video showing good example of a primary geography study</p> <p>Year 1 using Twinkl Geo Wonderers fieldwork resources, all year groups to consider using these and feedback</p> <p>Signpost to Royal Geographical Society</p> <p>Tipton</p> <p>Resources refreshed at TSJ (atlases / globes).</p> <p>Staff meeting to scrutinise progression led by NG.</p> <p>Align planning format with that used in history.</p>	<p>All teachers to check substantive knowledge on OVF Geography framework</p> <p>Geography Fieldwork opportunity /Fieldwork Day planned for summer.</p>
<p><b>To improve quality of teaching for pupil in RE and PSHRE.</b></p>	<p>Reflection spaces evident in all classrooms.</p> <p>Feniton children participating in every Tuesday assembly alongside LM (School Council). Active Ethos Committee continues at TSJ.</p>	<p>LM and PB to meet to talk through spirituality next steps and NATRE alignment with Devon syllabus.</p>

# Executive Head Report to Governors

## Spring 2026



	<p>List of external visitors is being compiled and actioned by each class.</p> <p>At Feniton Liturgical Calendar on display in hall and altar cloths created to reflect this.</p> <p>Visit to St Martin's CE Primary in Cranbrook, LM with RE Lead to gain insight into bigger school and trust led school.</p>	
<p><b>SEND</b>  <b>To implement a consistent and effective approach to assessing and supporting pupils with Speech and Language needs</b></p> <p>To identify, document, and model effective SEND interventions.</p>	<p>SEND Cupboard has been audited and thrown things out no longer relevant</p> <p>Working with Emma (Fort Federation) to support each other's assessment journey</p> <p>ELKLAN S&amp;L training has been completed by V. Hampton (TSJ) &amp; T. Jackson (F).</p> <p>A S&amp;L IPAD has been set up to support assessment in each school.</p> <p>Flow chart of agreed assessments is being used.</p> <p>Identification is already tighter and picking up the right children at Feniton. It is in earlier stages of embedding at Tipton, but rapid improvement is being made.</p> <p>Use of Charlotte (S&amp;L therapist) is now targeting the highest needs as initial assessments can be completed by trained staff.</p> <p>R. Hanna has provided templates for recording interventions. Work has been done</p>	<p>Continue to embed S&amp;L assessment and intervention, screen children in reception.</p>

# Executive Head Report to Governors

## Spring 2026



	<p>on identifying what is currently happening for SEND pupils and understanding and improving existing interventions.</p> <p>R. Hatswell is managing a tricky class, and children are calm and generally regulated. More children are engaging in the curriculum.</p> <p>DCC SEND Review follow up was conducted in Oct and Dec at TSJ showing progress and identifying next steps. No surprises.</p>	<p>Ensure all interventions that have a clear entry and exit point that is measured.</p> <p>All staff and SMT to be clear on what interventions are in place and what children are withdrawn from and why.</p>
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**Governor monitoring** – All governors are expected to complete a monitoring activity each term and report this to the FGB. These activities are planned in our Monitoring Cycle which is saved on Sharepoint in the October FGB Meeting folder. Monitoring activities can link to the FDP priorities above or to areas of your Lead Governor Terms of Reference.

This term we are fairly up to date. Mark Humphries has visited to complete safeguarding chats with staff and children at TSJ and he will be reviewing the progress we have made with Zones of Regulation on March 10<sup>th</sup>. Claire attended the AI training at the start of January and Simon & Jamie plan to monitor BASC and Preschools this term - dates tbc.

## 2. Autumn Term Pupil Progress

Please refer to The School Improvement Lead Governor Report for a summary of data and achievement headlines for autumn 2025.

Governors have also been sent GLD Reports for both schools which provide a positive overview of the End of Reception data for each school.

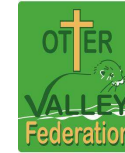
Also attached is a summary of the annual IDSR which provides an overview of data.

### Headlines

- Raising pupil progress and attainment is particularly a focus in Years 2 and 5 at both schools.
- Identifying higher attainers in all subjects is a priority.
- Feniton focus at end of KS2 is raising attainment in Maths.

# Executive Head Report to Governors

## Spring 2026



- Tipton focus at the end of KS2 is raising attainment in Spelling, Punctuation and Grammar.

**3. Staffing:** This term we welcome a new cleaner, Miss Atack and a new MTA, Mrs Beddows, both based at Feniton.

### **4. Finances: Finance**

Whilst the move to Bromcom has been successful overall, we are continuing to have issues with Devon County Council's financial processing of information and this is unfortunately having a negative impact on workload and data reliability. The financial coding system within Devon County Council changed and we have had to use a code conversion for the last year to match with DCC, but the systems will be updated to the new codes in April 2026 and it is hoped that this will help with some of the issues. We are seeking reassurance from Devon County Council and hope to provide reliable data by year end and for budget setting. We are not alone in this situation - other Federations are reporting the same problems.

#### Changes to NJC

HR and Payroll have been in discussions about how to change the pay structure for support staff to ensure that the pay for the lower grades is above the minimum wage forecast in 2026. It has been agreed that the spinal point 2 will be abolished. This will affect pay grades in the following manner:

Grade A - moves from spinal point 2 to 3

Grade B - moves from spinal points 3-4 to 4-5

Grade C - moves from spinal points 5-7 to 6-7

This will have an impact on staffing costs in the 26/27 budget for Mealtime Assistants, Teaching Assistants, Cleaners and Catering Assistants.

**5. Premises:** Some surprisingly good news! We have received approval from Diocese on capital funding projects for summer 2026 to add a footpath between the main gate and double gate at Feniton and to replace lighting for LED at Feniton (probably a phased project because there are 96 fittings to replace!) Discussions were held about replacing the staffroom at Tipton, but it was decided to wait on DCC school rebuild updates first.

# Executive Head Report to Governors Spring 2026



## Pupil Numbers:

### Reception intake September 2026

#### Tipton SJ - PAN 15

1st Pref's – 8

2nd Pref's – 6

3rd Pref's – 8

#### Feniton - PAN 30

1st Pref's – 27

2nd Pref's – 9

3rd Pref's – 9

Future cohorts for Ottery St Mary LLC:

*Numbers continue to be low and in most cases lower than predicted by the NHS.*

OLLC Primary Schools	PAN 2024	Reception Cohort				
		24/25	25/26	26/27	27/28	28/29
Feniton C of E Primary School	30	34	26	33	21	15
Ottery St Mary Primary School	60	61	77	60	39	44
Payhembury C of E Primary School	15	2	6	2	6	1
Tipton St John C of E Primary School	15	3	8	4	4	9
West Hill Primary School	30	16	11	10	12	10
<b>Total</b>	150	116	128	109	82	79

October Census 2024

F/Y 2025/2026

Reception Admissions

2025

F/Y 2026/2027

F/Y 2027/2028

F/Y 2028/2029

F/Y 2029/2030

# Executive Head Report to Governors

## Spring 2026



	3312	3319	Total	3312	3319	Total	3312	3319	Total	3312	3319	Total	3312	3319	Total
Reception	29	8	37	20	9	29	25	6	36	20	8	28	25	8	33
Year 1	29	15	44	29	9	38	20	9	36	25	6	31	20	8	28
Year 2	28	5	33	30	15	45	29	9	38	20	9	29	25	6	31
Year 3	31	12	43	28	5	33	30	15	45	29	9	38	20	9	29
Year 4	28	16	44	32	13	45	28	5	33	30	15	45	29	9	38
Year 5	56	12	68	29	16	45	32	13	45	28	5	33	30	15	45
Year 6	31	20	51	57	12	69	29	16	45	32	13	45	28	5	33
	<b>232</b>	<b>88</b>	<b>320</b>	<b>225</b>	<b>79</b>	<b>304</b>	<b>193</b>	<b>73</b>	<b>278</b>	<b>184</b>	<b>65</b>	<b>249</b>	<b>177</b>	<b>60</b>	<b>237</b>

### 5. Safeguarding:

The DCC Annual Safeguarding Audit S175 was submitted at the end of January 2026.

Key areas identified on our safeguarding action plan include:

- Introductory AI Training for staff (Completed)
- Invacuation Procedures (Emergency Plans)(Completed)
- DSL to refresh L3 training (Completed)
- Prevent Refresher Training (Summer)
- PSHRE Curriculum Review (Summer)

# Executive Head Report to Governors

## Spring 2026



Securely IT Filtering and Monitoring: A Fulford monitored system records Nov 2025 and Feb 2026– nothing to report. Daily notifications of blocked activity is also active and monitored by A Fulford – nothing to report.

### 6. Schools Rebuilding Project for Tipton St John

Recent email from Karen Worthington 15<sup>th</sup> January 2026 has been shared with governors.

### 7. Attendance

Details reported in Inclusion Lead Governor Report.

Improving attendance continues to be high on the national attendance and in Devon. Attendance at both schools continues to be monitored weekly by Heads of School and is above national and Devon. Heads of School also monitor families who are persistently late to school and work with them to maximise their punctuality. Attendance letters have been sent to parents of children who are persistently absent reinforcing our high expectations of attendance.

	% pupil attendance	% disadvantaged pupil absence	% persistent absence (Autumn 2025)
Exeter & East Locality	94.35%	89%	14.6%
Feniton	95.81%	93.68%	9.9%
Tipton St John	95.98%	94.2%	8.22%

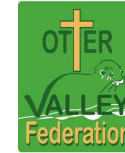
Despite the % for our disadvantaged pupils being significantly higher than our locality schools and national. This is lower than expected and is being addressed by Heads of School. There is a correlation with the children who are persistently absent and those who are disadvantaged/late to school.

### Exclusions/Suspensions

None in autumn 2025 or start of Spring 2026.

# Executive Head Report to Governors

## Spring 2026



**Admission Appeals:** None - There are currently no appeals in the general admissions system.

### **8. Continuing Professional Development**

An introduction to our school AI policy was led by Computeam at the January InSeT. The training covered bias and inaccuracies that need to be considered in the use of AI material. Staff considered the opportunities of AI to support their teaching and create resources and also the pitfalls. Currently staff and governors are only authorised to use the Copilot AI Platform as part of our Microsoft subscription.

Vanessa Hampton at TSJ and Tracy Jackson at Feniton have successfully completed their Eklan Speech and Language Training which provides our federation with capacity at both schools to identify language needs earlier.

The SMT have completed two monitoring days which have focused on learning environments, reading and the quality of evidence in pupils books. Teachers have received individual feedback on these visits.

'Your Books Your Evidence' is a thread weaving through weekly staff meetings, focusing teachers on the quality of learning being evidenced in exercise books. We are also referring to the revised Curriculum, Teaching & Learning Policy to ensure consistent approaches to teaching Writing and Maths.

This term we will be completing a whole school writing moderation and have invited Ottery Local Learning Community schools to join us.

### **9. Parent and Christian Community Updates**

This term Simon and Jamie will be visiting BASC and our preschools to monitor the quality of provision.

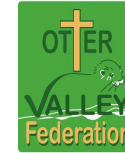
All three of our websites have now been upgraded and are live, providing better accessibility. Feedback so far has been positive and the sites are also easier to administer.

### **10. Partnership Collaboration**

We work in collaboration with our Local Learning Community Schools. Local leaders are facing similar challenges: maximising attendance; capacity to meet the needs of all SEND pupils, particularly those with behavioural challenges and supporting the increasing level of need emerging in our Early Years.

**DCC Updates:** The county has moved to a locality structure and has restructured its staffing. We are part of Exeter and East Locality and School Improvement Partners (formally Julie Stevens) have been replaced with School Inclusion Partner, who have responsibility for all aspects of inclusion and attendance, not school improvement or curriculum. Although the individuals we are

## Executive Head Report to Governors Spring 2026



working with are approachable, knowledgeable and keen to help us, there is a long way to go! I attend regular briefings to keep updated on developments.

The Heads of School and SENDCo have been meeting with colleagues at Fort Federation to share FDP priorities and consider how we can work together in the coming year to benefit the pupils and staff. We will be working together in March at a writing moderation that will be held at Feniton Primary and in the summer Ms Mansfield is planning a singing event. Heads of School are benefitting from talking through issues with their peers as are the two federation SENDCos who are discussing assessment.

### **11. Next Inspections due dates:**

Tipton: Ofsted - April 2026;

SIAMS – March 2030

Feniton: Ofsted – March 2027;

SIAMS – 2024 on 5 year cycle, but probably 2026 because inspections are running approx. 2 years behind



# SELF EVALUATION FRAMEWORK

Believing and Achieving Together  
to be the Best that We Can Be

Feniton Church of England  
Primary School

Spring 2026

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## Our Vision and Core Values

**Based on the wisdom of the Bible...**

***'I have come that they may have life, and have it to the full.'***

**(John 10:10)**

**We have a vision...**

**Believing & Achieving Together to be the Best We Can Be**

Deeply rooted in Christian faith and the wisdom of the Bible, we believe that Jesus' promise of 'life in all its fullness' (John 10:10) can be realised at Tipton St John School through a broad and balanced curriculum which promotes diversity, healthy living, celebrates achievements, nurtures talents and prepares all pupils for living their own life to the full.

### **Our Values:**

**HEART** sums up our school's core Christian values – these values help to shape our teaching, our learning and the personal growth of every child. Through our values we can aspire to realise our vision of being the best we can be.

**H – Hope**

**E – Empathy**

**A – Achievement**

**R – Reflection**

**T – Thankfulness**

**With God's LOVE and LOVE for one another encircling all of the above values.**

HEART comes from the pupils, teachers, parents, governors and wider community: what we value about the school and what we think makes us special and unique. These values are integrated into everyday school life.

### **Our Context:**

Feniton Church of England (VA) Primary School is located in East Devon, in a rural location, conveniently situated between Honiton and Exeter, and with easy access to the A30 and M5, plus has a railway station. It is a thriving community of children, parents, teachers and members of the local community, seeking to serve the villages and parishes of Buckerell, Gittisham, Talaton, Feniton and the parish of Escot. We aim to provide education of the highest quality within the context of Christian belief and practice. We have approximately 220 pupils on roll, Reception Class – Year 6. The school provides a Foundation Stage Unit, 'Little Explorers', which offers high quality pre-school provision and a smooth transition into Reception Class. We benefit from the excellent support of the Friends of Feniton School.

The vast majority of pupils are White British. FSM is low, although there are varying income levels across the school community.

Together with Tipton St John CE Primary School, we form the Otter Valley Federation, which was established in September 2013, with both schools being run by one governing board and a single budget. The Federation is led by Amanda Fulford, Executive Headteacher and Feniton is

led by Head of School Louisa Mansfield who joined the federation in September 2025. We work collaboratively within our federation to provide high quality leadership across both schools and a comprehensive programme of CPD for all staff. We work closely with local schools within the Local Learning Community moderating work and meeting to discuss current issues in a range of core subjects. The school also has well-established links with teacher training providers - the University of Exeter and Exeter Consortium Teaching School.

Our shared vision is to *believe and achieve together to be the best we can be* and we live out this vision through our HEART Values which are embedded in the daily life of our school, helping us to live life to the fullest.

### **Last Ofsted – March 2023**

#### **Area to Improve**

*In some subjects, assessment is not used well enough to check that pupils have remembered the knowledge they have been taught and to deepen their understanding. As a result, some pupils have gaps in their knowledge or do not build their knowledge well enough over time. Leaders need to ensure that teachers use assessment effectively across all subjects and use this information to inform future learning.*

Achievement – Expected Standard
<p><b>Outcomes in 2025</b>                      79% EYFS Good Level of Development. Above national for 3 years.                      73% Y1 Phonics Screening below national. Above national in 2023 and 2024.                      66% KS2 RWM Combined. Above national.                      88% % KS2 Reading above national                      81% KS2 SPAG above national                      72% KS2 Writing in-line with national                      81% Maths above national</p> <p><b>Targets 2026</b>                      73% EYFS Good Level of Development                      78% Y1 Phonics Screening                      75% KS1 Reading and Writing                      63% KS1 Maths                      77% KS2 Reading, Writing, SPAG and Maths</p> <p><b>Areas for Improvement</b></p> <ul style="list-style-type: none"> <li>• Identifying pupils achieving higher standard, particularly in Writing</li> <li>• Number fluency – sustaining MTC outcomes</li> <li>• Transition from EYFS to KS1</li> </ul>



### Safeguarding –Met

- **Safeguarding is everyone’s responsibility**
- **Everyone feeling safe and heard**
- **Robust systems for reporting**
- **Effective multi agency working**
- **Gathering the views of stakeholders**

Leaders have established an open culture in which safeguarding is everyone’s responsibility. This message is reinforced through annual L2 training every September and through fortnightly safeguarding emails to all staff, governors and volunteers. Our Safeguarding Lead Governor visits once a term and speaks to staff and volunteers to check their understanding and knowledge and is available at any time for any staff questions or concerns.

Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Our online reporting system enables both Exec Head and Head of Schools DSLs to have an overview of multi-agency working and review the workload associated with this to ensure maximum impact for the children.

Leaders actively try to learn from safeguarding cases and incidents and take any action needed. Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). The DSL Team meet termly to catch up on developments and issues and weekly in a SMT meeting where current cases can be updated and next steps discussed. We can ensure we are maintaining a consistent approach to our management of safeguarding cases and ensures we are receptive to challenge and are reflective about their own practices. This also means that the impact of safeguarding policies, systems and processes is kept under continual review.

We include pupil voice in our recording of incidents as routine and complete regular surveys and talks to capture pupil and parent voice:

#### Parent Survey May 2025

My child feels safe at school – 99% parents agreed.

My child is happy at school – 98% agreed.

School teaches my child how to keep themselves safe – 96% agreed.

The school site is kept safe and clean - 100% agreed

I feel confident and able to report any concerns or complaints regarding my child’s safety – 100% agreed.

Staff understand the signs of possible safeguarding concerns. They respond by following the school’s systems confidently and consistently. This was evidenced in Lead Governor talk with staff in Nov 2025:

Staff felt sufficiently informed, with regular knowledge updates, they are supported by those with DSL responsibilities, staff know the signs and indicators to look out for, and that the school has clear reporting and recording guidelines.

"The Otter Valley Federation is a really supportive and happy place to work. I love working here and am generally very happy in my job. There are a lot of things in place already to support staff that I think are great." May 2025 Staff Satisfaction Survey

Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. For example, pupils are able to talk confidently about how they keep themselves safe on the school site and crossing the road between school sites.

Leaders fulfil their responsibilities in relation to all forms of child-on-child violence and are immediate and consistent in their application of our Behaviour & Anti-Bullying Policies.

Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the ‘Prevent’ duty and all DSLs across the federation have refreshed their level 3 training in Autumn 2025.

Inclusion – Expected Standard
Strengths
<ul style="list-style-type: none"> <li>• <b>Inclusive culture and classroom practice</b></li> <li>• <b>High expectations of pupils</b></li> <li>• <b>High levels of attendance for SEND and disadvantaged</b></li> <li>• <b>Quality research based CPD and knowledgeable staff team</b></li> </ul> <p>Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. <b>E.g</b> Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils’ opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders’ decisions. <b>E.g</b></p> <p>During 2024/2025 Otter Valley Federation engaged with Devon 0-25 Team to volunteer as a pilot for their renewed SEND Review process. This provided Feniton with the opportunity to celebrate its successes in meeting the needs of SEND and disadvantaged pupils and to discuss our next steps. Our self-evaluation was deemed a very accurate reflection and provided a useful basis for discussion.</p> <p>DEVON SEND Review Dec 2024 acknowledged the following strengths:</p> <ul style="list-style-type: none"> <li>• <i>The school’s leadership team (the Executive Head, the Head of School, and the SENDCO) ensure that the needs of pupils with SEND are central and forefront in everything they do. They have a clear understanding of the school’s strengths and areas for development in relation to SEND, and their knowledge of SEND is excellent. The executive head teacher has previously acted as SENDCO, and the Head of School is completing her NPQSEND. The SENDCO is studying for a Masters and actively contributes to local and Devon-wide networks.</i></li> <li>• <i>The school works effectively with outside agencies to meet the needs of its pupils.</i></li> <li>• <i>Learning environments are consistent, well organised, and uncluttered.</i></li> <li>• <i>The atmosphere throughout the school is calm and purposeful. The school’s commitment to relational practice can be seen in the way that teachers proactively support pupil behaviour, and in the way that pupils talk to one another.</i></li> </ul> <p>Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff. In 2024-26 we have been able to particularly impact on sustaining high outcomes in Maths and Reading and we have had a positive impact on the early identification of speech and language needs.</p> <p>Our federation SENDCo is a member of our SMT and has a team of staff that have delegated responsibilities to impact on pupil outcomes, e.g speech and language / zones of regulation.</p> <p>Staff are well trained. The executive head teacher has previously held the role of SENDCO, and the Head of School is a former SENDCo.</p> <p>The SENDCO is experienced and knowledgeable and actively contributes to local and Devon-wide networks. As a valued member of the federation senior management team.</p> <p>Leaders are committed to, and understand, their role in the local area partnership’s strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school. Feniton has a track</p>

record of supporting the wellbeing of SEND pupils and adapting the provision, so they maintain high levels of attendance and extremely low levels of suspension.

Inclusion Pupil Voice Talks – June 2025

100% reported that they felt safe and respected.

100% reported that they felt valued and their voices heard.

Feedback from pupil voice collected as part of the assess, plan, review process indicates that children can articulate what they enjoy and are good at and what they would like to see improved: *“I like PE and having someone to help me. I enjoy movement breaks that help me concentrate.”*

Children are able to explain what helps them in the classroom:

*“Number sense card, IDL, remembering words, examples on the board, words with pictures on the board.”*

#### Areas for Development

- Ensuring we are meeting pupils’ needs through the development of a federation set of teaching and learning principles built from Ordinary Available Inclusive Provision (OAIP).
- Assessment and tracking the progress of SEND pupils.
- Ensuring that targets on pupils’ individual plans are SMART and that targeted provision is clearly specified and well-matched to identified needs, informed by clear assessment of small steps.

#### Curriculum & Teaching – Expected Standard

##### Strengths

- **Collaborative leadership through Curriculum Actions Teams driving curriculum improvement**
- **Subject Frameworks which provide consistency and clear and ambitious learning progression**
- **Teaching...**

Feniton School has continued to build on its strengths since its last Ofsted in March 2023. Reading is a priority in the school. Pupils read a range of texts with increasing accuracy and fluency. They talk confidently about how teachers help them to read with expression in their reading sessions. (OFSTED March 2023)

Leaders have put in place a well-structured mathematics curriculum. This starts in the early years. (OFSTED March 2023)

Significant steps have been taken to improve assessment in lessons. Retrieval and review of prior learning has become embedded and throughout a lesson teachers will assess the progress being made and make necessary adjustments to maximise progress. Subject Frameworks have been written to support teachers in identifying gaps in knowledge and to ensure knowledge is built progressively over time. It is expected that assessment will inform future learning. Improvements have been evidenced during Pupil Progress Meetings each term and in Quality of Education monitoring.

We plan what we want pupils to remember and have organised the curriculum carefully so that pupils build on their knowledge. Curriculum Action Teams have achieved this over a three-year cycle, developing each subject thoroughly and articulating the school’s approach in a subject specific framework to support us in maintaining a consistent and sequential approach to learning. An accompanying Curriculum, Teaching and Learning Policy revised in 2026, provides a clear federation approach for staff to apply in their practice.

There is a comprehensive programme of CPD for all staff and a resolute commitment towards a fully inclusive and high-quality curriculum for all pupils. Subject leadership is managed through Curriculum Action Teams across our federation, which further strengthens the impact we have on curriculum design and development. Our intention is to improve standards of teaching and learning in very specific areas, maintain a manageable workload for staff and encourage further collaborative working to build on expertise and enable staff to do fewer things in greater depth.

Our curriculum is designed to meet the needs of the children in the context of locality, as well as being ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to success in life. Quality first teaching is our priority, supported by early intervention to meet pupils’ needs. Pupils demonstrate enthusiasm and commitment to their education. They make a highly positive, tangible contribution to the life of the school and wider community.

**Parent Survey 2025**

“They do not have too high expectations that is not achievable. My children are pushed to be the best they can be, which is all I can ask.”

98% agree My child does well at this school.

98% agree the school lets them know how their child is doing in school.

**Areas for Development**

- To continue to support staff, especially new TAs with appropriate training – with a focus on embedding a secure understanding of Ordinarily Available Inclusive Provision (OAIP).
- To establish a new system for reporting on pupil data outcomes. (SIMS and Whole School Data Summary new format, moving to Bromcom)
- To embed a sequential approach to the teaching of Writing, Number fluency and Geography across the school.
- For teachers to evidence how assessment is informing their teaching and helping them to adapt their teaching to meet the needs of all learners.

Attendance & Behaviour – Strong Standard
Strengths
<ul style="list-style-type: none"> <li>• <b>Above national attendance for disadvantaged groups.</b></li> <li>• <b>Enthusiastic learners</b></li> <li>• <b>Relational and inclusive approach</b></li> <li>• <b>High expectations of behaviour</b></li> <li>• Feniton FSM 94.3% compared to similar schools nationally 92.8% in 2024/25</li> <li>• Feniton SEND 95.7% compared to similar schools nationally 93% in 2024/25</li> </ul> <p>The Head of School is our Attendance Champion and is responsible for monitoring attendance weekly and acting promptly to minimise absence. This is effective at identifying issues quickly and supporting families to improve attendance. Persistent absence is lower than similar schools nationally 5.7% compared to 8.3%.</p> <p>Pupils are polite and welcoming. Leaders and staff have high expectations for pupils' behaviour and conduct. Pupils understand the school rules and follow them well, both in and outside the classroom. (OFSTED March 2023)</p>

Pupils feel safe. They value the positive relationships they have with staff. Pupils say that staff listen to them and are there for them if they need to share any worries or concerns. (OFSTED March 2023)

Pupils have positive attitudes to their learning. This starts in the early years. Children are eager to take part in their learning. Disruptions to learning are rare. The environment in classrooms and around the school is calm and purposeful. (OFSTED March 2023)

The atmosphere throughout the school is calm and purposeful. The school’s commitment to relational practice can be seen in the way that teachers proactively support pupil behaviour, and in the way that pupils talk to one another. (Devon CC SEND Review December 2024)

Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.

Interventions are timely, well-chosen and targeted. They align with individual SEND plans were relevant and they aim to foster a love of learning and a sense of achievement.

Opportunities are purposefully built into the curriculum to support pupils to pursue new interests and recognise new talents such as the Wellington Sing Along and the Torbay and Devon Civic Award. PPG funding is used to support pupils wishing to learn a musical instrument.

Pupils are encouraged to learn outdoors with a forest school and reflection garden.

KS2 residentials.

Zones of Regulation

Pupils report that adults deal promptly with incidents of unkindness and incidents of bullying. *Inclusion Pupil Voice Talks – June 2025*

Parent Survey 2025

98% agree that our school has high expectations of behaviour and learning.

High levels of parent satisfaction: “Complained in the morning, assurances of it being dealt with by the afternoon, it hasn’t happened since.”

**Areas for Development**

- To embed zones of regulation across the school to support pupils’ emotional literacy, oracy skills and general wellbeing.

Personal Development & Wellbeing – Strong Standard
Strengths
<ul style="list-style-type: none"> <li>• <b>Nurturing culture which promotes love, respect and empathy</b></li> <li>• <b>Pupils know how to keep safe in life and online</b></li> <li>• <b>Pupils are well prepared for transition to reception class and secondary school</b></li> <li>• <b>Staff wellbeing a priority</b></li> </ul> <p>Staff are nurturing towards pupils and support them to realise the school vision to ‘be the best we can be’. As a result, pupils are kind, polite and respectful. They talk enthusiastically about their learning and feel safe. Pupils know what bullying means and say that this can happen in school.</p> <p>Pupils talk confidently about fundamental British values, such as democracy. They understand what it means to be a good friend and the importance of treating everyone equally. Pupils develop their sense of character by taking part in a civic award. They say that this helps them to help others in their community. (OFSTED March 2023)</p> <p>Pupils know how to keep themselves safe in the real and online world. (OFSTED March 2023)</p> <p>Pupil Talk by governors and SMT indicate that pupils are well-supported by strong pastoral care from all staff. Children genuinely support and care for one another and celebrate each other’s achievements. Pupils know how to keep themselves safe; how to ask for help when needed and know that their wellbeing is valued.</p> <p>Pupils know how to keep safe. This includes when they are online and outside of school. Leaders provide wider opportunities for pupils to learn how to keep safe, including through the mini police. (Ofsted Apr 22)</p>

A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.

The personal development programme includes a suitable and well taught RSHE programme, which develops pupils’ knowledge. Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.

Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport. The school participates in the local Sidmouth Science Festival, Wellington Sing Along and is a very successful participant in the local Sports Partnership, taking part in regular competitions. In a Friday collective worship children’s achievements both in school and out of school are celebrated. The Torbay and Devon Civic Award at Year 6 encourages all children to start new hobbies and be advocates for change in their local community.

Ethos Committee and Play Leaders play an important role in the school...

Solomon Islands links – global awareness / climate action

**Areas for Development**

- To continue to develop and embed a curriculum which promotes a positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.

**Leadership and Governance – Expected Standard**

**Strengths**

- **Leaders at all levels make a consistently positive contribution to the school’s priorities**
- **Strong culture of professional learning**
- **Governors provide consistent support and robust challenge**

Leaders have high expectations for what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. They accurately understand what the school does well and where it needs to improve. (OFSTED March 2023)

Leaders have created a curriculum that is designed well. They have carefully considered what pupils need to know and when they need to know it. (OFSTED March 2023)

Leaders are ambitious for what pupils with SEND can achieve. (OFSTED March 2023)

Governors are ambitious for the school. They carry out their duties effectively and know the school well. Governors ask challenging questions to help the school improve. (OFSTED March 2023)

Leaders ensure there is a strong culture of safeguarding across the school. They provide staff with up-to-date safeguarding training. (OFSTED March 2023)

The school’s leadership team (the Executive Head, the Head of School, and the SENDCO) ensure that the needs of pupils with SEND are central and forefront in everything they do. They have a clear understanding of the school’s strengths and areas for development in relation to SEND, and their knowledge of SEND is excellent. (Devon CC SEND Review December 2024)

Staff report that they feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.

Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case.

Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.

Governors use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work. As a result, strategic and financial decision making has led to securing financial savings in the high needs block funding and catering savings which we have been able to invest in teaching support staff and curriculum development.

Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.

#### Staff Survey 2024

91% agree/strongly agree that they are satisfied in their job.

0% disagree that they are satisfied in their job.

100% feel supported by their colleagues.

91% feel inspired to do their best. 8% neutral. 0% disagree that the team inspires them to do their best.

91% feel their opinions are heard and valued by school leaders. 8% neutral. 0% disagree that they are heard and valued by school leaders.

*"I am grateful to work with such a lovely team who allow me to flourish. I do not take this for granted having worked in places this is not the case."*

*"The job is hard but when you see the children making progress and parents feedback that the children enjoy coming to school and feel happy in the classroom it makes it seem worthwhile."*

*"I always feel very supported and know that I can ask for help or guidance at any time."*

*"I want to work hard and support everyone as I feel valued."*

*I have huge respect for the people I work with. We all work together towards a common goal."*

#### **Areas for Development**

- To lead the induction of new staff to adopt high expectations and consistent routines.
- Successful new induction of Head of School.

XXXX

Early Years Foundation Stage – Expected Standard
<b>Strengths</b>
<ul style="list-style-type: none"> <li>• <b>Consistently above national outcomes</b></li> <li>• <b>High expectations in all areas of learning</b></li> <li>• <b>Inclusive environment</b></li> <li>• <b>Area of learning strength particularly in PSED</b></li> </ul> <p>Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being above national averages. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency. Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development.</p> <p>Early Years Outcomes – Good Level of Development                      2025 79%                      2024 72%                      2023 79%</p> <p>Relevant leaders, including the senior management team, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended.</p> <p>Children begin learning phonics as soon as they start school. They learn and remember new sounds well. Staff benefit from the training they receive to teach phonics effectively. (OFSTED March 2023)</p> <p>Teachers use songs and rhymes to develop children’s mathematical vocabulary well. As a result, children confidently describe number patterns. (OFSTED March 2023)</p> <p>Children listen carefully to staff and behave well. (OFSTED March 2023)</p> <p>There have been significant developments made across EYFS and this is having a clear impact on the way children are accessing learning and understanding the opportunities, including their independence in this. The 7 key areas for learning are clearly viable across the learning spaces and these are clearly zoned and accessible to children. (Devon CC School Effectiveness visit November 2024)</p>

There was evidence of adults clearly interacting with children during continuous provision to ensure that learning is developed. (Devon CC School Effectiveness visit November 2024)

Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary.

Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.

Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.

**Areas for Development**

- To maintain good progress for all pupils in the 2025-26 cohort based on their starting points.
- Adult/pupil interactions: To develop prompts, photos and key questions in areas of learning to support both child and adult understanding, and to serve as prompts for interaction.

- **Transition to Year 1**



TIPTON ST JOHN  
CHURCH OF ENGLAND VA PRIMARY SCHOOL

# SELF EVALUATION FRAMEWORK

Believing and Achieving Together  
to be the Best that We Can Be

Tipton St John Church of  
England Primary School

Autumn 2025

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## Our Vision and Core Values

**Based on the wisdom of the Bible...**

***'I have come that they may have life, and have it to the full.'***

**(John 10:10)**

**We have a vision...**

**Believing & Achieving Together to be the Best We Can Be**

Deeply rooted in Christian faith and the wisdom of the Bible, we believe that Jesus' promise of 'life in all its fullness' (John 10:10) can be realised at Tipton St John School through a broad and balanced curriculum which promotes diversity, healthy living, celebrates achievements, nurtures talents and prepares all pupils for living their own life to the full.

### **Our Values:**

**HEART** sums up our school's core Christian values – these values help to shape our teaching, our learning and the personal growth of every child. Through our values we can aspire to realise our vision of being the best we can be.

**H – Hope**

**E – Empathy**

**A – Achievement**

**R – Reflection**

**T – Thankfulness**

**With God's LOVE and LOVE for one another encircling all of the above values.**

HEART comes from the pupils, teachers, parents, governors and wider community: what we value about the school and what we think makes us special and unique. These values are integrated into everyday school life.

### **Our Context:**

Tipton Church of England (VA) Primary School is a small, rural school with 84 children on roll and currently 6 children attending our preschool. The school is on a split site with a road running between, and regularly suffers from flooding on the lower site where the EYFS and KS1 children learn. The 4 classes are mixed age, with Oak Class (Y5 and 6) and Willow Class (Y3 and 4) in Key Stage Two on upper site. Maple Class (Y1 and 2) in Key Stage One and Hazel Class (Reception and Pre-School) on lower site.

Since our last inspection the school has had a complete change in senior management and significant changes in staffing. Despite this, the school has continued to build on its successes, growing its own leaders within the federation and strengthening our Christian vision and values rooted in John 10:10. We have developed a comprehensive and ambitious approach to school improvement, valuing a relational approach and time for reflection and we are especially proud of our recent developments in spirituality, behaviour management and meeting the needs of all our SEND pupils. We have supported new teachers in the school to consider the importance of challenging learners and having high expectations of achievement.

In 2023 we were accepted on the National School Rebuild Programme with the intention of relocating the school beyond a flood plain to a safer location. Working together with Devon County

Council and the local community we have explored various sites in and beyond the village. Understandably this has caused tensions within the community, and we continue to manage this situation. The decisions made by the Governing Board deeply reflect our Christian Vision and Values,

Together with Feniton Primary School, we form the Otter Valley Federation, which was established in September 2013, with both schools being run by one governing board and a single budget. The Federation is led by Amanda Fulford, Executive Headteacher. We work collaboratively within our federation to provide high quality leadership across both schools and a comprehensive programme of CPD for all staff. We work closely with local schools within the Local Learning Community moderating work and meeting to discuss current issues in a range of core subjects. The school also has well-established links with teacher training providers - the University of Exeter and Exeter Consortium Teaching School.

In recent years we have seen a significant increase in the number of children joining our school with a diagnosis of ASC or ADHD. To address this need, we have employed a Federation SENDCo (0.8 contract across the Federation) and work closely with the LA Inclusion Team and Educational Psychology services.

### **Last Ofsted – March 2022**

#### **Area to Improve**

*Leaders have not assured themselves sufficiently that the curriculum is put in place as intended. This means that there is some variability in the quality of teaching in some subjects. Leaders should check that the teaching of the curriculum is consistently of a high quality to support pupils to know and remember more over time.*

*Leaders have not planned the sequence of learning in reading well enough at key stage two. As a result, some pupils do not know as much about comprehension and inference in reading as they could. Leaders must ensure that the key stage two reading curriculum is well sequenced so that all pupils build on what they already know.*

**Achievement – Expected Standard**

**Headlines:**

**Above national average in Early Years / Phonics / KS1 outcomes.**

**Below national averages at the end of KS2.**

**This was a cohort specific driven outcome and outcomes are predicted to return to above national in 2026 in all phases of the school. Our Key Stage 2 target is 77% for Reading, Writing and Maths, with 8% targeted for Greater Depth, which shows a three year positive trend.**

Data Outcomes 2024/2025	
Early Years	7/9 = 78% GLD
Year 1 Phonics (Y2 catch-up)	14/16 passed = 88%
End KS1	R 100% W 100% M 100%
End KS2	R 65% W 55% M 65% SPAG 60%

6 EHCP pupils (30% of class) were disapplied from KS2 tests.

### Safeguarding –Met

- **Safeguarding is everyone’s responsibility**
- **Everyone feeling safe and heard**
- **Robust systems for reporting**
- **Effective multi agency working**
- **Gathering the views of stakeholders**

*“I feel safer at school than anywhere else because I know everyone and we can trust and rely on each other.” Pupil*

Leaders have established an open culture in which safeguarding is everyone’s responsibility. This message is reinforced through annual L2 training every September and through fortnightly safeguarding emails to all staff, governors and volunteers. Our Safeguarding Lead Governor visits once a term and speaks to staff and volunteers to check their understanding and knowledge and is available at any time for any staff questions or concerns.

Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Our online reporting system enables both Exec Head and Head of Schools DSLs to have an overview of multi-agency working and review the workload associated with this to ensure maximum impact for the children.

Leaders actively try to learn from safeguarding cases and incidents and take any action needed. Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). The DSL Team meet termly to catch up on developments and issues and weekly in a SMT meeting where current cases can be updated and next steps discussed. We can ensure we are maintaining a consistent approach to our management of safeguarding cases and ensures we are receptive to challenge and are reflective about their own practices. This also means that the impact of safeguarding policies, systems and processes is kept under continual review.

We include pupil voice in our recording of incidents as routine and complete regular surveys and talks to capture pupil and parent voice:

Parent Survey May 2025

My child feels safe at school – 100% parents agreed.

Lead Governor talk with pupils Nov 2025

AA group of vulnerable pupils were spoken to about their views on safety and bullying. Their responses were positive with all able to cite the school staff safeguarding leads and able to explain who they would speak to if they had a concern. They couldn’t identify any areas of the school site where they felt unsafe and could explain many measures that are in place to keep them safe in school and online.

Staff understand the signs of possible safeguarding concerns. They respond by following the school’s systems confidently and consistently. This was evidenced in Lead Governor talk with staff in Nov 2025: Staff felt sufficiently informed, with regular knowledge updates, they are supported by those with DSL responsibilities, staff know the signs and indicators to look out for, and that the school has clear reporting and recording guidelines.

*"The Otter Valley Federation is a really supportive and happy place to work. I love working here and am generally very happy in my job. There are a lot of things in place already to support staff that I think are great."* May 2025 Staff Satisfaction Survey

Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. For example, pupils are able to talk confidently about what to do if they see an unfamiliar adult in school and are concerned (eg no lanyard on display).

Leaders fulfil their responsibilities in relation to all forms of child-on-child violence and are immediate and consistent in their application of our Behaviour Policy to ensure any incidents are dealt with decisively and de-escalation strategies employed that are effective in reducing significant incidents.

Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the 'Prevent' duty and all DSLs across the federation have refreshed their level 3 training in 2025.

**Inclusion – Strong Standard**

**Strengths**

- **Inclusive culture and classroom practice**
- **Addressing barriers to learning through a carefully planned curriculum**
- **High expectations of pupils**
- **High levels of attendance for SEND and disadvantaged**
- **Quality research based CPD and knowledgeable staff team**
- **Close collaboration with local authority**

Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. E.g We have worked closely with parents of our youngest vulnerable children exhibiting challenging behaviour to develop pro-social behaviour strategies for home and school. These strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils’ opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders’ decisions. For example, a high level of SEMH need was identified in upper Key Stage 2 and a whole school zones of regulation programme has been introduced to give children support in articulating and owning their feelings, along with teaching strategies to self-regulate.

During 2025 Otter Valley Federation engaged with Devon 0-25 Team to volunteer as a pilot for their renewed SEND Review process. This provided TSJ with the opportunity to celebrate its successes in meeting the needs of SEND and disadvantaged pupils and to discuss our next steps. Our self-evaluation was deemed a very accurate reflection and provided a useful basis for discussion.

DEVON SEND Review Mar 2025 acclaimed that *‘the school is committed to relational practice. Teachers and support staff understand children’s pastoral and emotional needs well. Staff value the positive relationships they have with parents and feel that these support pupil wellbeing.’*

Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff. This year we are focussed on developing staff understanding of adaptive teaching and managing challenging behaviour linked to ASD.

Our federation SENDCo is a member of our SMT and has a team of staff that have delegated responsibilities to impact on pupil outcomes, e.g speech and language / zones of regulation.

Staff are well trained. The executive head teacher has previously held the role of SENDCO, and the Head of School is currently completing his NPQSEND. The SENDCO has achieved a Masters distinction in SEND and actively contributes to local and Devon-wide networks.

The SENCO is experienced and knowledgeable and actively contributes to local and Devon-wide networks. As a valued member of the federation senior management team, *‘school staff feel that she is approachable, and that there is a clear process for sharing and acting on any concerns about a child’s progress’*, as evidenced by DCC SEND Review March 2025

The DCC SEND Review March 2025 reported that *‘Staff value the CPD they receive in relation to meeting the needs of children with SEN. Teaching Assistants also receive regular CPD’*.

Leaders are committed to, and understand, their role in the local area partnership’s strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure

that local partnership strategies have a positive impact on pupils at the school. TSJ has a track record of supporting the wellbeing of SEND pupils and adapting the provision, so they maintain high levels of attendance and extremely low levels of suspension.

In summer term 2025 our DCC School Improvement Advisor was invited in to celebrate the achievements of the school, in particular our development of Reading & Geography. In relation to meeting the needs of all pupils, it was reported: The school are ensuring that there is the highest engagement of SEND pupils and that the needs of the majority of these children are met with their class. Where adaptations are needed for a very small number of children to work as a group outside the class this support is meeting the needs of the pupils.'

Inclusion Pupil Voice Talks – June 2025 (9 pupils from across the school who get less opportunity to share their views)

100% reported that they felt safe and respected.

100% reported that they felt valued and their voices heard.

Feedback from pupil voice collected as part of the assess, plan, review process indicates that children can articulate what they enjoy and are good at and what they would like to see improved: *“I like PE and having someone to help me. I enjoy movement breaks that help me concentrate.”*

#### Areas for Development

- Ensuring we are meeting pupils’ needs through the development of a federation set of teaching and learning principles built from Ordinary Available Inclusive Provision (OAIP).
- Assessment of SEND pupils – especially developing a specialist in Speech and Language.
- Ensuring that targets on pupils’ individual plans are SMART and that targeted provision is clearly specified and well-matched to identified needs, informed by clear assessment of small steps.
- To support the mix of complex needs in upper KS2 to ensure the best pupils’ outcomes and a smooth transition to secondary school.

#### Curriculum & Teaching – Expected Standard

##### Strengths

- **Collaborative leadership through Curriculum Actions Teams driving curriculum improvement.**
- **Subject Frameworks which provide consistency and clear and ambitious learning progression.**
- **Teaching which is adaptive in nature, and classroom environments which are inclusive.**

There is a comprehensive programme of CPD for all staff and a resolute commitment towards a fully inclusive and high-quality curriculum for all pupils. Subject leadership is managed through Curriculum Action Teams across our federation, which further strengthens the impact we have on curriculum design and development. Our intention is to improve standards of teaching and learning in very specific areas, maintain a manageable workload for staff and encourage further collaborative working to build on expertise and enable staff to do fewer things in greater depth.

Our curriculum is designed to meet the needs of the children in the context of locality, as well as being ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to success in life. Quality first teaching is our priority, supported by early intervention to meet pupils' needs. Pupils demonstrate enthusiasm and commitment to their education. They make a highly positive, tangible contribution to the life of the school and wider community.

*'Leaders have considered how the curriculum supports pupils to achieve well, including pupils with SEND.'* (Ofsted Apr 22)

Staff go beyond to remove barriers to learning for all pupils and the high levels of attendance reflect the high level of pupil engagement.

Since the last Ofsted we have created a school improvement cycle which ensures all subjects get fair coverage and time for development. This is prioritised and Curriculum Action Teams are tasked with making improving and sharing the impact with governors annually. Since 2023 we have achieved thorough reviews of Reading, Maths, Writing, Art, History, PSHRE, Computing and RE. This year we are focused on Geography, French and Writing and we plan to focus on Science, DT and Music and PE in 2026-27.

We plan what we want pupils to remember and have organised the curriculum carefully so that pupils build on knowledge they have learned before. This is a significant improvement since 2023. Curriculum Action Teams have achieved this over a three-year cycle, developing each subject thoroughly and articulating the school's approach in a subject specific framework to support us in maintaining a consistent and sequential approach to learning.

*'Evidence in books reflects the sequence of learning planned and also shows children taking pride in their work'* LA Adviser Nov 2024

Leaders ensure that the curriculum is taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.

A newly developed *Curriculum, Teaching and Learning Policy* guides our approach in school, valuing adaptive teaching strategies such as the EEF five a day approach, and ensuring children are set up for success in remembering more over time.

*Class on a Page* has been developed to support teachers in thinking through the needs of their classes on termly basis. It enables them easily to implement whole class strategies, applying the principle of 'helpful to all, harmful to none' in order to reduce barriers to learning for those already identified with needs, as well as those whose individual needs may not yet have presented.

### **Areas for Development**

- To continue to support staff, especially new TAs with appropriate training – with a focus on embedding a secure understanding of Ordinarily Available Inclusive Provision (OAIP).
- To establish a new system for reporting on pupil data outcomes. (SIMS and Whole School Data Summary new format, moving to Bromcom)
- To embed a sequential approach to the teaching of Writing, Number fluency and Geography across the school.
- For teachers to evidence how assessment is informing their teaching and helping them to adapt their teaching to meet the needs of all learners.

Attendance & Behaviour – Strong Standard
Strengths
<ul style="list-style-type: none"> <li>• <b>Above national attendance for disadvantaged groups</b></li> <li>• <b>Enthusiastic learners</b></li> <li>• <b>Relational and inclusive approach</b></li> <li>• <b>High expectations of behaviour</b></li> </ul> <p>A highly inclusive culture in which all pupils feel that they belong as a result levels of attendance are above Devon and National averages, particularly for SEND and FSM pupils (Monitor Your School Attendance 24-25 DfE)</p> <ul style="list-style-type: none"> <li>• Tipton FSM 95.2% compared to similar schools nationally 92.2%</li> <li>• Tipton SEND 94.5% compared to similar schools nationally 92.3%</li> </ul> <p>The Head of School is our Attendance Champion and is responsible for monitoring attendance weekly and acting promptly to minimise absence. This is effective at identifying issues quickly and supporting families to improve attendance.</p> <p>Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others. This is demonstrated in the caring and responsible way in which the older pupils care for the younger pupils at lunchtime supervising scrap store and the games room. Pupils report that adults deal promptly with incidents of unkindness and incidents of bullying. <i>Inclusion Pupil Voice Talks – June 2025</i></p> <p>Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.</p> <p>Interventions are timely, well chosen and targeted. They align with individual SEND plans were relevant and they aim to foster a love of learning and a sense of achievement.</p> <p>Opportunities are purposefully built into the curriculum to support pupils to pursue new interests and recognise new talents such as the Wellington Sing Along and the Torbay and Devon Civic Award. PPG funding is used to support pupils wishing to learn a musical instrument.</p> <p>KS2 residential take place each year, alternating between the two classes. This is often an excellent opportunity to develop children’s self-esteem and confidence in facing challenges - from staying away from families for the first time for some, to overcoming fears to completing physical activities and our Forest area provides additional outdoor learning opportunities for all pupils.</p>
Areas for Development

- To embed zones of regulation across the school to support pupils’ emotional literacy, oracy skills and general wellbeing.

**Personal Development & Wellbeing – Strong Standard**

**Strengths**

- **Nurturing culture which promotes love, respect and empathy**
- **Pupils know how to keep safe in life and online**
- **Pupils are well prepared for transition to reception class and secondary school**
- **Staff wellbeing a priority**

Staff are nurturing towards pupils and support them to realise the school vision to ‘be the best we can be’. As a result, pupils are kind, polite and respectful. They talk enthusiastically about their learning and feel safe. Pupils know what bullying means and say that this can happen in school. However, they trust adults to support any problems they have and older pupils say that bullying is rare. (Ofsted Apr 22)

Pupil Talk by governors and SMT indicate that pupils are well-supported by strong pastoral care from all staff. Children genuinely support and care for one another and celebrate each other’s achievements. Pupils know how to keep themselves safe; how to ask for help when needed and know that their wellbeing is valued.

Leaders use the strong links they have with the church to support pupils’ wider development. Pupils value the opportunities they have to visit and speak with members of the local community. They understand how different people live and many older pupils complete a civic award. As a result, pupils are well prepared for life in modern Britain.(Ofsted Apr 22)

Pupils know how to keep safe. This includes when they are online and outside of school. Leaders provide wider opportunities for pupils to learn how to keep safe, including through the mini police. (Ofsted Apr 22)

A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally. **Zones of Regulation**

The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils’ knowledge. Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.

Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport. The school participates in the local Sidmouth Science Festival, Wellington Sing Along and is a very successful participant in the local Sports Partnership, taking part in regular competitions. In a Friday collective worship children’s achievements both in school and out of school are celebrated and children share their hobbies. The Torbay and Devon Civic Award at Year 6 encourages all children to start new hobbies and be advocates for change in their local community.

Ethos Committee and Play Leaders play an important role in the school - planning collective worships for the whole school and individual classes, organising activities at lunchtimes for younger children to participate in and modelling values to others.

Solomon Islands links – global awareness / climate action – we take opportunities to maximise our links finding common areas of interest or challenge. Recently we experienced flooding, something all too frequent for the Solomon Islanders too. We are compiling prayers to send to share with school children at Norman Palmer, the school we have connection with there.

#### **Areas for Development**

- To continue to develop and embed a curriculum which promotes a positive understanding of different characteristics, recognises the contribution that individuals and groups with protected characteristics make to society, and challenges stereotyping and discrimination.

Leadership and Governance – Expected Standard
Strengths
<ul style="list-style-type: none"> <li>• <b>Leaders at all levels make a consistently positive contribution to the school’s priorities</b></li> <li>• <b>Strong culture of professional learning</b></li> <li>• <b>Governors provide consistent support and robust challenge</b></li> </ul> <p>Staff report that they feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.</p> <p>Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school’s work or rapid improvement in any areas where this is not the case.</p> <p>Leaders at all levels make a consistently positive contribution to the school’s priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.</p> <p>Governors use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school’s work. As a result strategic and financial decision making has led to securing financial savings in the high needs block funding and catering savings which we have been able to invest in teaching support staff and curriculum development.</p> <p>Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs.</p> <p><i>‘Staff support each other and communicate well, working together as a team in the best interests of the children.’ DCC SEND Review Mar 2025</i></p> <p><u>Staff Survey 2024</u>            91% agree/strongly agree that they are satisfied in their job.            0% disagree that they are satisfied in their job.            100% feel supported by their colleagues.            91% feel inspired to do their best. 8% neutral. 0% disagree that the team inspires them to do their best.            91% feel their opinions are heard and valued by school leaders. 8% neutral. 0% disagree that they are heard and valued by school leaders.</p> <p><i>“I am grateful to work with such a lovely team who allow me to flourish. I do not take this for granted having worked in places this is not the case.”</i></p> <p><i>“The job is hard but when you see the children making progress and parents feedback that the children enjoy coming to school and feel happy in the classroom it makes it seem worthwhile.”</i></p>

*"I always feel very supported and know that I can ask for help or guidance at any time."*

*"I want to work hard and support everyone as I feel valued.*

*I have huge respect for the people I work with. We all work together towards a common goal."*

*"Tipton St John is a definite team. We all work together to provide the best for the children."*

#### **Areas for Development**

- To lead the induction of new staff to adopt high expectations and consistent routines.
- For governors to reach a conclusion on the school rebuild programme – securing a site in the village or moving to a formal consultation on an alternative site.

<b>Early Years Foundation Stage – Expected Standard</b>
<b>Strengths</b>
<ul style="list-style-type: none"> <li>• <b>Consistently above national outcomes</b></li> <li>• <b>High expectations in all areas of learning</b></li> <li>• <b>Inclusive environment</b></li> <li>• <b>Area of learning strength is our PSED – building relationships and comprehension</b></li> </ul> <p>Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being above national averages. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency. Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development.</p> <p>Early Years Outcomes – Good Level of Development                      2025 78%                      2024 71%                      2023 100%</p> <p>Relevant leaders, including the senior management team, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended.</p> <p>Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary.</p> <p>Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.</p> <p>Children are exceptionally well prepared for the next stage of learning, especially in phonemic awareness, evidenced by good outcomes in KS1 reading.</p> <p>Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes.</p> <p>Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.</p>
<b>Areas for Development</b>
<ul style="list-style-type: none"> <li>• To maintain good progress for all pupils in the 2025-26 cohort based on their starting points.</li> <li>• Continue show the process and increasing the amount of writing being recorded (as appropriate per child.</li> <li>• To embed Mastering Number to promote basic number fluency and impact on ELG outcomes.</li> <li>• To contribute to whole school subject frameworks to ensure progression includes EYFS expectations as starting points.</li> </ul>





## Otter Valley Federation Development Plan 2025 - 2026



### **Our Federation Vision and Values Based on the wisdom of the Bible...**

*'I have come that they may have life and have it to the full.'*  
(John 10:10)

### **We have a vision for our federation...**

*'Believing & Achieving Together to be the Best We Can Be'*

*We are committed to inclusive classrooms which promote active engagement in learning and the healthy wellbeing of all pupils and staff. We aspire for everyone to feel listened to and to feel heard and we work hard to communicate with each other effectively so that we can all achieve our best.*

*This year's golden threads through our Federation Development Plan are **Assessment and Oracy**. These two threads should interweave through our priorities to ensure impact is evident across all aspects of the federation.*

# 1. Leadership & Management

- To create an OVF Teaching & Learning Framework which brings together recent learning:
  - OAIP (adaptive teaching strategies / frequent checking for understanding / inclusive learning environments/ responsive teaching by design)
  - Effective Deployment of TAs (revised EEF guidance)
  - Use of AI and technology to support pupils' recording (January InSeT?)
- To improve **communication with parents** (newsletters / class reps / forums / CW / follow up chats) relating to behaviour management and curriculum. MCAS/Bromcom
- To begin to implement a **climate action plan** which promotes sustainability of God's creation and prepares pupils for a world impacted by climate change through learning and practical experience (links with Geography /RE CAT work/Picture News/Solomon Islands Links). *See separate action plan*
- For pupils, staff and the wider community to benefit from the implementation of a federation mental health plan which focuses on **pupil voice and emotional resilience, pupil reward systems and zones of regulation** as part of behaviour policy. *See separate action plan & SEND plan*
- QA of computing & reading teaching.
- TSJ Relocation
- Feniton extend age range to 2 years
- New websites go live

## Why is this a focus and how does it link to our vision and HEART values?

- Explore & Prepare: A Teaching and Learning Framework for the federation will provide clear direction and a shared pedagogical approach which will particularly support new leaders and teaching staff and pull together recent professional development on adaptive teaching and OAIP. (A / R / E / H)
- Explore: Parent feedback at Tipton indicated that a minority of parents were dissatisfied with school communications and at both schools some parents would like the opportunity to be more involved in collective worship.
- KS2 pupil outcomes 2025 indicate that are areas for focus need to be Writing, particularly for pupils reaching the higher standard at both schools.

### Prepare & Deliver

Actions	Person/Team Responsible & Timeframe	Outcomes
<p>Draft structure for <b>Teaching and Learning Framework</b> to be shared with SMT.</p> <p>SMT and CATs will be able to use Framework to monitor standards in teaching &amp; learning.</p>	<p>Amanda Fulford / End of Autumn 1</p> <p>Amanda Fulford / End of Spring 1</p> <p>All CATs and SMT/ from Spring 2</p>	<p>Staff will have a teaching and learning framework for reference which will layout best practice in teaching &amp; learning for the federation.</p> <p>Teaching will align with framework and provide all pupils with high quality teaching and learning opportunities.</p>

<p>CPD for teaching staff will be planned to support the implementation of the T&amp;L Framework:</p> <ul style="list-style-type: none"> <li>• AI and technology to support SEND learners.</li> <li>• Effective Deployment of TAs (EEF updated guidance)</li> <li>• SWIFT Adaptive Classrooms Part 2: Responsive Teaching By Design</li> </ul> <p>SMT to review format of weekly bulletin and revamp how information is presented to parents (via website page?)</p> <p>SMT to review parent involvement and align with yearly calendar of events. Parent forum??</p> <p>SMT to complete monitoring of teaching of reading and computing.</p> <p>TSJ and OVF websites live. Feniton live by end of January.</p> <p>£600 for AI training through Computeam £1700 National College subscription</p>	<p>January InSeT Staff meeting in Autumn 2 Ongoing booked through the year 5 sessions.</p> <p>SMT 6<sup>th</sup> October</p> <p>SMT by end of February</p> <p>SMT / End October</p>	<p>All teaching staff will feel equipped with up to date research and will have the opportunity to relate this to their own practice and that of others across the federation.</p> <p>Efforts to involve parents and keep them updated with all information will be recognised by parents.</p> <p>Improvements in reading can be evidenced across both schools and framework is consistently implemented. Outcomes at end of autumn term indicate good progress for all pupils.</p>
Autumn Term Summary	Spring Term Summary	Summer Term Summary
<p>Parents commenting on how they are finding MCAS more user friendly. Able to send more paperwork electronically – save on trip letters and SEND documentation. Improved GPDR. Everything in one place.</p> <p>Curriculum, Teaching and Learning Policy drafted for SMT to consider CPD priorities and how to share with staff in spring term. To be shared with Lead Curriculum Gov in January.</p> <p>Online Safety Policy updated. AI training planned for January.</p>		

TSJ rebuild approaching pivotal decision in January/February to move ahead with a TSJ location or to formal consultation on Thorne Farm.

Moving age range at Feniton to 2 years has been considered and DCC are currently compiling a financial plan on viability.

Mental Health Plan – Zones of regulation introduction completed – next steps – SEND plan.

Climate Action Plan – exploring premises implications – solar power/battery storage / air conditioning vs gas heating.

SMT have worked through Ofsted toolkit and attended framework training. Teachers have been provided with overview and governors have completed National College training.

#### **Next Steps**

- **Ensure Feniton website is up to date**
- **Monitoring of Computing and Reading – agree actions AFu to diary SMT**
- **HoS to read CTL Policy and consider implications for CPD in coming 18 months. SMT next term to focus on Your Books, Your Evidence.**
- **SMT next term to ensure knowledge of EYFS and new framework is all up to date to impact positively on EYFS provision and support staff teams (Incorporate EYFS into each CAT focus)**
- **Zones of Regulation – next steps (SEND plan)**
- **Climate Action – plan into summer CPD – curriculum review of climate action education.**
- **Plan into summer a review of PSHRE teaching.**

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## 2. Improving Pupil Progress in Maths

- To improve pupil’s progress in Maths by implementing a clearly defined curriculum & assessment framework and developing pupils’ oracy skills. (CAT RD/PB/MBB) Prepare & Deliver stages of implementation. At TSJ, ensuring maths fluency is embedded and impactful.

### Why is this a focus and how does it link to our vision and HEART values?

- EXPLORE: Pleasing outcomes at the end of KS1 and KS2 and the impact of number sense on MTC Y4 at Feniton highlights that improvements are being made in the teaching of Maths. Teachers have had time to explore and evaluate teaching resources and are reporting that these need to be refined and a consistent approach agreed to ensure the curriculum is well paced and designed to close the gaps in learning that are identified by well-matched assessments. (A) TSJ – Children entering Oak (y5/6) are not as secure as we would like them on their number facts, especially times tables.
- Overall 3 year trend in attainment at both schools is above average and progress is above average. However, outcomes at end of KS2 2025 for higher standard were below average at both schools.
- PREPARE AND DELIVER in 2025/26.

### Prepare

Actions	Person/Team Responsible & Timeframe	Outcomes
<p><b>Amend Framework to reflect move to WRM for Feniton, and reinforce principles of good practice for use of WRM as a scheme (fidelity to the LTP, evaluative decision making by staff on what to include in the time so units are completed in a timely fashion, classroom displays, stem sentences, assessment routines)</b></p> <p><b>Staff meetings at both schools (separate) -</b></p> <ul style="list-style-type: none"> <li>a) Move to WRM for whole school (Feniton)</li> <li>b) Review amended framework to agree planning, teaching and assessing routines, and classroom environment (both)</li> </ul>	<ul style="list-style-type: none"> <li>• PB Autumn 1</li> <li>• PB/RD/MBB Autumn 1</li> <li>• PB/RD/MBB Autumn 1</li> <li>• PB/RD/MBB Autumn 1</li> </ul>	<ul style="list-style-type: none"> <li>• Framework is current and reflects best practice</li> <li>• Staff are coherent with content and application of framework</li> <li>• Consistency across both schools with scheme and coverage               <ul style="list-style-type: none"> <li>• TRG engagement keeps us aligned with lead practitioners guidance on best practice</li> </ul> </li> <li>• Assessment is fit for purpose and supports staff being clear on starting points and addressing gaps.</li> <li>• Stem sentences support oracy objective, and help children develop more secure reasoning skills</li> </ul>

<p>c) Agree provision for delivering fluency input across the school (MN, NS plus...stop TT rockstars?) (Tipton) (plan CPD time where appropriate)</p> <p><i>Evaluation of WRM premium subs (£300) to provide CPD resource to support best implementation of units</i></p> <p><i>Audit of resources at both schools and orders placed (PTA support?)</i></p> <p><i>Number stacks training at TSJ and resources £500</i></p> <p>PIRA/PUMA £1,000</p> <p>Number Sense £280</p> <p>Monitoring Time – Supply £400</p>	<ul style="list-style-type: none"> <li>• PB/LM Autumn 2</li> <li>• PB/MBB/RD</li> <li>• PB (TAs in KS2)</li> </ul>	
<b>Deliver</b>		
Actions	Person/Team Responsible & Timeframe	Outcomes
<p><b>Monitor delivery of WRM LTPs and scheme being delivered across both schools KS1 and KS2</b></p> <p><b>TSJ – NS being used in LKS2, MN in KS1 (MN in EYFS and KS1, NS I established in LKS2. UKS2 – established routines continuing to impact positively on most children – further monitoring in Spring term especially of impact on SEND children.</b></p> <p><b>Spring CAT meeting</b></p> <ol style="list-style-type: none"> <li>1) EYFS – <b>Feniton</b> – ensure coverage is appropriate (currently 4 x 15 mins slots a week) EYFS <b>Tipton</b> – Maths CP embedded and available</li> <li>2) Curriculum and framework - WRM being used across school at <b>Feniton</b> now. WRM used at <b>TSJ</b>. Scheme being delivered. Pace and coverage? <b>Feniton</b> – need to ensure Maths x 5 per week to keep coverage and pace appropriate and agree structure</li> </ol>	<ul style="list-style-type: none"> <li>• <b>PB/RD/MBB Autumn 2</b></li> <li>• PB</li> </ul>	<ul style="list-style-type: none"> <li>• Framework is an active document and being implemented</li> <li>• Oracy in Maths including use of stem sentences embedded and familiar for children</li> <li>• Sufficient resources to support the above including learning environment</li> <li>• Children familiar with manipulatives that can support them</li> <li>• TSJ children are more fluent in core number facts</li> <li>• Outcomes for Maths improve across both key stages.</li> </ul>

<p>of maths lessons eg flashback 4 and include reasoning activity.</p> <p><b>TSJ</b> – need to confirm coverage and pace (WRM LTP covered to date?).</p> <p>3) Fluency at <b>TSJ</b> – progress evident with improved results at Aut 2025 Maths especially in Y5. <b>ACTION:</b> Close monitoring of Y3/4/5 to ensure progress and impact continues this term. SEND children – impact positive in Autumn. Checking for continued impact this term. (Fluency at Feniton WRM for Rec, MN for 1,2 and Autumn Year 3. Then NS for Y4,5 and twice a week Y6 plus Arithmagicians.)</p> <p>4) Oracy/Stem sentences – naturally within Mastering Number. Some in WRM lessons. displayed in classes and <b>ACTION</b> need to monitor these and identify next steps. <b>Feniton</b> – need to pause stem sentences to ensure curriculum being delivered appropriately. <b>TSJ</b> – monitor this. MN stem sentences being displayed? On display for KS2? Being used in lessons? Are children using them? (pupil voice)</p>		
<b>Autumn Term Summary</b>	<b>Spring Term Summary</b>	<b>Summer Term Summary</b>
<p>Feniton – Agreed WRM to become Whole School Scheme for Maths.</p> <p>Tipton - PB monitoring of Number Fluency in each class shows fidelity to the programme for MN in Hazel/Maple and NS in Willow. Clear progress evident in Oak for most children using existing routines.</p> <p>Maths Framework updated to reflect this.</p>		

<p>MM at Tipton participating in TRG Maths program focussing on number fluency.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>➤ <b>PB to review data and cross-reference to maths teaching and delivery of WRM in classrooms – books, displays, oracy. (Jan 26 – monitoring planned identifying children not making progress)</b></li> <li>➤ <b>Review impact of MN and NS across school. (reviewing data Jan 26)</b></li> <li>➤ <b>Feniton to review use of pupil exercise books at EY/KS1. (Jan 26 CAT meeting)</b></li> <li>➤ <b>PPMs and SMT monitoring to track outcomes for potential high attainers. Is planning and teaching providing opportunities for pupils to demonstrate this potential? (Staff meeting discussion initially and review again of books in Spring 2)</b></li> <li>➤ <b>EYFS: Are number and sequencing/patterns learning planned for evident in purposeful continuous provision and guided work? (Monitoring Spring 1)</b></li> </ul>		
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### 3. Improving Pupil Progress in Writing

- **To improve pupils’ progress in Writing with a particular focus on KS2 by consistently implementing the Writing Framework (inclu spelling & handwriting) and pupils’ oracy skills. (CAT led by TJ, GG, MD & MMc)**

#### Why is this a focus and how does it link to our vision and HEART values?

- **Writing outcomes at the end of KS2 in 2025 were lower than in Reading and Maths with a lower % achieving the expected standard and greater depth at the end of Year 6. Both schools were LA moderated and accurate judgements were reported. Tipton would like to ensure consistent approach to the teaching of spelling and handwriting are embedded. Targets set for next year are higher.**
- **New DfE Writing Review Framework to be considered alongside our existing OVF Frameworks. (R/A/H)**

- Overall 3 year trend in attainment at both schools is above average and progress on IDSR 2025 was above average and in 2025 was attainment was above average at Feniton. However, at both schools the % of pupils achieving the higher standard is below average.
- Feniton GLD Report 2025 indicated lower attainment in pupils' fine motor skills.
- PREPARE & DELIVER IN 2025/26

### Prepare

Actions	Person/Team Responsible & Timeframe	Outcomes
<p><b>Implementing the writing framework</b></p> <ul style="list-style-type: none"> <li>➤ Tracy to attend Dandelion Learning Writing Framework – September 2025</li> <li>➤ Explicit and timetabled teaching of handwriting from EYFS</li> <li>➤ Check EYFS stages of handwriting and timeframe</li> <li>➤ Pupil Voice about writing</li> <li>➤ Book Look – quality not quantity/opportunities for long and short writing/creativity and flair</li> <li>➤ Louisa to review OVF Writing Framework with DfE writing framework and reference DfE changes.</li> </ul> <p><b>Oracy</b></p> <ul style="list-style-type: none"> <li>➤ EYFS, KS1 and LKS2 – to verbalise substantive knowledge as a stem sentence across all areas of the curriculum. This to be displayed on working wall. This is also read on teaching slides and learning step headers.</li> <li>➤ Upper KS2 to record substantive knowledge learnt in each learning step in books below learning step header.</li> </ul>	<p style="text-align: center;">T. Jackson – Autumn 1</p> <p>All staff - To be discussed in staff meeting to talk through how it is taught and dictated sentence. Twinkl/Penpals – Autumn 2</p> <p style="text-align: center;">TJ/GG Feniton – Autumn 1 MD/MM TSJ – Autumn 1</p> <p style="text-align: center;">L. Mansfield – Autumn 2</p> <p style="text-align: center;">CAT Team to ensure all staff are clear on expectations in staff meeting in week 8 of Autumn 1.</p> <p style="text-align: center;">As above.</p> <p style="text-align: center;">TJ/GG/MD/MM – Autumn 1</p>	<p><b>All staff will be familiar with Writing Framework and priorities for implementation in OVF schools this academic year.</b></p> <ul style="list-style-type: none"> <li>- All staff will have timetabled daily opportunity for explicit teaching of handwriting.</li> <li>- Insight gained into pupil attitudes towards writing to aid future actions.</li> <li>- OVF Writing framework will be inline will new DfE Writing framework and make references to this.</li> </ul> <p><b>All staff to prioritise use of stem sentences within their lessons.</b></p> <ul style="list-style-type: none"> <li>- Displayed in classrooms and evidence in books.</li> <li>- Children will use these within responses to questions and during conversation.</li> </ul>

<ul style="list-style-type: none"> <li>➤ Relaunch listening icons and monitor use and effectiveness.</li> <li>➤ Lesson drop-ins to monitor stem sentences across the curriculum</li> <li>➤ Consider timetabling challenges around explicit oracy teaching.</li> <li>➤ Develop an oracy assessment.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>➤ Monitoring of spelling teaching across KS2 (TSJ)</li> </ul> <p>ELSA training £1,000 Subscriptions £410 IDL £500 Spelling Frame £250 Monitoring &amp; Development £800 Supply</p>	<p>TJ/GG/MD/MM – Autumn 1</p> <p>All staff led by CAT Team – Autumn 2</p> <p>CAT Team to research – Autumn 1</p> <p>P. Button</p>	<p><b>All classrooms will display consistent widgets to focus listening behaviours.</b></p> <ul style="list-style-type: none"> <li>- CAT Team to monitor</li> </ul> <p><b>All classes will have timetabled oracy sessions – frequency to be agreed.</b></p> <p><b>Consistent and robust teaching of spelling</b> - in place across KS2 leading to trackable data showing improvement.</p>
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**Deliver**

Actions	Person/Team Responsible & Timeframe	Outcomes
<p><b>Feniton</b></p> <ul style="list-style-type: none"> <li>• From Spring 2 use Literacy Tree as a basis for our English planning (writing) to ensure range of outcomes and tracked grammar opportunities.</li> <li>• Planning to be downloaded as a word document and oracy opportunities highlighted to encourage talk before writing.</li> <li>• Monitor use of IDL and Spelling Frame as a spelling tool</li> <li>• Possible Creative Writing group weekly for aspiring writers</li> </ul>	<p>CAT Team monitoring at end of Spring Term</p> <p>Demonstration given to teachers in Staff Meeting to ensure clarity of expectations.</p> <p>Email sent to all teachers. EC/GG/TJ to monitor use. LM/EC</p>	

<ul style="list-style-type: none"> <li>• Termly ‘everybody writes’ assessment week.</li> <li>• Track opportunities for longer writing/free writing.</li> </ul>	<p>LM CAT Team</p>	
<p><b>Autumn Term Summary</b></p>	<p><b>Spring Term Summary</b></p>	<p><b>Summer Term Summary</b></p>
<ul style="list-style-type: none"> <li>➤ Questions answered about teaching of English</li> <li>➤ Agreement to complete Twinkl Reading and SPAG assessments termly to generate individual flight paths (Feniton).</li> <li>➤ Agreement that all children will be given a pen in Autumn 2 of year 4.</li> <li>➤ DfE Writing Framework unpicked</li> <li>➤ Handwriting will follow PenPals progression and be recorded in English books underneath date and LI.</li> <li>➤ Pupil Voice carried out and feedback to staff given.</li> <li>➤ Reading Spine created ready to be actioned in Spring 1.</li> <li>➤ Literacy Tree unit to be trialled Autumn 2.</li> </ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>➤ <b>TSJ staff to all be using Penpals from the start of January in all phases.</b></li> <li>➤ <b>Review of how fine motor skills and early writing is taught and incorporated in purposeful continuous provision and guided work in EYFS.</b></li> <li>➤ <b>Class story time in all classes at least 3 times a week.</b></li> <li>➤ <b>Updating reading spine at TSJ.</b></li> <li>➤ <b>Consider involvement of DSLs.</b></li> <li>➤ <b>PPMs and SMT monitoring to track outcomes for potential high attainers. Is planning and</b></li> </ul>		

teaching providing opportunities for pupils to demonstrate this potential?		
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## 4. Improving Pupil Outcomes in French

➤ To improve pupil’s progress in French by implementing clearly defined curriculums and assessment frameworks and developing pupils’ oracy skills to demonstrate their understanding and build on their subject knowledge.  
(French CAT led by BT / LM 1<sup>st</sup> year)

### Why is this a focus and how does it link to our vision and HEART values?

➤ Particular emphasis needed on developing the teaching of this subject at Feniton from the Explore stage in the autumn term. (A)

### Explore & Prepare

Actions	Person/Team Responsible & Timeframe	Outcomes
➤ Review existing planning for French.	L.Mansfield/B.Totten (Autumn 1)	CAT Team will have secure knowledge of what is currently being taught and how it can be developed.
➤ Consider purchase of Language Angels resource to support planning and teaching.	L.Mansfield (Autumn 1)	All teachers will have access to quality resources for teaching French.
➤ Create OVF French Framework document.	L.Mansfield (Spring 1)	All staff will be familiar with French Framework and priorities for implementation in OVF schools this academic year.
➤ Make decisions regarding recording of outcomes.	L.Mansfield/B.Totten (Autumn 2)	Learning is tracked and opportunities for assessment clear.
➤ Monitor teaching and learning of French across KS2 through book look, learning walks and lesson drop ins.	LKS2 - L.Mansfield/UKS2 - B.Totten (Autumn 2)	Clear understanding of what and how French is being taught.
	L.Mansfield/B.Totten (Autumn 1)	

<ul style="list-style-type: none"> <li>➤ Consider incidental opportunities for speaking French across the school. E.g. register, greetings etc</li> </ul> <p>Language Angels - £300 Curriculum</p>		<p>French will be visible across the school, eg registers, greetings, numbers etc</p>
<b>Deliver &amp; Sustain</b>		
<b>Actions</b>	<b>Person/Team Responsible &amp; Timeframe</b>	<b>Outcomes</b>
<ul style="list-style-type: none"> <li>➤ All staff to feedback on use of Language Angels</li> <li>➤ OVF Learning Framework finalised.</li> </ul>	<p>Autumn 2 staff meeting led by L Mansfield</p> <p>L Mansfield (Spring 1)</p>	<p>Decision made whether to invest in Language Angels as our 'go to' resource.</p> <p>Learning Framework/Long Term Plan in place</p>
<b>Autumn Term Summary</b>	<b>Spring Term Summary</b>	<b>Summer Term Summary</b>
<ul style="list-style-type: none"> <li>• Language Angels purchased and being used effectively by KS2 teachers.</li> <li>• Incidental opportunities for French now used across the school e.g. register</li> </ul> <p><b>Next Step</b></p> <ul style="list-style-type: none"> <li>➤ LM to create a framework and PB to review for TSJ – One OVF framework.</li> </ul>		

## Improving Pupil Outcomes in Geography

- To improve pupil's progress in Geography by implementing clearly defined curriculums and assessment frameworks and developing pupils' oracy skills to demonstrate their understanding and build on their subject knowledge. (Geography CAT led by MP/ NG / JS 2<sup>nd</sup> year)

**Why is this a focus and how does it link to our vision and HEART values?**

- **Explore & Prepare:** Feniton staff developed a Geography progression in 2024/25 and in 2025/26 will ensure this progression and framework is implemented in all classes, whilst at Tipton St John the framework will be adopted and progression will be reviewed.
- Aspects of the Climate Action Plan will be integrated into the curriculum. (H/A/T)

**Prepare**

Actions	Person/Team Responsible & Timeframe	Outcomes
<p>(Previous year - Feniton)                      (Looked at people's teaching last year and lots of not NC content.                      Started from NC and stick with topics, and follow links through year groups. Making sure one field work topic each year. V low field work previously. Fieldwork day was planned but didn't happen.)                      1) Time in staff meeting to review geography progression document, and focus on fieldwork coverage. Then using Geography Association Progression in Fieldwork experiences document (Focus on Fieldwork), staff mapping out fieldwork teaching across the year to include a possible fieldwork day later in the year (being a geographer thinking through the stages of planning a study etc.)                      Experiencing Geography for real. Focus on one aspect so can see the progression in that area.                      Planning format for Geography – TSJ to adopt small steps template (like History). Feniton – implementing this planning format (support and monitoring).</p> <p>Geography Association Subscription: £55</p>	<p>1)</p> <p>1) Staff meeting Autumn 1 to focus on implementation of geography progression, focussing on fieldwork in each unit and a plan for a fieldwork day later in the year. Share planning format template to adopt (TSJ) (NG/JS/MP)</p> <p>2) (TSJ) NG Autumn 1 Baseline pupil voice (CAT team 24-25- geog cat -research and information – pupil voice questions) e.g. - what is geography? Attitudes to the subject.</p>	<p>Staff will have incorporated quality fieldwork progression opportunities in line with the geography progression document. Staff across Federation using consistent planning format to support small steps learning and stem sentences.</p> <p>Gauge children's engagement and understanding of geographical skills.</p>

**Deliver & Sustain**

Actions	Person/Team Responsible	Outcomes
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<p>1) Assessment – using geography progression and planning template and planning format to record this (reminder that can be oral as well as written – drawings, images, maps).</p> <p>2) Identifying stem sentences based on substantive knowledge.</p>	<p>1) Staff meeting Spring 1 (NG/JS/MP) - review progress – focus on assessment framework and stem sentences to support oracy (based on substantive knowledge statements)</p> <p>2) Pupil voice Summer 1 (NG/JS/MP) (following Fieldwork day) – assess changes (use assessment data to identify WTS/GDS children.</p>	<p>Review staff progress with using the progression document, delivering fieldwork opportunities and effective assessment.</p> <p>Pupil oracy – can children use stem sentences to support their recall and understanding of what they’ve learnt in Geography?</p>
<p><b>Autumn Term Summary</b></p>	<p><b>Spring Term Summary</b></p>	<p><b>Summer Term Summary</b></p>
<p>Feniton</p> <ul style="list-style-type: none"> <li>• Fieldwork video showing good example of a primary geography study</li> <li>• Year 1 using Twinkl Geo Wonderers fieldwork resources, all year groups to consider using these and feedback</li> <li>• All teachers to check substantive knowledge on OVF Geography framework</li> <li>• Signpost to Royal Geographical Society</li> <li>• Geography Fieldwork opportunity to be planned for every year group later this year</li> </ul> <p>Tipton</p> <ul style="list-style-type: none"> <li>• Resources bought at TSJ (atlases / globes).</li> <li>• Fieldwork Day planned for summer.</li> <li>• Staff meeting to scrutinise progression led by NG.</li> <li>• Align planning format with that used in history.</li> </ul>		

## 6. Improving Pupil Outcomes in RE and PSHRE

- To ensure all worship is inspirational for pupils and adults and pupils are confident to participate and articulate the impact of worship on their personal development and their understanding of the Church year.
- Pupils' understanding of Exploitation and Injustice is deepened through a review of the curriculum and planned & purposeful, progressive experiences.
- Pupils' understanding of Climate Action is deepened through a review of the curriculum and planned & purposeful, progressive experiences. (refer to separate Climate Action Plan)  
(CAT LO & EC & Ethos Committee)

### Why is this a focus and how does it link to our vision and HEART values?

- There is a responsibility on the governing board to have a Climate Action Plan in place for September 2025.(H/R/T)
- Actions from Feniton SIAMS to be further evidenced (H/E/T)
- New leadership at Feniton of this area.

### Explore & Prepare

Actions	Person/Team Responsible & Timeframe	Outcomes
<ul style="list-style-type: none"> <li>➤ To develop Collective Worship using Rochester Diocese resource and Big Start Assemblies to incorporate School Council/Ethos Team.</li> </ul>	L Mansfield with support from CAT Team	<p>Worship through song re-introduced to Tuesday Collective Worship. School Council/Ethos Team play active role in Collective Worship.</p> <p>Alter cloth of appropriate colour used to cover table during collective worship.</p>
<ul style="list-style-type: none"> <li>➤ To ensure all children are aware of significant events in church year and liturgical calendar.</li> </ul>	CAT TEAM (EC and LO)	
<ul style="list-style-type: none"> <li>➤ To use Reflection spaces within classrooms effectively to give children individual and class opportunities for worship and reflection.</li> </ul>	CAT TEAM (EC and LO)	<p>Reflection space in every classroom which is used effectively by children and teachers.</p>
<ul style="list-style-type: none"> <li>➤ Visit another church school (St Martins, Cranbrook) to work together on shared thoughts on Reflection Spaces, development</li> </ul>	LM and EC (2 <sup>nd</sup> December)	

<p><b>of Spirituality within setting, Collective Worship</b></p> <ul style="list-style-type: none"> <li>➤ Developing opportunities for external visits and visitors linked to our RE curriculum.</li> </ul>	<p>LO</p>	
<b>Deliver &amp; Sustain</b>		
Actions	Person/Team Responsible & Timeframe	Outcomes
<ul style="list-style-type: none"> <li>➤ <b>Monitor use of Reflection Spaces. Introduce Reflection Space in Staff Room. Add photos of children 'doing' values in KS1 Reflection Spaces. Change Reflection Space every half term. First class act of worship each half term to be to create something for the space linked to the value. EYFS Reflection Spaces to include puppets, role play, toys linked to bible stories.</b></li> <li>➤ <b>Mark St Andrew's Day in Collective Worship, know story etc.</b></li> <li>➤ <b>Quotes of John 10:10 more evident (staff room, library, outside doors)</b></li> <li>➤ <b>Introduce Prayer Boxes.</b></li> <li>➤ <b>Change singing assembly to Sung Worship linked to half-termly value.</b></li> <li>➤ <b>Timings of Collective to be considered.</b></li> <li>➤ <b>Reception children to join Tuesday and Friday Collective Worship.</b></li> </ul>	<p>L Mansfield with support from CAT Team CAT TEAM (EC and LO)</p> <p>LM</p> <p>LM/EC/LO</p> <p>Class Teachers</p> <p>BT/TJ</p> <p>LM</p> <p>MP</p>	<p><b>Reflection spaces can be adapted and developed according to observations.</b></p> <p><b>Children have opportunities for individual prayer.</b></p> <p><b>Children will develop deeper connection with our local church linked to our school.</b></p> <p><b>Opportunities for individual prayer</b></p> <p><b>Children will have opportunity to worship through song and links made to school values.</b></p> <p><b>Protected time for worship every day.</b></p> <p><b>Youngest children begin to experience opportunities to worship.</b></p>

<ul style="list-style-type: none"> <li>➤ <b>Match NATRE units to Devon Agreed Syllabus and create OVF Long Term Plan.</b></li> <li>➤ <b>Spirituality Display in central point (Hall) – In, Out, Up</b></li> <li>➤ <b>Visit to cathedral</b></li> <li>➤ <b>Book look with St Martin’s in Spring – planning – books – adaptations – pupil voice (key vocab, key images – what do you know?) Videoed for evidence.</b></li> <li>➤ <b>Staff, parent, pupil poem.</b></li> </ul> <p>The important thing about Feniton is _____ no matter what  We are always _____  We are _____ we are _____  But the important thing about Feniton is _____ no matter what.</p> <ul style="list-style-type: none"> <li>➤ <b>Vision on ‘Heart’ and In, Out, Up</b></li> <li>➤ <b>Plan World Faith Day for summer term</b></li> </ul> <p>NATRE subscription: £378  PSHE Association: Devon funded  Picture News £150</p>	<p>EC/LO</p> <p>LM/EC</p> <p>LO</p> <p>Teaching Team</p> <p>LM</p> <p>EC EC/LO</p>	<p>Curriculum developed across the Federation.</p> <p>Spirituality developing throughout school.</p> <p>Wider church community links made.</p> <p>Moderation</p> <p>Vision and values embedded.</p> <p>Children explore diverse religions and culture from across the world.</p>
<b>Autumn Term Summary</b>	<b>Spring Term Summary</b>	<b>Summer Term Summary</b>
<ul style="list-style-type: none"> <li>➤ Reflection spaces evident in all classrooms.</li> <li>➤ Children participating in every Tuesday assembly alongside LM (School Council).</li> </ul>		

<ul style="list-style-type: none"> <li>➤ Harvest Festival took place in St Andrew's Church.</li> <li>➤ List of external visitors is being compiled and actioned by each class.</li> <li>➤ Liturgical Calendar on display in hall and altar cloths created to reflect this.</li> <li>➤ St Andrew's Fair hosted by school.</li> <li>➤ Visit to St Martin's CE Primary in Cranbrook, me with RE Lead to gain insight into bigger school and trust led school.</li> </ul> <p><b>Next Step</b></p> <ul style="list-style-type: none"> <li>➤ <b>LM and PB to meet to talk through spirituality next steps and NATRE alignment with Devon syllabus.</b></li> </ul>		
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## 7. SEND Review

- For Rhan to create a SEND resource hub on sharepoint to support staff in their assessments of pupils (inclu screeners / signposting to specialised clinical assessment processes/OAIP and ADHD Toolkits)
- For all pupils needs to be met through adaptive teaching strategies embedded in the classroom – monitoring and sharing best practice phase
- For pupils learning to be appropriately scaffolded to aid progress in all lessons.
- For SEND pupils to make good progress as a result of IEPs which consistently include SMART targets, pupil and parent voice.
- For SEND Team to contribute to T&L Framework with principles of assessment, OAIP, inclusive classrooms, adaptive teaching, dual coding and zones of regulation. (Rha / RHat (assessment) / JCr (zones of regulation) / TJ & VH speech & Language Elklan / LC EYFS support and dual coding.

### Why is this a focus and how does it link to our vision and HEART values?

- Explore & Prepare: DCC SEND Reviews completed in 2024/25 and some actions from these will positively impact the schools.
- % of SEND pupils is particularly high in both Reception Classes and in Y5/6 at TSJ. These years groups and staff teams will require specific support.
- Teachers completed adaptive teaching CPD with SWIFT in 2024/25 and we would like to embed this learning in all classrooms to impact on all learners. (H / E / R/T)



<p><b>Phase 4: Classroom Integration</b></p> <ul style="list-style-type: none"> <li>Teachers begin using Zones language and tools in daily routines.</li> <li>Incorporate Zones into lessons.</li> <li>Encourage pupil reflection and self-identification of zones.</li> </ul> <p><b>Phase 5: Monitoring &amp; Support</b></p> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>Designated staff member to visit both schools regularly to: <ul style="list-style-type: none"> <li>Observe implementation.</li> <li>Offer coaching and support.</li> <li>Gather feedback from staff and pupils.</li> </ul> </li> <li>Use pupil voice and staff surveys to assess impact and identify areas for improvement.</li> </ul> <p><b>Phase 6: Review &amp; Sustainability</b></p> <ul style="list-style-type: none"> <li>Federation-wide review meeting: <ul style="list-style-type: none"> <li>Share successes, challenges, and pupil outcomes.</li> <li>Adjust plans based on feedback.</li> </ul> </li> <li>Plan for refresher training and embedding Zones into wider school culture (e.g., behaviour policy, SEND support plans).</li> </ul>	<p>J. Critcher Spring 1</p> <p>J. Critcher Spring 2</p> <p>J. Critcher Summer 2</p>	<ul style="list-style-type: none"> <li>Zones of Regulation is integrated into lessons and classes across the federation</li> </ul> <p><b>Staff Feel Supported and Confident</b></p> <ul style="list-style-type: none"> <li>Staff report increased confidence in supporting pupils' emotional regulation and wellbeing through surveys or feedback sessions.</li> </ul>
<b>Autumn Term Summary</b>	<b>Spring Term Summary</b>	<b>Summer Term Summary</b>
<p><b>Dec 2025:</b></p> <ul style="list-style-type: none"> <li>LM (F) and JC (T) has delivered training to both schools introducing Zones of Regulation</li> </ul>		

<ul style="list-style-type: none"> <li>• At Feniton, all classes have started to introduce Zones of Regulation through PSHE lessons and have put displays up in their classrooms.</li> <li>• At Tipton, they have introduced Zones of Regulation in assembly but have not got as far with their displays as Feniton (training was delivered later in the term at Tipton then Feniton)</li> <li>• Resources have been provided via email, Zones of Regulation book, stored centrally on SharePoint to support staff in their implementation of Zones of Regulation.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Displays and resources in place for Tipton (to mirror Feniton) by start of January.</b></li> <li>➤ <b>PSHE lessons to continue to include Zones of Regulation lessons to introduce a toolkit of strategies.</b></li> <li>➤ <b>The language of Zones of Regulation is used daily by staff and pupils</b></li> <li>➤ <b>JC to bring federation together to discuss ZOR</b></li> <li>➤ <b>Evidence the progression of ZOR across school</b></li> </ul>		
<p><b>Objective:</b> To establish a shared, centralised hub of assessment tools and resources that enables staff across both schools in the federation to effectively assess pupils with SEND across all four areas of need:</p>		
<b>Actions</b>	<b>Person responsible /Timeframe</b>	<b>Outcomes</b>





**Objective:** To implement a consistent and effective approach to assessing and supporting pupils with Speech and Language needs across both schools in the federation, using a pre-developed flow chart of assessment tools and staff expertise gained through ELKLAN training.

<b>Actions</b>	<b>Person responsible /Timeframe</b>	<b>Outcomes</b>
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<p><b>Phase 1: Foundation &amp; Staff Development</b></p> <ul style="list-style-type: none"> <li>• Confirm the flow chart of assessment tools to be used across both schools.</li> <li>• Identify key staff members in each school who will lead the implementation.</li> <li>• Purchase appropriate resources</li> <li>• Two staff members (one per school) begin ELKLAN training for ages 5–11, attending one day per month from September to November.</li> <li>• Communicate the plan and timeline to all relevant staff.</li> </ul> <p><b>Phase 2: Training Integration &amp; Resource Familiarisation</b></p> <ul style="list-style-type: none"> <li>• ELKLAN trainees begin applying knowledge from training to understand and use the assessment tools effectively.</li> <li>• Create a shared digital folder for S&amp;L assessment tools, guidance documents, and intervention strategies.</li> </ul> <p><b>Phase 3: Initial Assessments &amp; Intervention Planning</b></p> <ul style="list-style-type: none"> <li>• ELKLAN-trained staff begin assessing pupils in their respective schools using the agreed tools.</li> <li>• Assessments focus on: <ul style="list-style-type: none"> <li>○ Speech sound production</li> <li>○ Language comprehension and expression</li> <li>○ Social communication</li> </ul> </li> <li>• Based on assessment outcomes, appropriate in-school interventions are planned and implemented.</li> <li>• Record findings and interventions using a standardised format across both schools.</li> </ul>	<p>R. Hanna with T. Jackson &amp; V. Hampton End of Summer 2 2025</p> <p>T. Jackson &amp; V. Hampton Autumn 1</p> <p>T. Jackson &amp; V. Hampton Autumn 2</p> <p>T. Jackson &amp; V. Hampton Spring 1</p>	<p><b>Consistent Use of Assessment Tools</b></p> <ul style="list-style-type: none"> <li>• Key staff use the agreed flow chart and tools to assess pupils with suspected S&amp;L needs, ensuring consistency across both schools.</li> </ul> <p><b>Improved Staff Expertise</b></p> <ul style="list-style-type: none"> <li>• ELKLAN-trained staff demonstrate increased confidence and competence in identifying and supporting S&amp;L needs.</li> </ul> <p><b>Targeted Interventions in Place</b></p> <ul style="list-style-type: none"> <li>• Pupils identified through assessment receive appropriate, evidence-based interventions within school.</li> </ul> <p><b>Effective Referral Pathway</b></p> <ul style="list-style-type: none"> <li>• Pupils requiring further support are referred to external Speech and Language Therapy services with clear documentation and history of in-school support.</li> </ul> <p><b>Improved Pupil Outcomes</b></p> <ul style="list-style-type: none"> <li>• Pupils receiving S&amp;L support show measurable progress in communication skills, as evidenced</li> </ul>
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<p><b>Phase 4: Referral Pathway for Further Assessment</b></p> <ul style="list-style-type: none"> <li>• Pupils requiring further or specialist assessment are referred to the Speech and Language Therapist (SALT).</li> <li>• Ensure referral documentation is consistent and includes assessment outcomes and intervention history.</li> <li>• Maintain communication with SALT and integrate recommendations into pupil support plans.</li> </ul> <p><b>Phase 5: Monitoring &amp; Review</b></p> <ul style="list-style-type: none"> <li>• Review progress of pupils receiving S&amp;L support.</li> <li>• ELKLAN-trained staff meet to share insights, challenges, and successes.</li> </ul> <p><b>Phase 6: Sustainability</b></p> <ul style="list-style-type: none"> <li>• Embed S&amp;L assessment into wider SEND processes (e.g., IEPs, EHCP reviews).</li> <li>• Plan for annual review of tools and practices.</li> </ul>	<p>T. Jackson &amp; V. Hampton Spring 2</p> <p>T. Jackson &amp; V. Hampton Summer 2</p> <p>T. Jackson &amp; V. Hampton Spring 2 And 2026/2027</p>	<p>through follow-up assessments and teacher observations.</p>
<b>Autumn Term Summary</b>	<b>Spring Term Summary</b>	<b>Summer Term Summary</b>
<p><b>Dec 2025</b></p> <ul style="list-style-type: none"> <li>➤ ELKLAN S&amp;L training has been completed by V. Hampton &amp; T. Jackson</li> <li>➤ A S&amp;L IPAD has been set up to support assessment in each school</li> <li>➤ Flow chart of agreed assessments is being used</li> <li>➤ Identification is already tighter and picking up the right children at Feniton. It is in earlier stages of embedding at Tipton, but rapid improvement is being made.</li> <li>➤ Use of Charlotte (S&amp;L therapist) is now targeting the highest needs as initial assessments can be completed by trained staff.</li> </ul>		



<ul style="list-style-type: none"> <li>● Create a centralised resource bank including: <ul style="list-style-type: none"> <li>○ Planning templates</li> <li>○ Assessment tools (see point above focusing on this)</li> <li>○ Case studies from the previous cohort</li> </ul> </li> </ul> <p>(WA, BB, RK, BW)</p> <ul style="list-style-type: none"> <li>○ Relational strategies and routines</li> <li>● Ensure resources are accessible to all staff across the federation.</li> </ul> <p><b>Phase 4: Review and Sustainability</b></p> <ul style="list-style-type: none"> <li>● Conduct a federation-wide review of SEND support practices.</li> <li>● Evaluate impact using assessment data and staff/pupil feedback.</li> <li>● Refine documentation and assessment processes.</li> <li>● Plan for continued development, including training, resource updates, and potential expansion of alternative provision.</li> </ul> <p>Questionnaire</p> <p>SEND budget - £500  Additional hours for J Critcher to introduce Zones of Regulation x 2 days in autumn term - £400  ELSA/ ELKLAN - £1,000</p>	<p>Summer 2</p>		
<p style="text-align: center;"><b>Autumn Term Summary</b></p>	<p style="text-align: center;"><b>Spring Term Summary</b></p>	<p style="text-align: center;"><b>Summer Term Summary</b></p>	
<p><b>Dec 2025</b></p> <ul style="list-style-type: none"> <li>● R. Hanna has met with R. Hatswell and provided templates for recording interventions. Work has been done on identifying what is currently happening for SEND pupils and understanding existing interventions.</li> </ul>			

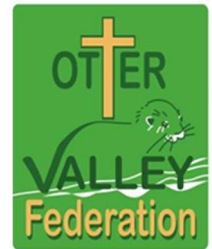
<p>Discussions are ongoing as to how to make sure the right children are accessing these interventions and why.</p> <ul style="list-style-type: none"> <li>• R. Hatswell is managing a tricky class, and children are calm and generally regulated. More children are engaging in the curriculum.</li> <li>• SEND Review follow up was conducted in Oct and Dec (see notes) showing progress and identifying next steps. No surprises.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>➤ Only have interventions that have a clear entry and exit point that is measured.</li> <li>➤ All staff and SMT to be clear on what interventions are in place and what children are withdrawn from and why</li> <li>➤ RHats to be tightly recording interventions</li> </ul>		
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**2026/2027 Science / Music and DT (Feniton SIAMS)**  
**PSHRE inclu financial Ed**  
**Climate Action Curriculum (Science/Geog/RE/PSHRE)**  
**Early Years Plan**

Otter Valley Federation

SEND & Inclusion Lead Portfolio Governor Report

Believing & Achieving Together to be the Best We Can Be



	Portfolio	Type of event:	Date of meeting
<b>Sarah Walls</b>	<b>Inclusion &amp; SEND</b>	<b>Interim Report</b>	<b>15/01/2026</b>
Key personnel consulted / present:	Louisa Mansfield (Head of School) Pete Button (Head of School) Rachel Hanna (Federation SENDCo)		

**Policies Allocated to lead SEND and Inclusion Governors**

Policy Name	Review Date	Cycle of Review	Status
SEND Policy (Statutory)	Summer 2027	Every 3 years	
Equality Policy (or information) and Equality Objectives (Statutory)	Autumn 2027	Every 3 years	
Supporting Pupils at School with Medical Conditions Policy (Statutory)	Autumn 2026	Every 3 years	
Education of Children in Care Policy	Spring 2027	Every 3 years	
Behaviour Policy & Behaviour Principles (Statutory) (Exclusions procedures are included)	Spring 2026	Every 3 years - approved by FGB	
Attendance Policy	Spring 2026	Annual	
GDPR and Data Protection	Summer 2026	Annual	Amanda/Nikki and DPO
SEND Information Report	Autumn 2026	Annual	

**Update on the FDP:**

**Leadership and Management**  
 Write, share and embed a Teaching & Learning Policy which encapsulates all our up-to-date research and pedagogy and includes effective TA deployment and expectations on the use of AI and Inclusive Classroom Practice.

Autumn term review:

- T&L policy has been drafted and discussed at SMT. It will be shared with staff over the coming term.

**SEND & Inclusion**  
**Implementation of Zones of Regulation across the Federation**

Autumn term review:

- LM (F) and JC (T) has delivered training to both schools introducing Zones of Regulation
- At Feniton, all classes have started to introduce Zones of Regulation through PSHE lessons and have put displays up in their classrooms.

- At Tipton, they have introduced Zones of Regulation in assembly but have not got as far with their displays as Feniton (training was delivered later in the term at Tipton than Feniton)
- Resources have been provided via email, Zones of Regulation book, stored centrally on SharePoint to support staff in their implementation of Zones of Regulation.
- Impact: children are already using vocab and able to talk about their emotions.

Next steps:

- Displays and resources in place for Tipton (to mirror Feniton) by start of January.
- PSHE lessons to continue to include Zones of Regulation lessons to introduce a toolkit of strategies.
- The language of Zones of Regulation is used daily by staff and pupils

***To establish a shared, centralised hub of assessment tools and resources that enables staff across both schools in the federation to effectively assess pupils with SEND across all four areas of need***

Autumn term review:

- SEND Cupboard has been audited and thrown things out no longer relevant
- Clear flow chart in place for S&L and staff trained
- Some research has been done but progress is not where it should be due to priorities being elsewhere

Next Steps:

- Book slots to work from home to be able to really focus on building SEND assessment hub in Spring term using the Devon targeted provision and SENSible SENDCo website.
- Work with Emma (Payhembury) to support each other's assessment journey/

**To implement a consistent and effective approach to assessing and supporting pupils with Speech and Language needs across both schools in the federation, using a pre-developed flow chart of assessment tools and staff expertise gained through ELKLAN training.**

Autumn term review:

- ELKLAN S&L training has been completed by V. Hampton & T. Jackson
- A S&L IPAD has been set up to support assessment in each school
- Flow chart of agreed assessments is being used
- Identification is already tighter and picking up the right children at Feniton. It is in earlier stages of embedding at Tipton, but rapid improvement is being made.
- Use of Charlotte (S&L therapist) is now targeting the highest needs as initial assessments can be completed by trained staff.

Next Steps:

- Continue to embed S&L assessment and intervention, screen children in reception.
- Possibility of S&L time in January how does that fit in with what we already have in place?

**To identify, document, and model effective SEND support strategies—particularly those used in the successful mini-alternative curriculum class—and to scale these practices across the federation, ensuring consistent, relational, and impactful provision for SEND pupils.**

Autumn term review:

- R. Hanna has met with R. Hatswell and provided templates for recording interventions. Work has been done on identifying what is currently happening for SEND pupils and understanding existing interventions. Discussions are ongoing as to how to make sure the right children are accessing these interventions and why.

- R. Hatswell is managing a tricky class, and children are calm and generally regulated. More children are engaging in the curriculum.
- SEND Review follow up was conducted in Oct and Dec (see notes) showing progress and identifying next steps. No surprises.

#### **Next Steps:**

- Only have interventions that have a clear entry and exit point that is measured.
- All staff and SMT to be clear on what interventions are in place and what children are withdrawn from and why
- RHats to be tightly recording interventions

#### **Monitor whole school attendance:**

**(Including lateness, behaviour, exclusions & evaluate strategies implemented for improvement.)**

See tables and information at end of report.

#### **Analyse the impact of schools' provision for SEND pupils (Overview of key research and initiatives being implemented / curriculum support / interventions planned)**

##### **Interventions:**

##### **Speech & Language (S&L)**

- At the start of the Autumn term, two Year 1 pupils were identified by TJ as potentially having DLD. Screening by Charlotte (SLT) confirmed these assessments were accurate. Early identification lower down the school is improving, though some gaps remain and will continue to be addressed.
- This term, TJ (Feniton) and VH (Tipton) completed the ELKLAN S&L training to further strengthen their confidence in identification. We have now moved away from S&L Link and are using the new identification flow chart provided by Charlotte, which is giving us more accurate assessments.
- TJ continues to lead S&L assessment and intervention at Feniton for one afternoon per week, supporting assessments and establishing interventions across the school.
- VH has now completed her training and has begun assessing children at Tipton. Her role in embedding S&L assessment and intervention will continue to grow as her confidence increases.
- NHS (CFHD) has restructured its S&L offer using *The Balanced System*® model to ensure children and young people receive the right support at the right time. We expect to receive a named NHS S&L therapist and allocated hours this term, and we will evaluate any impact this has on our current provision.

##### **Physical**

- At Feniton, High Five and Fun Fit have been incorporated into whole class practice as staffing currently prevents running the full intervention. This is an area that will be reviewed when capacity allows.
- At Tipton, the same approach has been taken, with both High Five and Fun Fit being delivered within class as part of the wider physical development offer.
- Next step: consider putting packs together for use in class.

##### **Cognitive**

- Federation wide, the focus remains on high quality adaptive teaching that meets the needs of all learners, including those with SEND, within the classroom environment.
- Number Stacks is well established and working effectively in UKS2 at Feniton, is now being used in LKS2, and early implementation has begun at Tipton.
- Analysis of IDL shows positive impact when used consistently.
- Nesy has not been used with sufficient regularity and will be reviewed for improved implementation in the Spring term, or we will not have subscription.

#### **SEMH / Communication & Interaction**

- Work to embed our relational approach continues across the federation.
- Play therapy has continued at Tipton for two pupils, with staff supporting reintegration into class. From Spring term, Hatty will also be providing play therapy for one child at Feniton.
- This term, JC has led the introduction of *Zones of Regulation* as a federation wide approach to supporting emotional awareness and self-regulation. Staff meetings have been delivered at both schools.
- Zones displays are now installed in all Feniton classrooms and will be in place at Tipton early in the Spring term. Lessons have been delivered through PSHE and assemblies, and implementation will continue throughout the year.

### Update on Medical Conditions

#### Feniton

- One Year 6 pupil with epilepsy is currently stable and re-engaging well with learning. Attendance continues to be monitored. Parents have said that less intense support 1:1 is required especially on the playground. For time being we are continuing to keep support in place.
- One Year 4 pupil with diabetes is now more stable and is being managed successfully in class with 1:1 support.
- Both pupils have an EHCP.

#### Tipton

- One Year 1 pupil with significant medical needs continues to be managed effectively by their 1:1 support and the wider staff team. Emergency medication is stored securely in the school office.
- One Year 2 pupil with significant medical needs remains on a carefully monitored reduced timetable, supported by a 1:1 staff member. Emergency medication is also stored in the office.
- Both pupils have an EHCP.

### Schools' engagement of children with protected characteristics

#### Feniton

- School has provided opportunities for children to attend a wide variety of clubs.
- Free places have provided for breakfast and after school clubs to support families as required.

#### Tipton

- School has provided opportunities for children to attend clubs when offered.

### Equality Objectives are being set and achieved. School is meeting their statutory requirements relating to equality legislation.

Equality and Diversity Policy was updated Sept 2024 and shared with staff at Jan inset.

**Equality Duty Review Document attached as separate document.**

**OVF SEND Profile**

**Term: Spring 2026**

**Feniton**

	<b>Our School Number</b>	<b>Our School Percentage</b>	<b>National Percentage</b>
<b>Total pupils with SEND</b>	51	23%	-
<b>Total pupils with EHCP</b>	6	2.7%	5.3%
<b>Total Pupils at SEND Support</b>	45	20%	14.2%
	<b>EHCP</b>	<b>SEND Support</b>	<b>Year Group Total</b>
<b>(Pre-School*)</b>	0	0	0
<b>Year R</b>	1	6	7
<b>Year 1**</b>	0	2	2
<b>Year 2</b>	1	7	8
<b>Year 3</b>	0	5	5
<b>Year 4</b>	2	8	10
<b>Year 5</b>	0	5	5
<b>Year 6</b>	2	12	14

\*Pre-school not included in our total numbers as governor run

\*\*EHCP rejected and reapplied for

#### **Year Group Distribution of Pupils with SEND Support**

	<b>Cognition and Learning</b>	<b>Communication and Interaction</b>	<b>Social, Emotional and Mental Health</b>	<b>Physical and/or Sensory</b>
<b>(Pre-School*)</b>	0	0	0	0
<b>Year R</b>	2	5	0	0
<b>Year 1</b>	0	0	1	1
<b>Year 2</b>	2	6	0	0
<b>Year 3</b>	2	2	0	1
<b>Year 4</b>	4	5	1	0
<b>Year 5</b>	2	2	1	0
<b>Year 6</b>	5	8	1	0
	<b>17</b>	<b>28</b>	<b>4</b>	<b>2</b>

**Tipton St John**

	Our School Number	Our School Percentage	National Percentage
Total pupils with SEND	24	29%	-
Total pupils with EHCP	6	7.2%	5.3%
Total Pupils at SEND Support	18	22%	14.2%
	EHCP	SEND Support	Year Group Total
(Pre-School*)	0	0	0
Year R**	0	2	2
Year 1	1	1	2
Year 2	1	3	4
Year 3	-	-	-
Year 4	0	4	4
Year 5^	4	6	10
Year 6	0	2	2

\*Pre-school not included in our total numbers as governor run

\*\*Awaiting an EHCP

^High needs pupil waiting to go to tribunal due to refusal to issue

#### Year Group Distribution of Pupils with SEND Support

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Physical and/or Sensory
(Pre-School*)	0	0	0	0
Year R	0	2	0	0
Year 1	2	0	0	0
Year 2	0	2	1	1
Year 3	0	0	0	0
Year 4	2	1	1	0
Year 5	2	3	5	0
Year 6	1	0	1	0
	<b>7</b>	<b>8</b>	<b>8</b>	<b>1</b>

#### Federation SEND Analysis

##### Review

##### OVF:

- The federation's focus has continued to move towards monitoring adaptive teaching within classrooms. SMT carried out two monitoring cycles last term and have scheduled further reviews this academic term, including book monitoring and checking the recording of interventions.
- The SENDCo prioritised monitoring of IEPs/Learning Plans to improve the quality and ensure targets are SMART and, where appropriate, linked directly to EHCP outcomes. EHCP targets have now been incorporated into the IEP format for pupils with plans, improving clarity for both teachers and parents.
- The SENDCo attended all pupil progress meetings across the federation to ensure SEND provision is fully integrated rather than viewed as an additional layer. This has also supported the new Head of School at Feniton to understand current processes.
- 'Class on a Page' and whole-class support strategies (from OAIP/adaptive teaching approaches) continue to form part of pupil progress discussions, helping staff consider collective needs alongside individual plans. It has been agreed that Class on a Page will not replace IEPs for pupils on the SEND register.
- The restructure of Inclusive Services within Devon County Council means that support available to schools is now significantly reduced. Although the new locality model is intended to streamline services, the reduced specialist availability and lack of in-school provision is likely to have a notable impact across the federation. We await further clarity on how this will operate in practice.

- Increased time has been required this term for mediation and tribunal processes, including preparation of associated paperwork.
- 

### **Feniton**

- The new Head of School has settled quickly and is working effectively with the SENDCo.
- There has been a significant increase in the level of need within the new Reception cohort, with only one EHCP currently in place. One further EHCP decision is awaited, and additional applications are in progress. High levels of need are already evident in pre-school children transitioning to Feniton.
- Libby continues to provide support for SEND in Early Years, helping to build staff confidence and capacity. She is supporting the implementation of provision for higher needs pupils in Reception and assisting with referral paperwork.
- The EHCP assessment request for a high needs Year 1 pupil was initially refused. Due to family capacity, we have chosen to reapply rather than pursue mediation at this stage. The child's needs remain significant and difficult to meet without the additional resource an EHCP would provide.
- The Year 2 team continue to manage high needs pupils effectively, despite staffing pressures caused by the TA needing to support elsewhere.
- Year 3 needs are increasing but remain manageable within class. Ongoing monitoring continues, particularly for pupils at risk of going unnoticed, including one pupil with autism who masks in school. Work is ongoing to identify the best way to support this child.
- Year 4 has two pupils with EHCPs, and both are being managed well by the class team.
- Year 5 is settled although still has need. We have put in place mental welling being support this past term for two pupils.
- Year 6 we are now operating 5 maths group daily by adding additional TA support. This will run until SATS.
- Increased use of effective technology in UKS2 to support writing.

### **Tipton**

- The SEND Review follow up with the Local Authority has been helpful in validating our identification of needs and supporting future planning.
  - Considerable time has been spent responding to DCC consultations for placing pupils with EHCPs at Tipton.
    - *Case 1:* Despite a robust response outlining that Tipton was not an appropriate setting, the school was still named. Through further discussions, a provisional agreement was reached for Tipton to be the host school, with the child placed in an alternative provision. Approval from the LA is pending.
    - *Case 2:* A second consultation concerns a pupil with substantial needs who would require considerable support. A response has been submitted, and we await confirmation of whether Tipton will be named.
    - Both children would join Year 5, a cohort already significantly above national average for SEND, and currently only just manageable in terms of provision.
  - Hazel: Significant needs in EYFS require ongoing time and support for both teacher and parents.
  - Maple: Pupils have settled well, including the two with complex care plans. The team is working effectively to meet the children's needs. Some emerging needs are being monitored.
  - Willow: A smaller class with fewer complex needs, but monitoring remains important to ensure no needs are overlooked.
  - Oak: High level of need, but the class has settled better than expected. The team is managing pupils well, and engagement in class has improved. Intervention recording has been strengthened to ensure appropriate support is in place, and this remains a priority in both the FDP and SMT oversight.
-

**OVF**

- Continued monitoring of practice across the federation by SMT.
  - Strengthening support for growing needs within EYFS
  - Improving recording and assessment of SEND needs through pupil books and intervention documentation (“*Your books; Your evidence*”).
- 

**Things to Celebrate**

- Increased frequency and quality of monitoring across the federation.
- Despite staffing changes, the SMT is working effectively together with clear plans for improving inclusion.
- The SENDCo successfully achieved an MA (Education) in Inclusive Education Leadership with distinction.

**Feniton Inclusion and Attendance Data (Inclusion and PPG Lead Governor)**

	Number	Attendance percentage	% at EXS+
Whole School	252	95.55%	
PPG (FSM/Ever 6/CIC/Service)	34	94.1%	
Service Children	4	96.75%	
Eligible Free School Meals	28	93.29%	
SEND	48	93.66%	
Child in Care	-	-	
Adopted from care	2	98.6%	0%
Children on Child Protection Plan	-	-	
EAL	1	100%	100%
Traveller	2	93.3%	50%

	Autumn 2025
Whole School Authorised Absence	3.96%
Whole School Unauthorised Absence	0.35%

**Cohort Attendance Data**

R	94.5%
1	96.0%
2	95.8%
3	95.6%
4	96.6%
5	96.6%

6CT	96.0%
6D	93.8%

### **Part Time Timetables**

One child continued to have a flexible timetable due to his health needs. This was monitored and adapted throughout the year. One other child attends Forest School one afternoon a week who now has an EHCP in place.

### **Persistent Absence**

9.5% persistent absence was reported this term at Feniton compared to 15.5% national annually. 0% were reported to below 50%. In some cases there are explained reasons for this for example, two children who require high level medical support. In most cases absences are authorised due to illness but there is significant incidences of unauthorised absences amongst a number of individuals. School will follow Devon agreed policy on this. Regular attendance meetings took place with families of children and strategies were put in place to support children. EBSA training attended last year by new Head of School which will inform actions this year particularly focussing on removing the barriers to attending school.

Attendance penalty notices – 1 this year to date.

## Tipton Inclusion & Attendance Data (Inclusion & PPG Lead Governor) Jan 2026

(previous term data in brackets if different – NB This references previous year- ie Summer Term)

Number (Percentage)	Number of children	Attendance	% at EXS+ for at least one core subject
PPG (FSM / Ever 6/ CIC,SERVICE)	16 (14)	95.40% (95.94%)	60 (64)
Service Children	4 (4)	98.18% (97.75)	100
Eligible Free School Meals	12 (10)	94.73% (95.22)	50% (64%)
SEN School Support (K Code) and EHCP	24 (33)	93.88% (94.19)	25% (33%)
EHCP	7 (11)	?(91.09)	29% (18%)
Children in Care	na	Na	Na
Adopted from care	na	Na	Na
Children on Child Protection Plan	na	Na	Na
EAL	4 (5)	100 (97.22)	50 (60%)
Traveller	na	Na	Na

### Notes (What is being done to support children below EXS)

PPG children below – all have IEPs and two have EHCPs. They all have regular interventions to support progress.

Whole School	2025-26 Sep- Jan	2024-2025
Whole School Authorised Absence	3.73%	4.64% (Sum 1) 3.36% (Sum 2)
Whole Schole Unauthorised Absence	0.2%	0.08% (Sum 1) 0.57% (Sum 2)

### Cohort Attendance Data

R (11)	96.39% (95.16%)
1 (9)	95.60% (94.58%)
2 (15)	94.03% (93.22%)
3 (6)	92.42% (96.32%)
4 (13)	97.25% (96.92%)
5 (16)	97.73% (96.87%)
6 (13)	97.01% (95.90)

Notes:

Part Time TimeTables

Two children – one on part time timetable from last year which continues this year (incremental steps – current plan is 2pm finish) attendance currently 46.10%.

The other also has significant health issues – attendance currently 89.61%

### **Persistent Absence**

Two children fall into this category due to significant medical issues (see above).

Two children are in Hazel and not yet 5 so continuing to monitor. One is a child with significant SEMH needs – we are working closely to support Mum and engage further support via Early Help (high needs family).

One child – again a variety of medical issues and some other sickness. Working with family to support attendance. Attendance improving at Jan 26.

Another child had a significant bout of illness around November but attendance has improved since then.

One final child has dipped below 90% and we are monitoring closely as we think there may be anxiety related issues (related to split family and changeover days from one parent to the other).

## Otter Valley Federation Curriculum Update Spring 2026

AP attended meeting with Head Teachers on Jan 26<sup>th</sup> 2026 and discussed the report below including the following:

- Review FDP – Quality of Education - Are we meeting milestones?
- To agree the arrangements for educational visits and ensure they are in line with current Devon CC guidance (link to Health and Safety).
- To ensure the continued knowledge and understanding of governors in respect of the National Curriculum.
- To monitor and evaluate the provisions of the curriculum to account for the needs of children with SEND, including gifted and talented children.
- Monitor the impact of the PE & Sports Grant
- Monitor and evaluate the range of extra-curricular opportunities available to pupils and the level of uptake by pupils across all age ranges and amongst disadvantaged pupils.

### FDP – Quality of Education

There remains a tight focus on the development of a knowledge rich curriculum. This year there is a focus on the embedding of the Geography Framework and the writing of new federation Modern Foreign Languages (French) Framework. Work is progressing well in these two areas.

Geography development is also progressing well. It is being led by two members of staff at Feniton. Long term plans have been evaluated to ensure the National Curriculum is being covered in a coherent manner and work has started on the development of the disciplinary knowledge of fieldwork and looking at opportunities in the local area for these to take place,

At Feniton, to continue to embed the development of knowledge in Maths, Writing and RE. We have now chosen to use the White Rose Maths scheme as the basis for our planning which is providing a clear long term plan ensuring coverage and accurate ways to assess what has been learnt each term. Writing continues to be tracked carefully across classes and teachers now have access to Literacy Tree resources to support their planning. In RE the Head of School has attended two full days of training with the Exeter Diocese and is working with teachers to develop use of NATRE resources.

- The Write Rose Maths scheme has been particularly good for spotting skills gaps in pupils who can then be supported. It is a very visual system that ensures consistency in style/design of learning resources between year groups, and makes it easier to track and measure pupil progress as they progress through the school.
- Feniton is now teaching 5 lessons in English and 5 in Maths per week across all year groups (previously this was happening in some year groups but not all)

At Tipton, in Maths we are working with the Jurassic Hub Teaching for Mastery Programme to support the delivery of fluency especially in KS2 (focus on Mastering Number in KS2). We are tracking children closely especially in KS2 to monitor that there is improved progress with children knowing number facts and times tables better. Mastering Number continues to be delivered in KS1 and EYFS and Number Sense (times tables facts) in LKS2. Our focus in English is on ensuring the teaching of spellings and handwriting is consistent and ensures good progress for children throughout the school. We are also further developing oracy opportunities across the curriculum, both in talk for writing opportunities in English, and stem sentences to support Maths and foundation subjects such as humanities. In Geography, as outlined for Feniton, we are focussed on implementing our framework particularly enhancing our delivery of fieldwork learning.

### Educational Visits Update

To agree the arrangements for educational visits and ensure they are in line with current Devon CC guidance (link to Health and Safety).

Using EVOLVE system for managing enrichment opportunities offsite and also Forest School sessions on site. Heads of School attend twice yearly briefing meetings to stay up to date with training. Last briefing attended in November 2024. Evolve updates every two years and 2024 is the last update which we are aware of.

Feniton EVOLVE details have been fully updated to include all members of staff and establishment SOPs (updated by Devon CC in September 2024)  
Federation Policy follows DDC guidance. This is updated every 2 years, with the last update being September 2024.

Feniton have booked one residential this year in UKS2 – returning to Osmington Bay.

Tipton have a residential planned for Oak Class to go to PGL in Torquay in June this year.

The school is working with a First Aid provider - Action for Life and ensures that first aid training is kept up to date in order for staff to have the necessary qualifications to staff educational visits.<sup>3</sup>

Feniton continuing to focus on making explicit links to curriculum through enrichment –experiential learning e.g. Year 1 visiting Tiverton Museum during learning done on Toys in History, Year 5 visiting Norman Lockyer Observatory during Science learning on Space and Exeter Cathedral during RE topic of places of worship.

Tipton have had a visit to the RAMM Museum in Exeter for Oak Class.

Both schools engage in Local Learning Community sports events organised by the Kings School.

- The ability to run many of these trips depends on the generosity of the PTA and parent contributions. Fortunately this budget side of things has been okay.

### **Provision of Curriculum for pupils with SEND and rapid graspers**

*To monitor and evaluate the provisions of the curriculum to account for the needs of children with SEND, including gifted and talented children.*

Adaptive teaching and ordinarily available inclusive provision continue to be a key focus for us this year.

Alongside this the Head of School and Federation SENDCO continue to use the “class on a page” tool. This is a working document that all staff use to identify barriers for pupils in their class. Using the Somerset Graduated response tool (Devon has yet to develop anything better than this) staff then identify strategies in order to support pupils to fully access the curriculum.

Another area of focus which the Head of School and Federation SENDCO are starting to explore is the tracking of interventions. IDL continues to show huge impact, and we now need to ensure that we are tracking our “inhouse” interventions just as closely to ensure good use of time. Number Stacks is also being used to close gaps in maths and is showing a great deal of success in its early stages of use.

Whole school data is now being tracked using a Flight Path tool which allows SMT and teachers to track individual children closely as they move through the school. We have a planned Writing Moderation in March alongside three other local primary school when we will be able to see how adaptation is supporting all children to make the expected progress.

The Kings Partnership is being used more effectively this academic year. There is a strong pathway into extra enrichment opportunities for our most able sports people. This includes sports specific work and also leadership opportunities.

- SEND pupils are also included in this initiative and visit separately to the sporty students.

Feniton entered the Wellington Maths Challenge again this year, a great opportunity for our most rapid graspers in maths at year 6 level.

### **Extra curricular opportunities for pupils**

*Monitor and evaluate the range of extra-curricular opportunities available to pupils and the level of uptake by pupils across all age ranges and amongst disadvantaged pupils.*

Feniton - There are four extra curricular clubs in place – Dance, Beading Club, Netball Club and Nature Club. Dance, Beading and Netball involve payment from parents whilst Nature Club is free. All clubs are open for all year groups. Uptake is good, although more for the younger pupils.

- Financing for these clubs is currently okay, with good pupil numbers attending in most weeks (Nature club is especially popular). Two staff members are ideally required to run these sessions, and hopefully the number of pupils attending remains high enough to maintain a balanced staff:student ratio

Numbers at wrap around care continue to be low in some sessions of after school club. In order to promote more interest, the first hour is now being advertised as a “club” session with a variety of planned activities including cooking and crafts.

Pupil Premium have the option of having this as a funded place for a limited period of time, which several families have taken the school up on. This in turn has supported pupil attendance at school.

- The Pupil premium also covers the opportunity for some students to learn an instrument, which several are now doing.

Tipton – across the year so far several clubs have been offered – a singing club, a running club for Key Stage 2, and a craft club for KS1. There are further plans for lunchtime clubs – card games, and chess this next half term. With limited facilities and as children access a number of local clubs outside of school, the demand and need for sports clubs provided by the school is low. There are various local clubs which many of our children take advantage of and run out of the village hall in Tipton or on the playing fields – including beavers and sports clubs. Demand for a breakfast club has not been sufficient to progress any plans for this.

## Feniton IDSR Summary 2025

Foci for improvement:

- % of pupils attaining the high standard in Writing and Maths
- Outcomes of disadvantaged pupils

### **Combined Reading, Writing & Maths**

All groups (low prior attainment, mid and high): above average % of pupils achieving expected level.

Focus on attainment of disadvantaged pupils compared to national disadvantaged.

Over three years 9 pupils at Feniton 33% achieved RWM compared to 46% nationally.

8 of these pupils were SEND /EHCP.

### **Reading**

% achieving expected standard **above average**

% achieving high standard **above average**

Overall progress **above average**

Attainment and progress of disadvantaged pupils **above average** (2 year average).

### **Writing**

% achieving expected standard **above average**

% achieving high standard **below average**

Overall progress **above average**

Attainment and progress of disadvantaged pupils **above average** (2 year average).

GPS – All pupils achieving expected standard – **above average**

GPS - Higher attainers and disadvantaged % achieving expected standard – **below average**

### **Mathematics**

% achieving expected standard **above average**

% achieving high standard **below average**

Overall progress **above average**

Attainment and progress of disadvantaged pupils **above average** (2 year average).

## Tipton St John IDSR Summary 2025

Focus for improvement:

- Increasing % pupils achieving expected standard

- Improving outcomes in GPS
- Increasing % achieving higher standard in Writing and Maths

### **Combined Reading, Writing & Maths**

2025 high SEND %

All groups (low prior attainment, high): % of pupils achieving expected standard **above average**

Disadvantaged pupils compared to national disadvantaged **above average**

### **Reading**

% achieving expected level **below average**

Three year average of % achieving expected standard– **above average**

% achieving high standard - **above average**

Three year average of % achieving higher standard – **average**

Overall progress - **above average**

### **Writing**

% achieving expected standard - **below average**

Three year average of % achieving expected standard– **above average**

% achieving high standard - **below average**

Three year average of % achieving higher standard **above average**

Overall progress **above average**

GPS – All pupils achieving expected standard – **above average**

GPS - Higher attainers and disadvantaged % achieving expected standard – **below average**

### **Mathematics**

% achieving expected standard **below average**

Three year average of % achieving expected standard - **above average**

% achieving high standard **below average**

Three year average of % achieving high standard– **average**

Overall progress **above average**



Department  
for Education



# **Feniton Church of England Primary School**

## **Compare your good level of development (GLD) data**

**November 2025**

## Version history

This page gives details of changes made to these reports.

<b>Version</b>	<b>Changes</b>	<b>Date</b>
1.2	Updated to reflect 2024/25 Early Years Foundation Stage (EYFS) Profile data	November 2025
1.1	First version of the report	September 2025

## Summary

This report is specific to your school. It is a summary of your good level of development (GLD) data for the 2024 to 2025 academic year.

This data is based on the Early Years Foundation Stage (EYFS) Profile assessment completed by teachers at the end of the academic year in which a child turns 5. Children are assessed against the early learning goals (ELGs) set out in the EYFS statutory framework.

The report includes your school's:

- overall percentage of children with a GLD compared to local authority (LA), regional and national averages
- overall percentage of pupils reaching each ELG compared to LA, regional and national averages
- GLD results for different pupil groups compared to LA, regional and national averages
- contextual GLD score, which is an estimate of your school's GLD that considers your school's context
- summary of areas where you are performing relatively well and areas to focus on

The supplementary tables provided alongside this report cover each of the twelve ELGs contributing to your GLD results. They provide more detail on GLD and certain ELGs by pupil groups, compared with LA, regional and national averages.

Data that is too small for meaningful comparison has been removed.

## How to use this report

In the Plan for Change, published in December 2024, the government set a target for a record 75% of children reaching GLD at age 5 by 2028, an additional 40,000 - 45,000 children reaching GLD each year. School leaders are key partners in delivering on this ambition.

This report is designed to support you in driving improvements in the quality of early education, including to help you understand your school's EYFS Profile data and how it compares to local authority (LA), regional and national averages. It can support you in identifying areas where children are doing well and where there may be opportunities to strengthen your school's early years practice.

Please interpret the data with care. The data provides useful insights but does not tell the full story. Always triangulate data in this report with other information, such as observations of and conversations with children and teachers. Where needed, invest time in upskilling senior leaders in early years and child development.

You are encouraged to share this report with colleagues in your school, including governors, your academy trust, your LA, and other school improvement partners. Trusts will receive a separate GLD report for all schools in their trust, and LAs will receive two separate reports: one that covers all schools for which they are the responsible body, and one for all schools in their geographical area (i.e., LA-maintained and academy schools).

To support local mission-centered delivery, the Department for Education has agreed statutory targets for each LA to raise the proportion of children achieving a GLD at the end of reception by 2028. Targets will be considered achieved if disadvantaged children, that is children eligible<sup>1</sup> for free school meals (FSM), have benefitted at least equally from this improvement. LAs are expected to develop ambitious Best Start local plans, setting out their approach to improving early child development and health outcomes locally, including achieving and measuring progress towards their 2028 targets and beyond.

The target is across the whole LA for 2028 and is not being set at school level. An individual school's 2028 GLD may look different to their LA's target depending on the school's context. Local authorities will work with delivery partners across the 0-5 age range in education, health, and wider, to drive improvements in GLD attainment and reduce the gaps that exist between different cohorts of children. It is important that schools engage with their LA to understand how they can contribute to these efforts and support achievement of their LA's overall target.

Further guidance on how to access these reports and interpret the data is available on the [GOV.UK user guide](#) webpage. Responses to Frequently Asked Questions (FAQs) are also included in this document at Annex A.

Your feedback matters. Help us improve future reports by sharing your experience through the [Report Feedback Form](#).

Note: This report is not intended for Ofsted. Any data shared with Ofsted by the Department for Education (DfE) is outlined in the [Early years foundation stage statutory framework](#).

## How we calculate your results

Your school's GLD percentage is based on the number of children who are assessed as being at the 'expected' level in 12 ELGs across the prime areas of learning:

- Communication and language

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<sup>1</sup> The definition of children eligible for FSM will change during this period. The Department is still considering how this change will be reflected in administrative data. LAs should proceed on the basis that for these purposes the 2028 FSM cohort will be that which would be equivalent to the 2025 cohort, to allow comparison on a like for like basis (that is the 2028 cohort would be a subset of the population that will at that point be eligible for FSM). In the event that this is not possible, the definition would likely be the children eligible for FSM in 2028. We will confirm details in due course.

- Personal, social and emotional development
- Physical development

Plus the specific areas of:

- Mathematics
- Literacy

There are five additional ELGs that are not included as they do not contribute to the GLD measure. These still play an important role in igniting children's curiosity and enthusiasm and should continue to be assessed. These 5 ELGs are covered in more detail in the [Early years foundation stage statutory framework](#).

You can learn more about how we use EYFS Profile data to calculate your results on [Explore Education Statistics](#).

### **Benchmarking your results**

We compare your results with local authority (LA), regional and national averages to help you understand how you are performing.

### **Your contextual GLD score**

Your contextual GLD score is an estimate of your GLD with certain cohort characteristics taken into account.

“Contextual GLD” scores have been calculated using a “linear regression model”. In other words, this model uses actual GLD scores and contextual cohort information from schools across England, to establish the general relationship between all of these variables. This then allows us to estimate what a school's GLD score would be, given the specific characteristics of that school's cohort, if that school followed the pattern seen in the data as a whole. That estimate is what we call the “contextual GLD score”.

For example, summer born children are less likely to achieve GLD. Imagine there are two schools (School A and School B) with an identical cohort, except that school A has a relatively younger cohort. The model will predict that School A will have a lower contextual GLD score than School B.

A full list of the contextual data that is used for this model can be found in Annex B. The score is based on an average for each contextual variable. Because the score reflects the current national picture, it may change each year.

It's important to remember that this score is an estimate, not a precise measurement. Schools are complex, and not all influencing factors can be captured in the model.

You can compare your contextual GLD score with your (three-year average) actual GLD percentage to see whether your results are:

- Better than predicted

- At the predicted level
- Lower than predicted.

Your contextual GLD score is not a target you are predicted to meet, a benchmark to compare against, or a minimum standard. It is a tool to help you reflect on your school's outcomes with context taken into account. It should not be used for staff performance management.

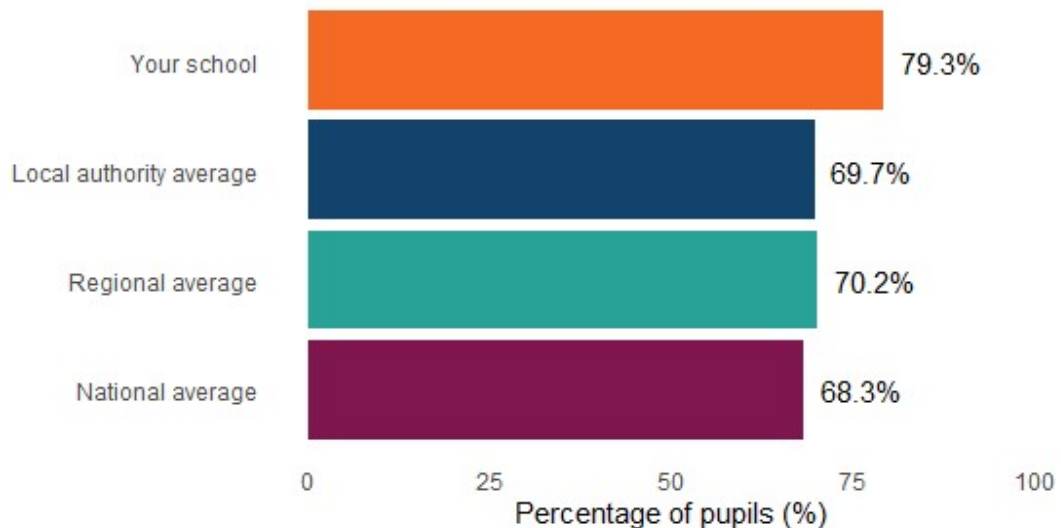
Even if your average actual GLD is better than your contextual GLD, there may still be areas for improvement. The Department for Education (DfE) defines what counts as 'better than predicted' based on how schools across the country are performing at the time. This definition can change as national results change.

This means that even if your school is performing well currently, that may change as national performance changes, so it is important to continue improving. All schools are encouraged to review their outcomes regularly and make progress over time.

## Your good level of development (GLD) data

### Children with a good level of development

**Figure 1: Overall percentage of children with a good level of development in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.**



Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

**Your school had 79.3% of children at a good level of development in the 2024 to 2025 academic year. This is compared to the Devon average of 69.7%, the South West average of 70.2% and the national average of 68.3%.**

**Figure 2: Overall percentage of children with a good level of development in your school for the last three academic years.**



Your GLD for the 2024 to 2025 academic year is higher than your GLD for the 2023 to 2024 academic year, where your school had 72.4% of children reaching GLD.

**Graph alternative table**

Academic year	Actual percentage GLD
2022/23	79.3%
2023/24	72.4%
2024/25	79.3%

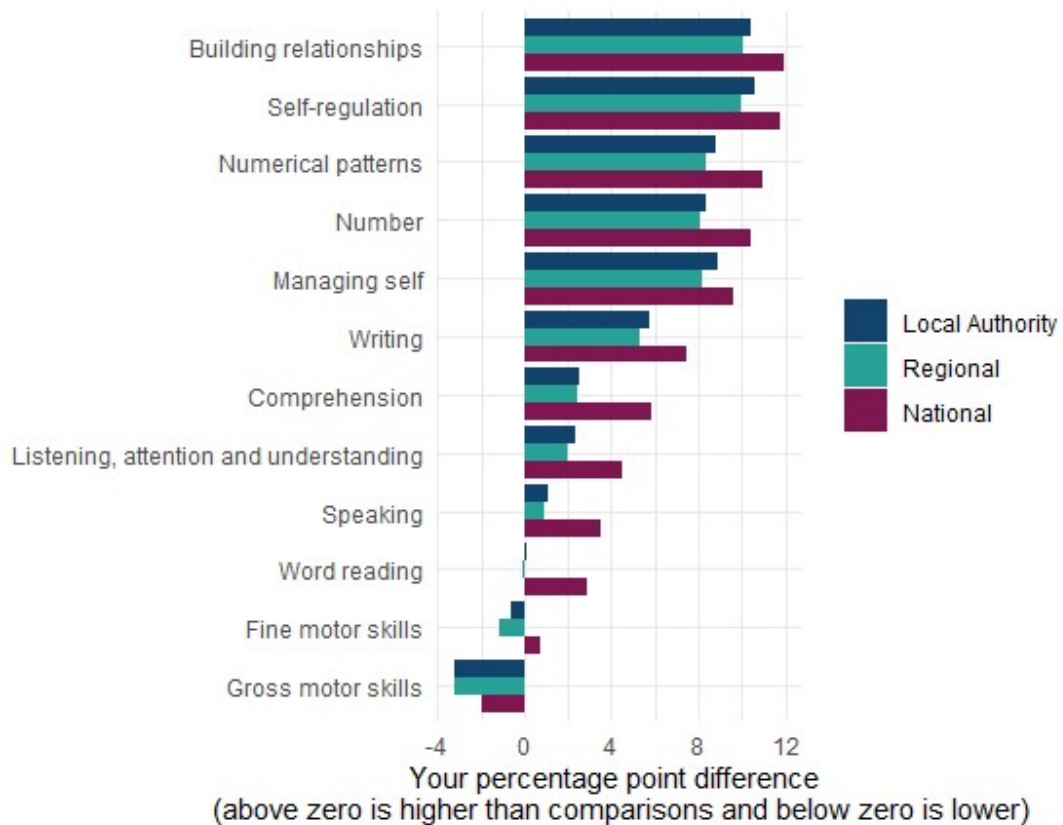
Sources: Early Years Foundation Stage Profile 2024/25 results for your school

**Notes:**

- If, for any of the last three academic years, your school didn't report EYFSP data or reported EYFSP data on five or fewer children you may be missing data above.

## Children reaching each early learning goal (ELG)

**Figure 3: Percentage of pupils reaching each early learning goal (ELG) in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.**



Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

### Notes:

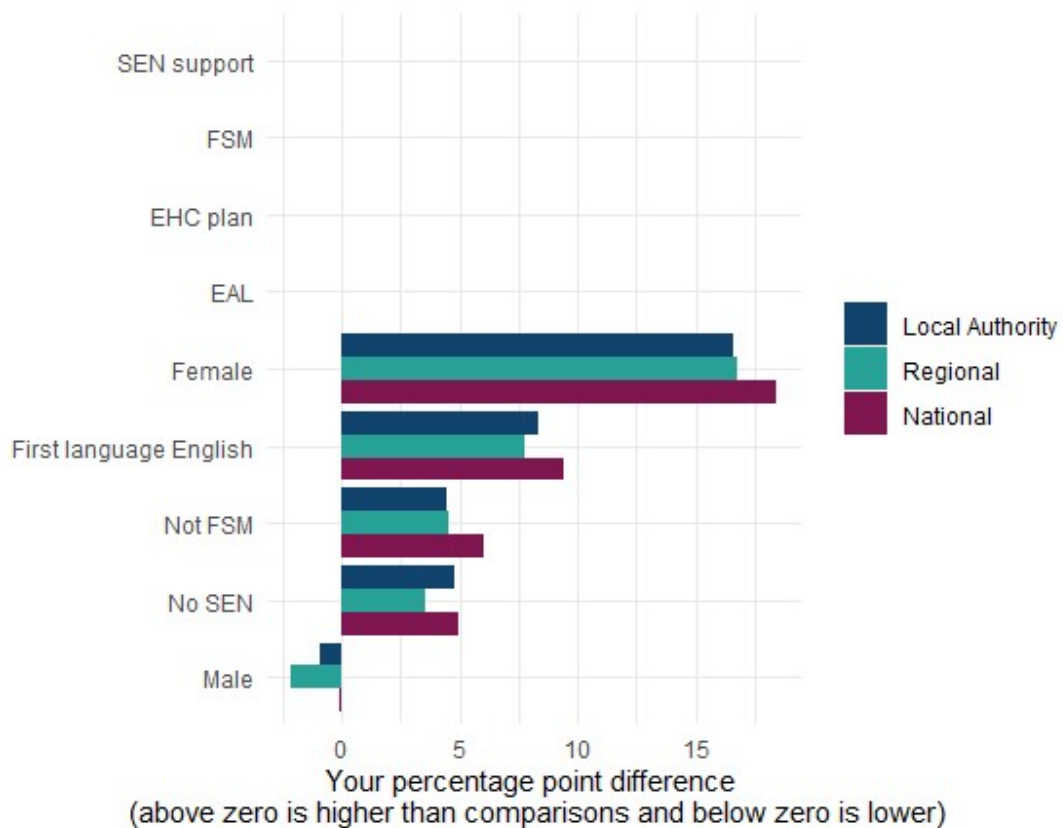
- Any bar chart line that is above 0 (positive) shows that the proportion of children in your school who achieved this ELG was higher than LA, regional or national averages. Any bar chart line that is below 0 (negative) shows that the proportion of your children reaching this ELG was lower than those averages.
- ELGs have been ordered from the highest performing ELG in comparison across different geographies.

**Graph alternative table**

<b>Early learning goal</b>	<b>Difference with local authority averages</b>	<b>Difference with regional averages</b>	<b>Difference with national averages</b>
Building relationships	+10.5ppt	+10.1ppt	+12.0ppt
Self-regulation	+10.6ppt	+10.0ppt	+11.7ppt
Numerical patterns	+8.8ppt	+8.4ppt	+11.0ppt
Number	+8.4ppt	+8.1ppt	+10.4ppt
Managing self	+8.9ppt	+8.2ppt	+9.6ppt
Writing	+5.7ppt	+5.3ppt	+7.5ppt
Comprehension	+2.6ppt	+2.4ppt	+5.8ppt
Listening, attention and understanding	+2.3ppt	+2.0ppt	+4.5ppt
Speaking	+1.1ppt	+0.9ppt	+3.5ppt
Word reading	+0.1ppt	-0.1ppt	+2.9ppt
Fine motor skills	-0.6ppt	-1.1ppt	+0.7ppt
Gross motor skills	-3.2ppt	-3.3ppt	-2.0ppt

## Different pupil groups reaching a good level of development

**Figure 4: Graph showing the differences between your good level of development percentage for specific pupil groups in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.**



Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

### Notes:

- Any bar chart line that is above 0 (positive) shows that the proportion of children from this pupil group who achieved GLD in your school was higher than LA, regional or national averages. Any bar chart line that is below 0 (negative) shows that the proportion of your children reaching GLD was lower than those averages.
- If there are 5 or fewer children in a group, we have not included comparisons with LA, regional or national averages. These will appear as blank in the chart above and as 'NA' in the table below.
- Where data is presented for pupil groups, these have been ordered from the highest performing groups in comparison across different geographies.

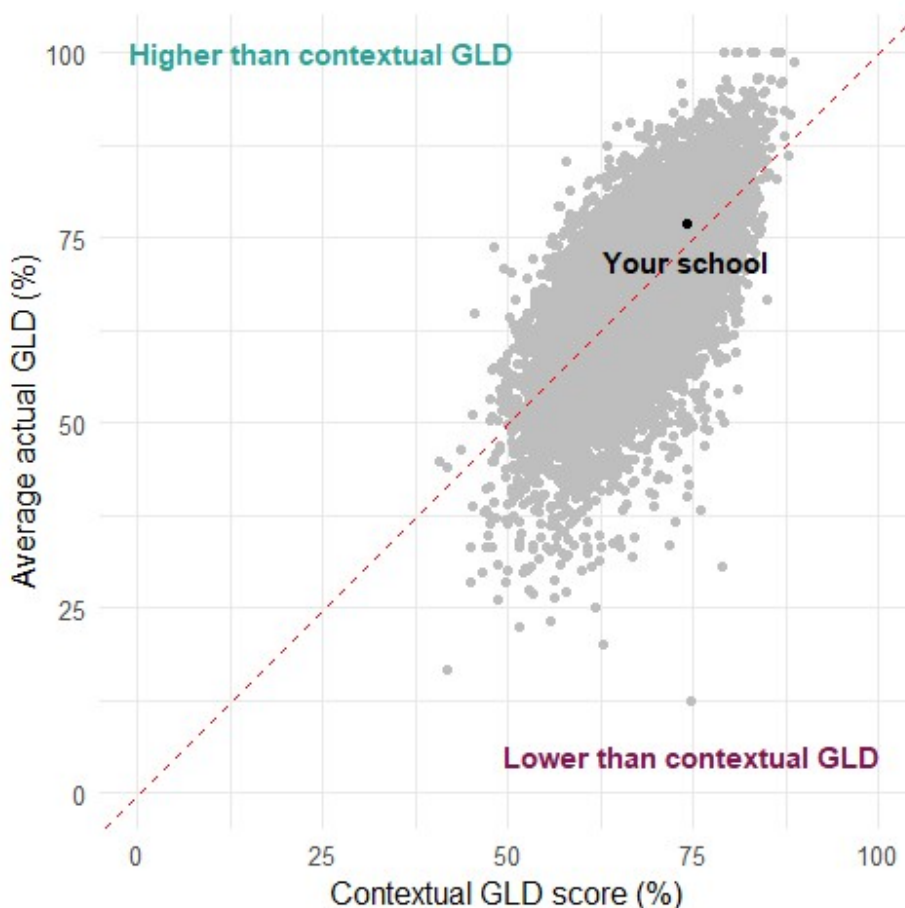
- The rank order of the graph does not necessarily indicate the lowest performing groups in your school. This is because the data for some smaller groups (for example children eligible for FSM, with SEN, or English as an additional language pupils) might be suppressed in line with standard data protection approaches. So, for example if your chart shows “not FSM” or “no SEN” groups as the lowest performing, it might be that other groups would be placed lower on the chart had this data not been suppressed. We encourage you to review your data with your staff in order to fully understand the picture for all cohorts in your school.

**Graph alternative table**

<b>Pupil group</b>	<b>Difference with local authority averages</b>	<b>Difference with regional averages</b>	<b>Difference with national averages</b>
SEN support	NA	NA	NA
FSM	NA	NA	NA
EHC plan	NA	NA	NA
EAL	NA	NA	NA
Female	+16.6ppt	+16.8ppt	+18.4ppt
First language English	+8.4ppt	+7.8ppt	+9.4ppt
Not FSM	+4.5ppt	+4.6ppt	+6.1ppt
No SEN	+4.8ppt	+3.5ppt	+5.0ppt
Male	-0.9ppt	-2.1ppt	-0.1ppt

## Your contextual good level of development (GLD) score

Figure 5: Graph showing your contextual good level of development score compared to your actual good level of development score. Actual GLD percentage is an average over a maximum of three years, 2022/23 to 2024/25. Contextual percentage GLD is also based on averages across this time period.



Sources: Early Years Foundation Stage Profile results from 2022/23 to 2024/25 alongside contextual GLD score data from the DfE.

Average number of pupils	29.0
Average actual percentage GLD	77.0%
Contextual percentage GLD	74.1%
Difference	+2.9ppt

**Your actual percentage GLD based on a three-year average is 77.0%, which is 2.9ppt higher than your contextual GLD score of 74.1%. Your actual percentage GLD is as predicted.**

In your previous report, which covered the 2021/22 to 2023/24 time period, your average actual percentage GLD was 71.3% which was 0.1ppt lower than your contextual GLD score of 71.4%.

**Reminder: Even if your average actual GLD is better than your contextual GLD, there may still be areas for improvement. The DfE defines what counts as ‘better than predicted’ based on how schools across the country are performing at the time. This definition can change as national results improve.**

Notes:

- Figures may not appear to sum due to rounding.
- ‘Number of pupils’ is averaged over three years, 2022/23 to 2024/25, where data exists for more than five pupils in each year. Some schools may have an average over two years or just a single data point.
- ‘Actual percentage GLD’ here is an average over three years, 2022/23 to 2024/25, where data exists for more than five pupils in each year. Some schools may have an average over two years or just a single data point. This figure is likely to differ from the 2024/25 GLD in figure 1.
- A school is considered ‘as predicted’ if their actual GLD is within a certain distance of their contextual GLD score. This distance is unique to each school. For most schools, this distance is based on the percentage point difference that one child makes to the overall score, known as the child’s difference. However, if a school’s 95% confidence interval around the predicted score is wider than the child’s difference, then the confidence interval is used instead. For example, if a school has 10 children in the cohort, the child’s difference would be  $100/10 = 10\text{ppt}$ . If a school has 25 children in the class, the child’s difference would be  $100/25 = 4\text{ppt}$ . The larger the cohort, the smaller the child’s difference.
- Refer to the ‘How we calculate your data’ section and Annex B for information on how we have calculated your contextual GLD score.

## Areas of relative strength and areas to focus on

Based on your good level of development (GLD) data, we have suggested areas where you are performing relatively well and areas to focus on. There may be other areas of relative strength and areas to focus on beyond those outlined below. **Please note that early learning goal (ELG) and pupil group suggestions are based on straightforward comparisons to local, regional and national averages and may not be statistically significant - which means the difference might not be large or meaningful.**

**Even if a pupil group is performing well compared to national averages, that doesn't mean there isn't still a development gap between them and other groups in your school.** For example, we may suggest you're doing well with boys against national averages, but that doesn't mean there isn't still an attainment gap between boys and girls in your cohort. It's important to keep supporting all groups and consider how they compare to each other, not just to national benchmarks.

### Areas of relative strength

Given the context in which your school operates, children are suggested to develop well at your school and actual GLD is in line with your contextual GLD score.

Children are suggested to develop well across most ELGs compared to local, regional and national data. Your strongest ELGs are:

- **Building relationships:** 12.0ppt difference when compared to national averages.
- **Self-regulation:** 11.7ppt difference when compared to national averages.

Children are suggested to develop well across most child characteristic groups shown compared to local, regional and national data. Your strongest child characteristic groups are:

- **Children with English as their first language:** 9.4ppt difference when compared to national averages.
- **Female children:** 18.4ppt difference when compared to national averages.

### Areas to focus on

Children are suggested to develop less well across some ELGs compared to local, regional and national data. Your weakest ELGs are:

- **Fine motor skills:** -1.1ppt difference when compared to regional averages.
- **Gross motor skills:** -3.3ppt difference when compared to regional averages.

### Reflect on early years practice in your school

We encourage schools to use this data to evaluate children's development at the end of Reception, identify strengths and areas of concern, and compare outcomes against local and national benchmarks to inform improvement plans. Looking ahead, you can consider how differences in the incoming cohort may impact staffing, curriculum planning, and targeted support for the new academic year.

You can use this data to reflect on:

- What your Early Years Foundation Stage (EYFS) Profile data shows you about how your children are developing at the end of Reception
- Which areas of learning show strong progress, and which suggest a risk of children falling behind their peers
- How your EYFS Profile data compares to local authority, regional and national averages and how differences in outcomes may be explained by factors within the school setting
- If assessment practices and internal quality assurance could be more consistent and robust
- Staff insights and how they can help explain the data and highlight factors not shown in the numbers
- What has changed between this report and your report for the 2023 to 2024 academic year, including areas where outcomes have improved and areas where performance is lower
- How you could adapt provision in Year 1 and 2 to address gaps in learning

For the new academic year, you could consider:

- How the characteristics of the incoming cohort for the 2025 to 2026 academic year differ from the cohort for the 2024 to 2025 academic year
- How these differences could affect staffing, curriculum planning and targeted support

### **Actions you could take**

Schools are encouraged to collaborate with staff and other local schools to review EYFS Profile data, identify priority areas for improvement, and plan targeted professional development and transition strategies.

- Consider which parts of the reception improvement offer, set out on the [RISE reception website](#), you could access to support your school improvement priorities.

- Discuss this report and your EYFS Profile data with your Reception staff to understand their experiences and how they have applied their professional judgment in their observations.
- Identify one or two priority areas for early years improvement and include them in your school improvement plan. For those areas of particular underachievement, set a plan to address through looking at best practice, research based evidence and investment in CPD and resources.
- Set up a joint meeting or informal visit to a nearby school, to compare trends and priorities in your EYFS Profile data, share strategies that have worked well in supporting early development, and/or explore opportunities for joint continued professional development (CPD).
- Arrange meetings with local early years providers to discuss the EYFSP data trends and share insights on children's prior learning experiences. Use these conversations to identify common areas for development and agree shared strategies for improvement.
- Offer to share resources, training opportunities, and expertise with local early years providers to build capacity and improve outcomes collectively.
- Plan targeted CPD for staff based on identified needs (for example, communication and language skills or early maths) and consider extending this offer to local early years providers.
- Review transition practices between early years providers and Reception, and Reception and Year 1 to ensure continuity in learning and development, including for specific early learning goals (ELGs) where children are developing less well and may need more support to fill gaps in learning.
- Set your expectations for how reception year teachers and leaders will use the data to inform practice in Year R and in Year 1 (for those children who have now moved into Year 1).
- Set a timeline for your senior leadership team to monitor and review improvements throughout the academic year, in order to achieve GLD improvements by the end of the year.
- Ensure the early years census data continues to be completed as fully as possible to improve data quality in this report.
- Contribute to your LA's Best Start local plan, for example by making them aware of any actions you plan to take to drive improvements to the quality of early years education.

- Inform wider conversations about your LA's Best Start local plan and understand how you can support the actions being led by other delivery partners in your area.

## **Annex A - Frequently Asked Questions (FAQs)**

### **Can I share my report with other staff members?**

Yes. In order to access the report on VYED, they will need to have a DfE Sign-in account, request access to the VYED platform and the sub service 'Monitor your child development data', and be approved by your organisation's approver. You can also download a copy of the report and share it directly with others in your organisation, such as your governors, without them having access to VYED.

### **What is different for the November reports?**

The November reports include the following changes:

- 2024/25 Early Years Foundation Stage Profile (EYFSP) data
- New time series statements and graphs
- A link to the user guide and online feedback form

The supplementary tables for responsible bodies now contain additional school-level data, including ELG data. This aims to give trusts and LAs more information to support decision making.

We have also produced a new area-based report for local authorities that covers all schools, both LA-maintained and academies, within each LA's geographical boundary. We have provided this area-based report to give LAs a complete picture of performance in their area to support with the development of their Best Start local plans to raise GLD levels by 2028.

### **How many years of data does the report include?**

The first part of the report, 'Your good level of development (GLD) data', focuses on 2024/25 EYFSP data.

The second part of the report, 'Your contextual good level of development (GLD) score', includes the most recent three years of data: 2022/23, 2023/24 and 2024/25 where available.

However, for some schools, some years of data have been removed due to data quality. For example, if a school has five or fewer pupils in a given year or is missing data for particular fields used by the contextual GLD score calculations, that year of data won't feed into the model.

### **My data looks wrong. Who do I tell?**

Report any issues through the DfE Customer Help Portal. You should include your school URN, a description of what looks incorrect and for which year of data. Provide a screenshot if possible.

Please note, however, that the Early Years Foundation Stage (EYFS) Profile 24/25 data collection closed on 31 July. Final cuts of data have been taken and analysis has begun, so we are unable to accept late amendments to the data.

## Annex B - How your contextual good level of development (GLD) score is calculated

Your contextual GLD score is based on data averaged across a maximum of three years (2022/23, 2023/24 and 2024/25) and has been calculated using the:

- Proportion of children in the reception cohort on free school meals
- Proportion of children in the reception cohort with special educational needs support
- Proportion of children in the reception cohort with an Educational Health Care plan (EHCP)
- Proportion of female children in the reception cohort
- Proportion of children in the reception cohort with English as an additional language (EAL)
- Mean age at the start of the academic year (in months) of the reception cohort
- Mean Income Deprivation Affecting Children Index (IDACI) score of the reception cohort – this is currently based on the 2019 IDACI index, but we will look to update this with the new IDACI index in future iterations
- Major ethnic groups, including % Asian, % Black, % Mixed, % White of the reception cohort
- Proportion of children in the school on free school meals
- Proportion of children in the school with special educational needs support
- Proportion of children in the school with an EHCP
- Mean urban/rurality score for reception cohort children, with 1 representing children in the most urban areas and 10 children living in the most rural areas.
- Proportion of children in the reception cohort who were not present at the start of the year
- The spread of attainment of early learning goals in the reception cohort

In a future iteration of this model, we are hoping to include the:

- Proportion of children in the reception cohort who have received pre-reception formal childcare

There are a number of variables that we have not included in the calculation for contextual GLD due to those variables closely aligning with other variables already

included in the model, a lack of available data, or due to those variables not relating to cohort characteristics. For example, we have not included:

- Minor ethnic groups
- Local authority
- Mean overall absence rate
- School funding per pupil
- Immigration status
- Proportion of children in need in the reception cohort, including those on child in need plans, child protection plans, children looked after by local authorities, care leavers and disabled children
- Proportion of children in the reception cohort who are Children of Service Families

Given the complexity of schools and the multitude of factors influencing outcomes, not all relevant variables can be captured within the model. As such, the contextual GLD score should be interpreted as an estimate rather than an absolute measure.

### Data that is used for your contextual GLD

Your contextual GLD percentage is based on your school’s data (averaged across 2022/23, 2023/24 and 2024/25) shown below in comparison to 2024/25 local, regional and national values. Comparisons are against published data.

NA values are shown where comparisons are not available.<sup>2</sup>

	Your school	Your local authority	Your region	Nationally
% cohort female	58.6%	49.5%	49.0%	48.9%
% cohort FSM	9.2%	13.9%	13.2%	17.0%
% cohort SEN support	5.7%	9.2%	9.8%	10.2%
% cohort EHCP	0.0%	3.1%	3.4%	3.6%
% cohort EAL	0.0%	5.8%	11.5%	21.8%
% White	98.8%	90.2%	82.9%	66.7%

<sup>2</sup> Mean age at the start of the year varies from 4 years and 2 months to 4 years and 10 months across all schools. If a child is 4 years and 6 months old in September (the most common mean age at the start of the year across all schools), a child would be born in March.

	<b>Your school</b>	<b>Your local authority</b>	<b>Your region</b>	<b>Nationally</b>
% Mixed / Multiple ethnic groups	0.0%	3.0%	4.9%	7.7%
% Asian / Asian British	0.0%	2.3%	4.9%	13.7%
% Black / African / Caribbean / Black British	1.2%	1.1%	3.2%	6.4%
% unknown ethnicity	2.3%	2.2%	3.0%	3.1%
Mean age at the start of the year	4 years 5 months	NA	NA	NA
Mean IDACI score	0.0	NA	NA	NA
Mean urban score	5.4	NA	NA	NA
% cohort mobility at end of Sep	1.2%	NA	NA	NA
ELG variation	3.6	NA	NA	NA
% school FSM	12.2%	19.6%	20.1%	25.3%
% school SEN support	12.7%	15.3%	15.0%	14.8%
% school EHCP	2.5%	3.9%	3.6%	3.5%



Department  
for Education



# **Tipton St John Church of England Primary School**

## **Compare your good level of development (GLD) data**

**November 2025**

## Version history

This page gives details of changes made to these reports.

<b>Version</b>	<b>Changes</b>	<b>Date</b>
1.2	Updated to reflect 2024/25 Early Years Foundation Stage (EYFS) Profile data	November 2025
1.1	First version of the report	September 2025

## Summary

This report is specific to your school. It is a summary of your good level of development (GLD) data for the 2024 to 2025 academic year.

This data is based on the Early Years Foundation Stage (EYFS) Profile assessment completed by teachers at the end of the academic year in which a child turns 5. Children are assessed against the early learning goals (ELGs) set out in the EYFS statutory framework.

The report includes your school's:

- overall percentage of children with a GLD compared to local authority (LA), regional and national averages
- overall percentage of pupils reaching each ELG compared to LA, regional and national averages
- GLD results for different pupil groups compared to LA, regional and national averages
- contextual GLD score, which is an estimate of your school's GLD that considers your school's context
- summary of areas where you are performing relatively well and areas to focus on

The supplementary tables provided alongside this report cover each of the twelve ELGs contributing to your GLD results. They provide more detail on GLD and certain ELGs by pupil groups, compared with LA, regional and national averages.

Data that is too small for meaningful comparison has been removed.

## How to use this report

In the Plan for Change, published in December 2024, the government set a target for a record 75% of children reaching GLD at age 5 by 2028, an additional 40,000 - 45,000 children reaching GLD each year. School leaders are key partners in delivering on this ambition.

This report is designed to support you in driving improvements in the quality of early education, including to help you understand your school's EYFS Profile data and how it compares to local authority (LA), regional and national averages. It can support you in identifying areas where children are doing well and where there may be opportunities to strengthen your school's early years practice.

Please interpret the data with care. The data provides useful insights but does not tell the full story. Always triangulate data in this report with other information, such as observations of and conversations with children and teachers. Where needed, invest time in upskilling senior leaders in early years and child development.

You are encouraged to share this report with colleagues in your school, including governors, your academy trust, your LA, and other school improvement partners. Trusts will receive a separate GLD report for all schools in their trust, and LAs will receive two separate reports: one that covers all schools for which they are the responsible body, and one for all schools in their geographical area (i.e., LA-maintained and academy schools).

To support local mission-centered delivery, the Department for Education has agreed statutory targets for each LA to raise the proportion of children achieving a GLD at the end of reception by 2028. Targets will be considered achieved if disadvantaged children, that is children eligible<sup>1</sup> for free school meals (FSM), have benefitted at least equally from this improvement. LAs are expected to develop ambitious Best Start local plans, setting out their approach to improving early child development and health outcomes locally, including achieving and measuring progress towards their 2028 targets and beyond.

The target is across the whole LA for 2028 and is not being set at school level. An individual school's 2028 GLD may look different to their LA's target depending on the school's context. Local authorities will work with delivery partners across the 0-5 age range in education, health, and wider, to drive improvements in GLD attainment and reduce the gaps that exist between different cohorts of children. It is important that schools engage with their LA to understand how they can contribute to these efforts and support achievement of their LA's overall target.

Further guidance on how to access these reports and interpret the data is available on the [GOV.UK user guide](#) webpage. Responses to Frequently Asked Questions (FAQs) are also included in this document at Annex A.

Your feedback matters. Help us improve future reports by sharing your experience through the [Report Feedback Form](#).

Note: This report is not intended for Ofsted. Any data shared with Ofsted by the Department for Education (DfE) is outlined in the [Early years foundation stage statutory framework](#).

## How we calculate your results

Your school's GLD percentage is based on the number of children who are assessed as being at the 'expected' level in 12 ELGs across the prime areas of learning:

- Communication and language

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<sup>1</sup> The definition of children eligible for FSM will change during this period. The Department is still considering how this change will be reflected in administrative data. LAs should proceed on the basis that for these purposes the 2028 FSM cohort will be that which would be equivalent to the 2025 cohort, to allow comparison on a like for like basis (that is the 2028 cohort would be a subset of the population that will at that point be eligible for FSM). In the event that this is not possible, the definition would likely be the children eligible for FSM in 2028. We will confirm details in due course.

- Personal, social and emotional development
- Physical development

Plus the specific areas of:

- Mathematics
- Literacy

There are five additional ELGs that are not included as they do not contribute to the GLD measure. These still play an important role in igniting children's curiosity and enthusiasm and should continue to be assessed. These 5 ELGs are covered in more detail in the [Early years foundation stage statutory framework](#).

You can learn more about how we use EYFS Profile data to calculate your results on [Explore Education Statistics](#).

### **Benchmarking your results**

We compare your results with local authority (LA), regional and national averages to help you understand how you are performing.

### **Your contextual GLD score**

Your contextual GLD score is an estimate of your GLD with certain cohort characteristics taken into account.

“Contextual GLD” scores have been calculated using a “linear regression model”. In other words, this model uses actual GLD scores and contextual cohort information from schools across England, to establish the general relationship between all of these variables. This then allows us to estimate what a school's GLD score would be, given the specific characteristics of that school's cohort, if that school followed the pattern seen in the data as a whole. That estimate is what we call the “contextual GLD score”.

For example, summer born children are less likely to achieve GLD. Imagine there are two schools (School A and School B) with an identical cohort, except that school A has a relatively younger cohort. The model will predict that School A will have a lower contextual GLD score than School B.

A full list of the contextual data that is used for this model can be found in Annex B. The score is based on an average for each contextual variable. Because the score reflects the current national picture, it may change each year.

It's important to remember that this score is an estimate, not a precise measurement. Schools are complex, and not all influencing factors can be captured in the model.

You can compare your contextual GLD score with your (three-year average) actual GLD percentage to see whether your results are:

- Better than predicted

- At the predicted level
- Lower than predicted.

Your contextual GLD score is not a target you are predicted to meet, a benchmark to compare against, or a minimum standard. It is a tool to help you reflect on your school's outcomes with context taken into account. It should not be used for staff performance management.

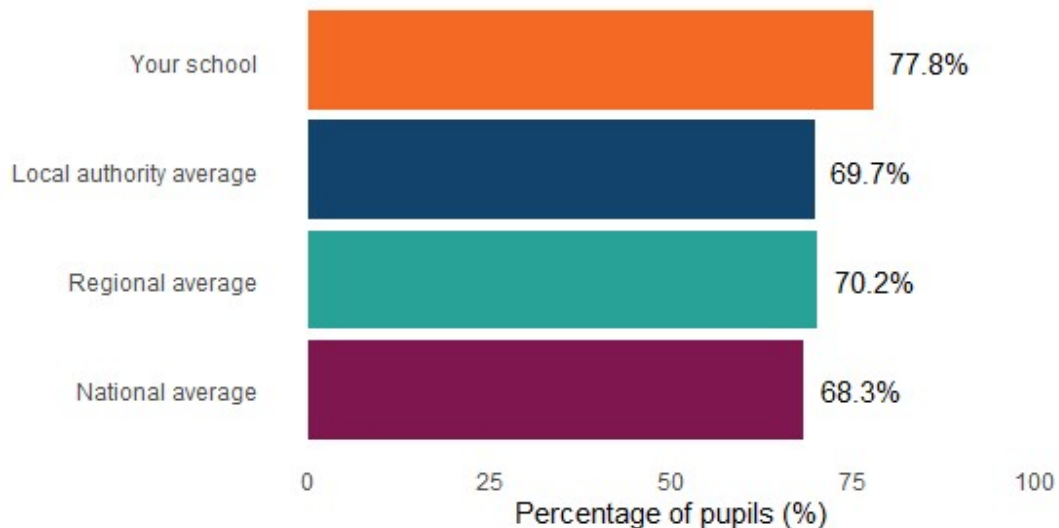
Even if your average actual GLD is better than your contextual GLD, there may still be areas for improvement. The Department for Education (DfE) defines what counts as 'better than predicted' based on how schools across the country are performing at the time. This definition can change as national results change.

This means that even if your school is performing well currently, that may change as national performance changes, so it is important to continue improving. All schools are encouraged to review their outcomes regularly and make progress over time.

## Your good level of development (GLD) data

### Children with a good level of development

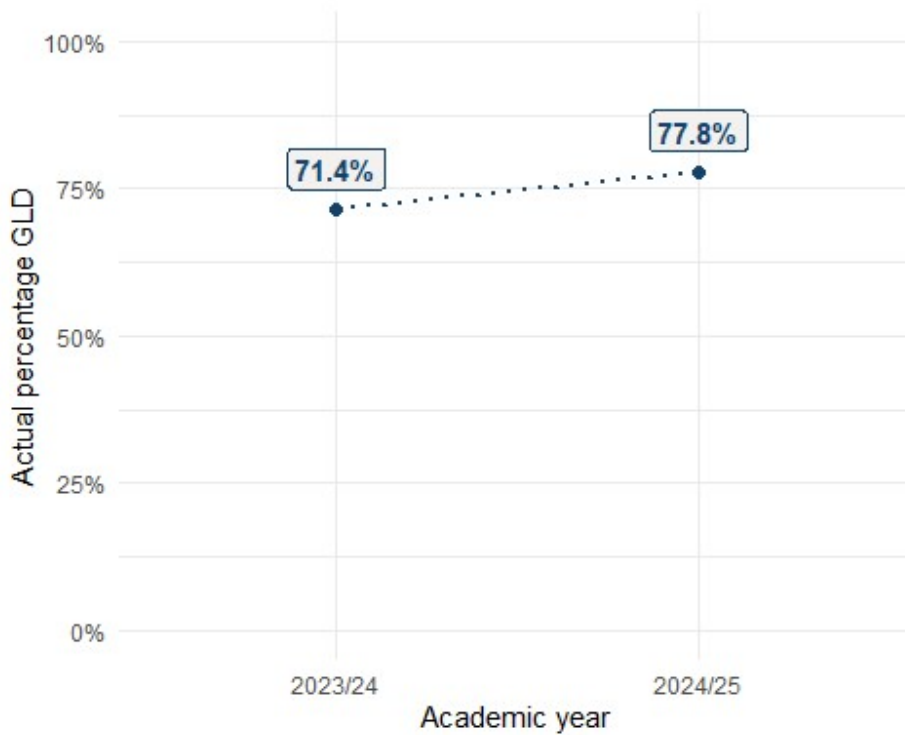
**Figure 1: Overall percentage of children with a good level of development in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.**



Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

**Your school had 77.8% of children at a good level of development in the 2024 to 2025 academic year. This is compared to the Devon average of 69.7%, the South West average of 70.2% and the national average of 68.3%.**

**Figure 2: Overall percentage of children with a good level of development in your school for the last three academic years.**



Your GLD for the 2024 to 2025 academic year is higher than your GLD for the 2023 to 2024 academic year, where your school had 71.4% of children reaching GLD.

**Graph alternative table**

Academic year	Actual percentage GLD
2023/24	71.4%
2024/25	77.8%

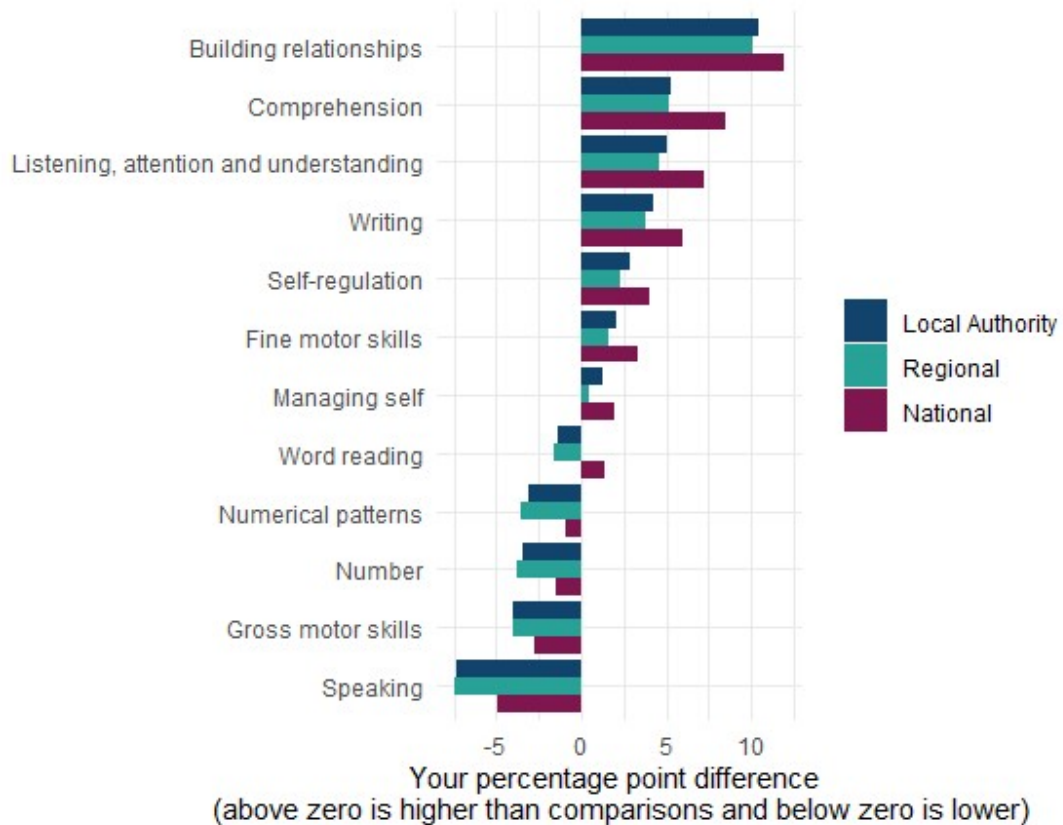
Sources: Early Years Foundation Stage Profile 2024/25 results for your school

**Notes:**

- If, for any of the last three academic years, your school didn't report EYFSP data or reported EYFSP data on five or fewer children you may be missing data above.

## Children reaching each early learning goal (ELG)

**Figure 3: Percentage of pupils reaching each early learning goal (ELG) in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.**



Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

### Notes:

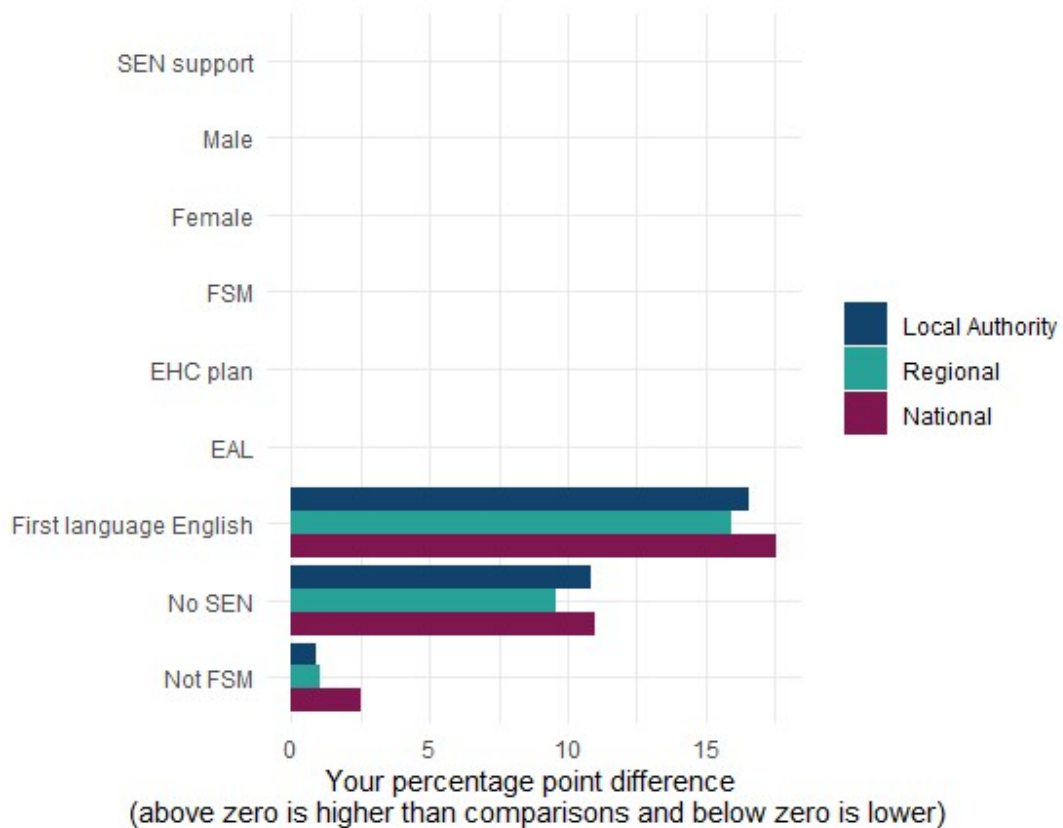
- Any bar chart line that is above 0 (positive) shows that the proportion of children in your school who achieved this ELG was higher than LA, regional or national averages. Any bar chart line that is below 0 (negative) shows that the proportion of your children reaching this ELG was lower than those averages.
- ELGs have been ordered from the highest performing ELG in comparison across different geographies.

**Graph alternative table**

<b>Early learning goal</b>	<b>Difference with local authority averages</b>	<b>Difference with regional averages</b>	<b>Difference with national averages</b>
Building relationships	+10.5ppt	+10.1ppt	+12.0ppt
Comprehension	+5.3ppt	+5.1ppt	+8.5ppt
Listening, attention and understanding	+5.0ppt	+4.6ppt	+7.2ppt
Writing	+4.2ppt	+3.8ppt	+6.0ppt
Self-regulation	+2.9ppt	+2.3ppt	+4.1ppt
Fine motor skills	+2.1ppt	+1.6ppt	+3.4ppt
Managing self	+1.3ppt	+0.5ppt	+2.0ppt
Word reading	-1.4ppt	-1.6ppt	+1.3ppt
Numerical patterns	-3.1ppt	-3.5ppt	-0.9ppt
Number	-3.5ppt	-3.8ppt	-1.5ppt
Gross motor skills	-4.0ppt	-4.0ppt	-2.7ppt
Speaking	-7.3ppt	-7.5ppt	-4.9ppt

## Different pupil groups reaching a good level of development

**Figure 4: Graph showing the differences between your good level of development percentage for specific pupil groups in your school compared with the local authority, regional and national averages for the 2024 to 2025 academic year.**



Sources: Early Years Foundation Stage Profile 2024/25 results for your school and national, regional and LA 2024/25 data from the DfE.

### Notes:

- Any bar chart line that is above 0 (positive) shows that the proportion of children from this pupil group who achieved GLD in your school was higher than LA, regional or national averages. Any bar chart line that is below 0 (negative) shows that the proportion of your children reaching GLD was lower than those averages.
- If there are 5 or fewer children in a group, we have not included comparisons with LA, regional or national averages. These will appear as blank in the chart above and as 'NA' in the table below.
- Where data is presented for pupil groups, these have been ordered from the highest performing groups in comparison across different geographies.

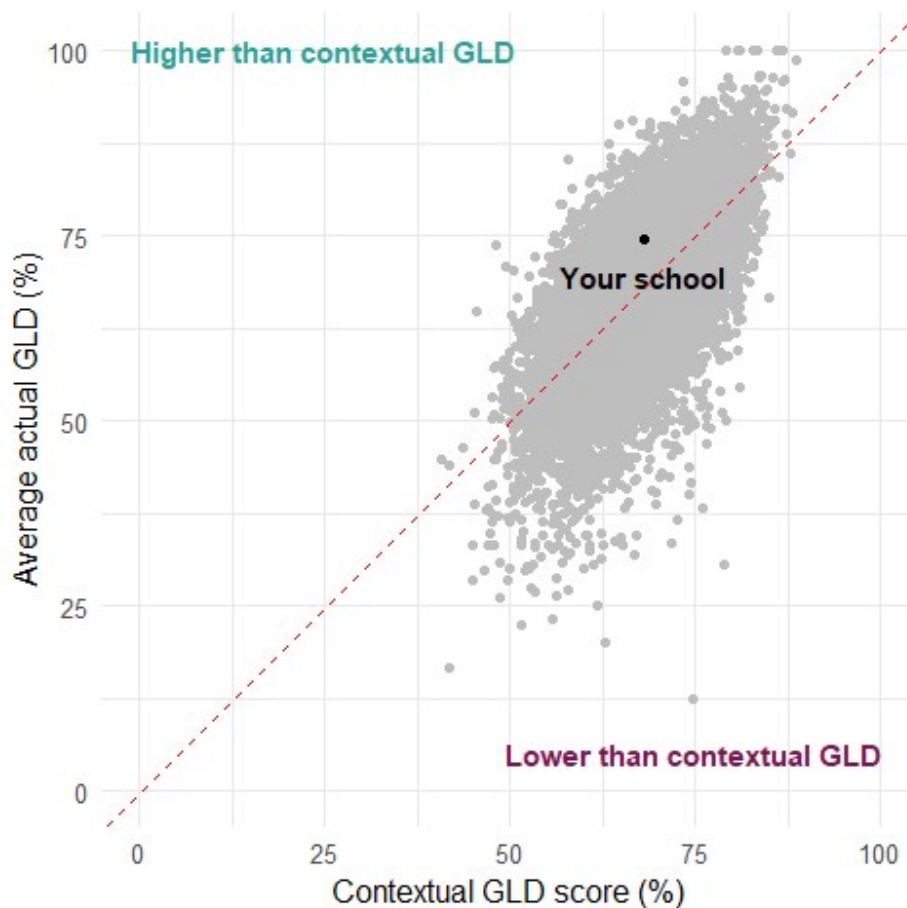
- The rank order of the graph does not necessarily indicate the lowest performing groups in your school. This is because the data for some smaller groups (for example children eligible for FSM, with SEN, or English as an additional language pupils) might be suppressed in line with standard data protection approaches. So, for example if your chart shows “not FSM” or “no SEN” groups as the lowest performing, it might be that other groups would be placed lower on the chart had this data not been suppressed. We encourage you to review your data with your staff in order to fully understand the picture for all cohorts in your school.

**Graph alternative table**

<b>Pupil group</b>	<b>Difference with local authority averages</b>	<b>Difference with regional averages</b>	<b>Difference with national averages</b>
SEN support	NA	NA	NA
Male	NA	NA	NA
Female	NA	NA	NA
FSM	NA	NA	NA
EHC plan	NA	NA	NA
EAL	NA	NA	NA
First language English	+16.6ppt	+16.0ppt	+17.6ppt
No SEN	+10.8ppt	+9.6ppt	+11.0ppt
Not FSM	+0.9ppt	+1.0ppt	+2.5ppt

## Your contextual good level of development (GLD) score

Figure 5: Graph showing your contextual good level of development score compared to your actual good level of development score. Actual GLD percentage is an average over a maximum of three years, 2022/23 to 2024/25. Contextual percentage GLD is also based on averages across this time period.



Sources: Early Years Foundation Stage Profile results from 2022/23 to 2024/25 alongside contextual GLD score data from the DfE.

Average number of pupils	11.5
Average actual percentage GLD	74.6%
Contextual percentage GLD	68.2%
Difference	+6.4ppt

**Your actual percentage GLD based on a three-year average is 74.6%, which is 6.4ppt higher than your contextual GLD score of 68.2%. Your actual percentage GLD is as predicted.**

In your previous report, which covered the 2021/22 to 2023/24 time period, your average actual percentage GLD was 80.2% which was 5.4ppt higher than your contextual GLD score of 74.8%.

**Reminder: Even if your average actual GLD is better than your contextual GLD, there may still be areas for improvement. The DfE defines what counts as ‘better than predicted’ based on how schools across the country are performing at the time. This definition can change as national results improve.**

Notes:

- Figures may not appear to sum due to rounding.
- ‘Number of pupils’ is averaged over three years, 2022/23 to 2024/25, where data exists for more than five pupils in each year. Some schools may have an average over two years or just a single data point.
- ‘Actual percentage GLD’ here is an average over three years, 2022/23 to 2024/25, where data exists for more than five pupils in each year. Some schools may have an average over two years or just a single data point. This figure is likely to differ from the 2024/25 GLD in figure 1.
- A school is considered ‘as predicted’ if their actual GLD is within a certain distance of their contextual GLD score. This distance is unique to each school. For most schools, this distance is based on the percentage point difference that one child makes to the overall score, known as the child’s difference. However, if a school’s 95% confidence interval around the predicted score is wider than the child’s difference, then the confidence interval is used instead. For example, if a school has 10 children in the cohort, the child’s difference would be  $100/10 = 10\text{ppt}$ . If a school has 25 children in the class, the child’s difference would be  $100/25 = 4\text{ppt}$ . The larger the cohort, the smaller the child’s difference.
- Refer to the ‘How we calculate your data’ section and Annex B for information on how we have calculated your contextual GLD score.

## Areas of relative strength and areas to focus on

Based on your good level of development (GLD) data, we have suggested areas where you are performing relatively well and areas to focus on. There may be other areas of relative strength and areas to focus on beyond those outlined below. **Please note that early learning goal (ELG) and pupil group suggestions are based on straightforward comparisons to local, regional and national averages and may not be statistically significant - which means the difference might not be large or meaningful.**

**Even if a pupil group is performing well compared to national averages, that doesn't mean there isn't still a development gap between them and other groups in your school.** For example, we may suggest you're doing well with boys against national averages, but that doesn't mean there isn't still an attainment gap between boys and girls in your cohort. It's important to keep supporting all groups and consider how they compare to each other, not just to national benchmarks.

### Areas of relative strength

Given the context in which your school operates, children are suggested to develop well at your school and actual GLD is in line with your contextual GLD score.

Children are suggested to develop well across some ELGs compared to local, regional and national data. Your strongest ELGs are:

- **Building relationships:** 12.0ppt difference when compared to national averages.
- **Comprehension:** 8.5ppt difference when compared to national averages.

Children are suggested to develop well across all child characteristic groups shown compared to local, regional and national data. Your strongest child characteristic groups are:

- **Children with English as their first language:** 17.6ppt difference when compared to national averages.
- **Children with no special educational needs:** 11.0ppt difference when compared to national averages.

### Areas to focus on

Children are suggested to develop less well across some ELGs compared to local, regional and national data. Your weakest ELGs are:

- **Gross motor skills:** -4.0ppt difference when compared to regional averages.
- **Speaking:** -7.5ppt difference when compared to regional averages.

### Reflect on early years practice in your school

We encourage schools to use this data to evaluate children's development at the end of Reception, identify strengths and areas of concern, and compare outcomes against local and national benchmarks to inform improvement plans. Looking ahead, you can consider how differences in the incoming cohort may impact staffing, curriculum planning, and targeted support for the new academic year.

You can use this data to reflect on:

- What your Early Years Foundation Stage (EYFS) Profile data shows you about how your children are developing at the end of Reception
- Which areas of learning show strong progress, and which suggest a risk of children falling behind their peers
- How your EYFS Profile data compares to local authority, regional and national averages and how differences in outcomes may be explained by factors within the school setting
- If assessment practices and internal quality assurance could be more consistent and robust
- Staff insights and how they can help explain the data and highlight factors not shown in the numbers
- What has changed between this report and your report for the 2023 to 2024 academic year, including areas where outcomes have improved and areas where performance is lower
- How you could adapt provision in Year 1 and 2 to address gaps in learning

For the new academic year, you could consider:

- How the characteristics of the incoming cohort for the 2025 to 2026 academic year differ from the cohort for the 2024 to 2025 academic year
- How these differences could affect staffing, curriculum planning and targeted support

### **Actions you could take**

Schools are encouraged to collaborate with staff and other local schools to review EYFS Profile data, identify priority areas for improvement, and plan targeted professional development and transition strategies.

- Consider which parts of the reception improvement offer, set out on the [RISE reception website](#), you could access to support your school improvement priorities.

- Discuss this report and your EYFS Profile data with your Reception staff to understand their experiences and how they have applied their professional judgment in their observations.
- Identify one or two priority areas for early years improvement and include them in your school improvement plan. For those areas of particular underachievement, set a plan to address through looking at best practice, research based evidence and investment in CPD and resources.
- Set up a joint meeting or informal visit to a nearby school, to compare trends and priorities in your EYFS Profile data, share strategies that have worked well in supporting early development, and/or explore opportunities for joint continued professional development (CPD).
- Arrange meetings with local early years providers to discuss the EYFSP data trends and share insights on children's prior learning experiences. Use these conversations to identify common areas for development and agree shared strategies for improvement.
- Offer to share resources, training opportunities, and expertise with local early years providers to build capacity and improve outcomes collectively.
- Plan targeted CPD for staff based on identified needs (for example, communication and language skills or early maths) and consider extending this offer to local early years providers.
- Review transition practices between early years providers and Reception, and Reception and Year 1 to ensure continuity in learning and development, including for specific early learning goals (ELGs) where children are developing less well and may need more support to fill gaps in learning.
- Set your expectations for how reception year teachers and leaders will use the data to inform practice in Year R and in Year 1 (for those children who have now moved into Year 1).
- Set a timeline for your senior leadership team to monitor and review improvements throughout the academic year, in order to achieve GLD improvements by the end of the year.
- Ensure the early years census data continues to be completed as fully as possible to improve data quality in this report.
- Contribute to your LA's Best Start local plan, for example by making them aware of any actions you plan to take to drive improvements to the quality of early years education.

- Inform wider conversations about your LA's Best Start local plan and understand how you can support the actions being led by other delivery partners in your area.

## **Annex A - Frequently Asked Questions (FAQs)**

### **Can I share my report with other staff members?**

Yes. In order to access the report on VYED, they will need to have a DfE Sign-in account, request access to the VYED platform and the sub service 'Monitor your child development data', and be approved by your organisation's approver. You can also download a copy of the report and share it directly with others in your organisation, such as your governors, without them having access to VYED.

### **What is different for the November reports?**

The November reports include the following changes:

- 2024/25 Early Years Foundation Stage Profile (EYFSP) data
- New time series statements and graphs
- A link to the user guide and online feedback form

The supplementary tables for responsible bodies now contain additional school-level data, including ELG data. This aims to give trusts and LAs more information to support decision making.

We have also produced a new area-based report for local authorities that covers all schools, both LA-maintained and academies, within each LA's geographical boundary. We have provided this area-based report to give LAs a complete picture of performance in their area to support with the development of their Best Start local plans to raise GLD levels by 2028.

### **How many years of data does the report include?**

The first part of the report, 'Your good level of development (GLD) data', focuses on 2024/25 EYFSP data.

The second part of the report, 'Your contextual good level of development (GLD) score', includes the most recent three years of data: 2022/23, 2023/24 and 2024/25 where available.

However, for some schools, some years of data have been removed due to data quality. For example, if a school has five or fewer pupils in a given year or is missing data for particular fields used by the contextual GLD score calculations, that year of data won't feed into the model.

### **My data looks wrong. Who do I tell?**

Report any issues through the DfE Customer Help Portal. You should include your school URN, a description of what looks incorrect and for which year of data. Provide a screenshot if possible.

Please note, however, that the Early Years Foundation Stage (EYFS) Profile 24/25 data collection closed on 31 July. Final cuts of data have been taken and analysis has begun, so we are unable to accept late amendments to the data.

## Annex B - How your contextual good level of development (GLD) score is calculated

Your contextual GLD score is based on data averaged across a maximum of three years (2022/23, 2023/24 and 2024/25) and has been calculated using the:

- Proportion of children in the reception cohort on free school meals
- Proportion of children in the reception cohort with special educational needs support
- Proportion of children in the reception cohort with an Educational Health Care plan (EHCP)
- Proportion of female children in the reception cohort
- Proportion of children in the reception cohort with English as an additional language (EAL)
- Mean age at the start of the academic year (in months) of the reception cohort
- Mean Income Deprivation Affecting Children Index (IDACI) score of the reception cohort – this is currently based on the 2019 IDACI index, but we will look to update this with the new IDACI index in future iterations
- Major ethnic groups, including % Asian, % Black, % Mixed, % White of the reception cohort
- Proportion of children in the school on free school meals
- Proportion of children in the school with special educational needs support
- Proportion of children in the school with an EHCP
- Mean urban/rurality score for reception cohort children, with 1 representing children in the most urban areas and 10 children living in the most rural areas.
- Proportion of children in the reception cohort who were not present at the start of the year
- The spread of attainment of early learning goals in the reception cohort

In a future iteration of this model, we are hoping to include the:

- Proportion of children in the reception cohort who have received pre-reception formal childcare

There are a number of variables that we have not included in the calculation for contextual GLD due to those variables closely aligning with other variables already

included in the model, a lack of available data, or due to those variables not relating to cohort characteristics. For example, we have not included:

- Minor ethnic groups
- Local authority
- Mean overall absence rate
- School funding per pupil
- Immigration status
- Proportion of children in need in the reception cohort, including those on child in need plans, child protection plans, children looked after by local authorities, care leavers and disabled children
- Proportion of children in the reception cohort who are Children of Service Families

Given the complexity of schools and the multitude of factors influencing outcomes, not all relevant variables can be captured within the model. As such, the contextual GLD score should be interpreted as an estimate rather than an absolute measure.

### Data that is used for your contextual GLD

Your contextual GLD percentage is based on your school’s data (averaged across 2022/23, 2023/24 and 2024/25) shown below in comparison to 2024/25 local, regional and national values. Comparisons are against published data.

NA values are shown where comparisons are not available.<sup>2</sup>

	Your school	Your local authority	Your region	Nationally
% cohort female	49.2%	49.5%	49.0%	48.9%
% cohort FSM	9.1%	13.9%	13.2%	17.0%
% cohort SEN support	3.6%	9.2%	9.8%	10.2%
% cohort EHCP	5.6%	3.1%	3.4%	3.6%
% cohort EAL	0.0%	5.8%	11.5%	21.8%
% White	100.0%	90.2%	82.9%	66.7%

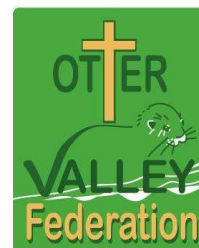
<sup>2</sup> Mean age at the start of the year varies from 4 years and 2 months to 4 years and 10 months across all schools. If a child is 4 years and 6 months old in September (the most common mean age at the start of the year across all schools), a child would be born in March.

	<b>Your school</b>	<b>Your local authority</b>	<b>Your region</b>	<b>Nationally</b>
% Mixed / Multiple ethnic groups	0.0%	3.0%	4.9%	7.7%
% Asian / Asian British	0.0%	2.3%	4.9%	13.7%
% Black / African / Caribbean / Black British	0.0%	1.1%	3.2%	6.4%
% unknown ethnicity	0.0%	2.2%	3.0%	3.1%
Mean age at the start of the year	4 years 6 months	NA	NA	NA
Mean IDACI score	0.1	NA	NA	NA
Mean urban score	6.2	NA	NA	NA
% cohort mobility at end of Sep	9.1%	NA	NA	NA
ELG variation	3.4	NA	NA	NA
% school FSM	12.2%	19.6%	20.1%	25.3%
% school SEN support	23.3%	15.3%	15.0%	14.8%
% school EHCP	11.1%	3.9%	3.6%	3.5%

# School Improvement Lead Portfolio Governor Spring Report

2026

*Believing & Achieving Together to be the Best We Can Be*



Name of Governor/s	Portfolio/s	Type of event: FGB Termly report; monitoring; fact finding; planning.	Date of meeting / visit 15th January 2026
Sarah Walls	School Improvement	Termly report	
Key personnel consulted / present:	Louisa Mansfield, Pete Button		
Statutory Lead Roles duties covered: <i>(from annual cycle of business)</i>	<ul style="list-style-type: none"> <li>To review and evaluate the success and impact of the School Development Plan in conjunction with the SMT and/or subject leaders, in accordance with the agreed formal monitoring arrangements. To identify areas for additional support/intervention and recommend allocation of resources, report to the FGB.</li> <li>To monitor actions being taken and progress relating to areas of improvement from the most recent Ofsted Reports.</li> <li>To monitor and evaluate progress towards pupil progression and attainment targets and identify areas which require intervention.</li> <li>To ensure the continued knowledge and understanding of the governors in respect of the Ofsted inspection framework including any changes since the schools were last inspected and statutory responsibilities.</li> </ul>		
Delegated decisions made on behalf of the FGB (as agreed in the terms of reference):	<p><b>To review and evaluate the success and impact of the Federation Development Plan</b></p> <ul style="list-style-type: none"> <li>SMT remain focused on meeting milestones in FDP plan</li> <li>All areas have progress made against objectives</li> <li>Focus still on Assessment, particularly at Feniton - progress made, some challenges remain. Flight paths now set up on BromCom, new assessment tools trialled. SMT monitoring in Spring Term.</li> <li>FDP shared with Fort Federation to find opportunities to work together and LLC schools invited to Writing Moderation in March 2026.</li> </ul> <p><b>To monitor actions being taken and progress relating to areas of improvement from the most recent Ofsted Reports.</b></p> <p><b>Formative assessment at Feniton/adaptive learning:</b></p> <ul style="list-style-type: none"> <li>Formative assessment was identified as a key focus in the last Ofsted report.</li> <li>Children that could be challenged further were identified by the inspectors. Work being undertaken to ensure across all subjects there are opportunities for stretch and challenge.</li> <li>Emphasis on data is being increased and close tracking of individual pupils using Flight Path on BromCom.</li> </ul>		

- There remains a focus across both schools on embedding and improving formative assessment, closely linked with adaptive teaching.
- ‘Your books, your evidence’ as a means of evidence children learning journeys.
- Our frameworks all include an assessment policy for each subject.

#### **Reading at Tipton:**

- Ofsted identified Reading as a priority for TSJ. Good progress in autumn term particularly for Years 3 and 4.
- Reading spine has been updated to ensure a breadth of reading opportunity.
- CAT have provided phonics training to TAs in KS2 to ensure consistency between the two key stages.
- Plan for World Book Day to celebrate reading.
- The secure teaching of comprehension skills is embedded in Y3/4 through whole class reading sessions and using VIPERS approach. There has previously been a dip in attainment and progress.

#### **Curriculum progression at TSJ:**

- Geography framework completed.
- Embedding History and Art.
- Penpals Handwriting is being introduced.
- Standardised tests being used consistency for spelling  
Twinkl spelling being used up to the end of Y4.

#### **Governor Monitoring**

- Oak class remains a challenge at TSJ, but additional TA resources have been deployed to support and Mrs Hanna, SENDCo is offering guidance. DCC have also monitored and offered advice.
- Mark Humphries completed pupil/staff talk with children and staff at TSJ about behaviour and bullying with particular focus on PPG.
- SEND Review Feedback identified that the impact of interventions in Y5/6 needs to continue to be monitored.
- CP governor participated AI training.
- Invitation always open for governors to attend Act of Worship. In role as parents Governors have attended both Harvest and Christmas Acts of Worship in St Andrew’s Church.

#### **Feniton Autumn Term 2025 Overview:**

#### **Feniton Whole School Autumn Term Attainment /Progress**

<b>Year group (no. pupils in cohort)</b>	<b>Reading Expected+</b>	<b>Writing Expected +</b>	<b>Maths Expected +</b>	<b>Expected Progress+</b>

Rec	65% n track for GLD:			Target 68%	<b>Maths</b> <ul style="list-style-type: none"> <li>Year 1 on track</li> <li>Year 2 high number of low attainers however seven children have been targeted for accelerated progress. Target for end of year is 73%. On track for 63%, below national. Priority Year Group.</li> </ul>
1 (28)	64%	67%	82%	79% (Reading/Wr)	
2 (30)	33%	33%	40%	37% (all subjects)	
3 (24)	79%	67%	67%	62% (Maths)	
4 (31)	68%	68%	65%	65% (Maths) (GDepth Ma/Re)	
5 (30)	56%	50%	53%	57% (Re/Ma/GD)	
6 D (28)	61%	39%	36%	72% (Ma/GD in all subjects)	
6 CT (29)	59%	66%	21%	45% - 66%(Ma/Re / GD)	

- Additional adult deployed to Y6 to support raising attainment. Too many children reported at working towards and should be at expected – HoS to investigate. (End of KS1 6D – 61% and 6CT 63%). Hypothesis that this is an assessment issue.
- Key Stage 2 a high percentage of low attainers in all classes have been identified and Number Stacks intervention being used to address this. Low % of GDS. SMT investigating why such high percentage of low attainers. This reflects an increase in low attainers since end of last academic year. Not uncommon at this time of year and is being addressed with individual teachers so that end of Spring Term data shows improved progress.
- End of KS2 target – 70% Currently not on track in Maths and 6D Writing.

### **Reading**

- Reading displays a similar picture to Maths with a high number of low attainers in Year 2, 5 and 6. Children with potential to reach EXS have been identified to bring us in line with National Averages at the end of the year for KS2.

### **Writing**

- Similar pattern to above. This will be addressed by a scrutiny of planning which will show teachers opportunities for challenge and oracy to support writing.

## **ISDR**

IDSR has identified that focus groups for Feniton are disadvantaged pupils and pupils reaching a higher standard particularly in writing.

### **GLD Compare Your Data (Early Years)**

Areas of relative strength: Given the context in which your school operates, children are suggested to develop well at your school and actual GLD is in line with your contextual GLD score.

Children are suggested to develop well across most ELGs compared to local, regional and national data. Your strongest ELGs are:

- **Building relationships, Self-regulation**

Children are suggested to develop well across most child characteristic groups shown compared to local, regional and national data. Your strongest child characteristic groups are:

- **Children with English as their first language, Female children.**

Areas to focus on:

Children are suggested to develop less well across some ELGs compared to local, regional and national data. Your weakest ELGs are: **Fine motor skills, Gross motor skills**

## **TSJ Autumn Term 2025 Overview:**

### **TSJ Whole School Autumn Term Attainment /Progress**

<b>Year group (no. pupils in cohort)</b>	<b>Reading Expected+</b>	<b>Writing Expected +</b>	<b>Maths Expected +</b>	<b>Expected Progress+</b>
Rec	64% on track 7/11 (Target 9/11)			
1 (9)	44%	44%	67%	67% (Reading/Wr)
2 (15)	60%	60%	60%	87% (Wr)
3 (6)	100%	67%	100%	83%
4 (13)	77%	62%	70%	62% (Re)
5 (16)	44%	31%	44%	69% (Re/Wr/GD)

6 (13)	61%	77%	69%	85% (GD)
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### **Maths**

- Continued to use published standardised tests
- Continued good progress in Y3 cohort.
- Need to closely track progress of Y2 and Y5 pupils and increase % pupils working at expectation.
- Increase % pupils working at greater depth standard.
- This will be achieved by embedding Number Stacks and Number Sense at KS2 and prioritising greater depth opportunities in maths planning.

### **Reading**

- Continued to use published standardised tests
- Continued good progress for Y3 and 4 cohorts.
- Greater depth pupils being identified and making good progress
- Need to closely track progress of Y2 and Y5 pupils and increase % pupils working at expectation.
- Monitoring progress of EY into Y1.
- Increase % pupils working at greater depth standard.

### **Writing**

- Need to closely track progress of Y2 and Y5 pupils and increase % pupils working at expectation.
- Increase % pupils working at greater depth standard in KS2.
- Focus on handwriting, spelling schemes being embedded and giving oracy skills a higher priority (rehearsing writing orally before writing).

Year 2 overall attainment is becoming a higher priority as further needs emerge.

### **ISDR**

ISDR acknowledges the small cohorts of pupils that do not provide valid statistical comparisons.

The report highlights Grammar, Punctuation and Spelling as a focus and this is reflected in our FDP.

HoS is also monitoring EAL group closely (group of 4). One child identified with very good progress in previous years, slower in autumn term.

### **GLD Compare Your Data (Early Years)**

#### **Areas of relative strength**

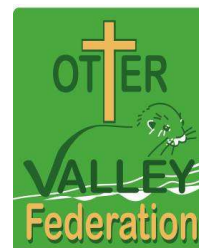
Given the context in which your school operates, children are suggested to develop well at your school and actual GLD is in line with your contextual GLD score.

	<p>Children are suggested to develop well across some ELGs compared to local, regional and national data. Your strongest ELGs are:</p> <ul style="list-style-type: none"> <li>• <b>Building relationships, Comprehension</b></li> </ul> <p>Children are suggested to develop well across all child characteristic groups shown compared to local, regional and national data. Your strongest child characteristic groups are:</p> <ul style="list-style-type: none"> <li>• <b>Children with English as their first language, Children with no special educational needs</b></li> </ul> <p><b>Areas to focus on</b> Children are suggested to develop less well across some ELGs compared to local, regional and national data. Your weakest ELGs are: <b>Gross motor skills, Speaking</b></p>	
<p><b>Next step(s) / action points:</b></p>	<p>Early Years teachers to discuss provision for gross motor skills.</p> <p>Feniton to review assessment and progress in Years 2, 5 and 6.</p> <p>Recap with staff role of CAT members and consider reestablishing CAT domains and not individual subjects, with clear leadership.</p>	<p><b>Actions to be completed by (personnel &amp; date):</b></p>
<p><b>Date of next visit/meeting:</b></p>	<p>May 2026, date TBC</p>	

# Parent & Christian Community Links Lead Portfolio Governor

## Spring Report

*Believing & Achieving Together to be the Best We Can Be*



Name of Governor/s	Portfolio/s	Type of event: FGB Termly report; monitoring; fact finding; planning.	Date of meeting / visit
Sarah Walls	Parent & Christian Community Links	Termly report	January 2026
<b>Key personnel consulted / present:</b>	Senior Management Team		
<b>Statutory Lead Roles duties covered:</b> <i>(from annual cycle of business)</i>	<ul style="list-style-type: none"> <li>Review processes to promote British Values and Community Involvement. Agree/ review parent consultation arrangements</li> <li>To assist with SIAMs action plan and review the outcomes of an inspection.</li> <li>To monitor the planning and delivery of the RE curriculum and Collective Worship programmes.</li> <li>To monitor the funding and resource provision for RE, Collective Worship and Spiritual Development.</li> </ul>		
<b>SDP priorities covered:</b>	<p><b>FDP – Community and Christian Distinctiveness</b></p> <ul style="list-style-type: none"> <li>To develop Collective Worship using Rochester Diocese resource and Big Start Assemblies to incorporate School Council/Ethos Team.</li> <li>To ensure all children are aware of significant events in church year and liturgical calendar.</li> <li>To use Reflection spaces within classrooms effectively to give children individual and classes opportunities for worship and reflection.</li> <li>Visit another church school (St Martins, Cranbrook) to work together on shared thoughts on Reflection Spaces, development of Spirituality within setting, Collective Worship</li> <li>Developing opportunities for external visits and visitors linked to our RE curriculum.</li> <li>TSJ - RE and CW – embedding new framework and ensuring assessment in place and effective. CWs – focus on embedding understanding of Spirituality, alongside vision and values new zones of regulation</li> </ul> <p><b>SIAMs preparation</b></p> <p><b>Feniton</b></p> <ul style="list-style-type: none"> <li>Aim to begin SIAMs SEF in January 2026</li> <li>Head of School completed SIAMS Framework update training</li> <li>Spirituality display in Hall and visuals in every classroom</li> </ul> <p><b>Tipton</b></p> <ul style="list-style-type: none"> <li>Implementing action points from previous SIAMS – assessment and spirituality</li> </ul> <p><b>RE curriculum update</b></p> <p><b>Feniton</b></p>		

NATRE resources being utilised - high quality resource built by specialist teachers directly linked to the syllabus. ***Evidence of using this resource in books and teachers beginning to develop this to inform their own planning of the subject, add adaption for those pupils with SEND and ensure declarative knowledge is reviewed and previous knowledge built upon.***

#### **Tipton**

NATRE being used across school. Dual coding to support key vocabulary. Adapting resource to make accessible to SEND children.

#### **Federation**

RE CATS team (Just Feniton this year) have met twice and made an action plan going forward. Reflection Spaces being developed. Visit to St Martin's Cranbrook provided useful larger school context and opportunities to monitor teaching and learning across the two schools. Wider links with Payhembury and Awliscombe will be beneficial going forward to add a small school perspective. Moderation/Book Look planned for later this term.

#### **Collective Worship**

##### **Feniton**

Using Diocese of Canterbury and Rochester Fresh Approach Collective Worship Planning as the basis for whole school worship – high quality resources that supports work load.

Picture News as the basis of class worship. This also supports the development in understanding of British Values. Friday worship each class shares examples of their Picture News discussion. Shared examples of CW floor books.

School Council have had the opportunity to lead whole school collective worship.

Parents were welcomed to the Harvest Festival and UKS2 Carol Service @ St Andrews Church.

Link made with Rev. Carys (curate from Ottery church) who will continue work of Graham Harry and work with School Council to develop their role in Collective Worship.

##### **Tipton**

CW – focuss on reinforcing values, vision and spirituality using Bible stories as examples. This is also being linked to Zones of Regulation as well. Using Picture News once a week.

#### **British Values, community involvement, life in modern Britain**

##### **Feniton**

A continuing focus on British Values through the use of Picture News Exeter Baby Bank as a whole school charity – Christmas bags

Year 6 Civic Award

PSHRE, online safety and financial education curriculums

E-Safety focus in staff CPD and whole school awareness day

Bikeability in Year 5

Leadership opportunities – House Captains, Sports Leaders, Librarians, Ethos Committee and Eco Warriors.

##### **Tipton**

Y6 Civic Award

Involvement with Baby Bank

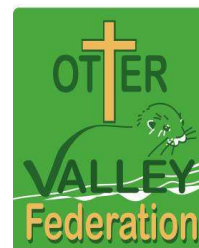
PSHRE and online safety as above.

	<p>St Petrock's – homelessness charity  Leadership opportunities – Ethos team, play leaders at lunchtimes.</p> <ul style="list-style-type: none"> <li>– reinforcing values especially HOPE - persevering when challenges come, CW Picture News gives children time to reflect on modern life today – eg climate change, disability, diversity, world events.</li> <li>To assist with SIAMs action plan and review the outcomes of an inspection. As above – focus on embedding action points – implementation of new framework and assessment approach.</li> </ul> <p><b>Federation</b>  Linked with Norman Palmer School in Melanesia – visit from the brothers during Autumn Term. Focused on similarities and differences, the challenges of climate change, the history of Bishop Patteson</p> <ul style="list-style-type: none"> <li>To monitor the planning and delivery of the RE curriculum and Collective Worship programmes.  Need to schedule a visit time -CW observation, RE lessons</li> <li>To monitor the funding and resource provision for RE, Collective Worship and Spiritual Development. – planned purchase of some resources for teaching Islam and Judaism to boost current supplies. Visit being planned for Willow to visit a place of worship in Exeter (Cathedral)</li> <li>Report on GDPR procedures in place and any actions required. – training on use of AI and considerations of this</li> <li>Complete and evaluate Parent Surveys – need to review schedule for this. TSJ – set up parent reps for classes – first meeting last week – useful forum for improving communication.</li> </ul>	
<p><b>Delegated decisions made on behalf of the FGB (as agreed in the terms of reference):</b></p>	<p><b>Policy Review</b></p> <ul style="list-style-type: none"> <li>Publication Scheme – Freedom of Information (statutory)</li> <li>British Values Statement</li> <li>Religious Education Policy and RE Curriculum information (next review Autumn 2026)</li> <li>Collective Worship Policy (next review March 2026)</li> </ul>	
<p><b>Recommendations for the FGB linked to statutory requirements:</b></p>		
<p><b>Next step(s) / action points:</b></p>	<ul style="list-style-type: none"> <li>- Schedule a time to visit to monitor RE curriculum and acts of worship</li> <li>- Review schedule with SMT for parent surveys</li> </ul>	<p><b>Actions to be completed by (personnel &amp; date):</b></p>
<p><b>Date of next visit/meeting:</b></p>	<p>Monitoring visit next term and then further SMT meeting in Summer term</p>	
<p><b>Items from this report to be reviewed at the next visit / meeting:</b></p>		
<p><b>Additional notes (to include reflections on how visit / meeting has benefited pupils and</b></p>		

contributed to the Christian  
Distinctiveness of the schools):

# Admissions Lead Portfolio Governor Spring (1) 2026 Report

*Believing & Achieving Together to be the Best We Can Be*



Name of Governor/s	Portfolio/s	Type of event: FGB Termly report; monitoring; fact finding; planning.	Date of meeting / visit Online/Egress
Mark HUMPHRIES	Admissions (Chair)	FGB Mon 09.02.2026	Report completed 02.02.2026
<b>Key personnel consulted / present:</b>	<b>Exec Head, Admissions Panel (AF/LM/PB – MH/SW/SR/JL) Currently 7 (2025/2026)</b>		
<b>Membership</b>	Membership shall consist of not less than four governors plus the Executive Head teacher.		
<b>Quorum</b>	<b>Two governors and the Exec Head Teacher.</b> <b>NB</b> Head teacher can send 'substitute' to present information with the agreement of governors, but 'substitute' may not vote		
<b>The Governing Body's responsibilities for admissions</b>	The Governing Body is the admission authority for the school and is therefore responsible for ensuring that the admission arrangements are fully compliant with the law and codes. The Governing Body recognises that it is accountable for the way in which admissions are dealt with and is committed to carrying out this responsibility honestly, transparently and with integrity. The committee has delegated responsibility from the Governing Body to fulfil the responsibilities of the Governing Body as specifically itemised below.		
<b>Applications received</b>	Since last report submitted for FGB 08.12.2025.  FPS  1x Yr2 – Cohort 30 (PAN) REFUSE as No Governor Places available  TSJ  1x Yr5 – Cohort 16 (PAN+1) REFUSE as No Governor Places available *previously applied 30.09.25 and refused		
<b>Miscellaneous</b>	<i>1 request received for a 'delayed admission' September 2026 to start September 2027 at Feniton Primary School, outside of normal age range start. SMT+SENCO/Admissions Lead have reviewed this application, and there is sufficient resourcing available for the child to be accepted Sept 2026, and decision to refuse processed.</i>		
<b>Next step(s) / action points:</b>			<b>Actions to be completed by (personnel &amp; date):</b>