



Believing and Achieving Together to be The Best We Can Be

Meeting of the Full Governing Board of OTTER VALLEY FEDERATION					
Date/Time	20 th October 2025 6:30pm	Location	Tipton St John Primary School		
Attendees	Initials		Attendees	Initials	
Amanda Fulford	AF	Executive Headteacher	Sarah Walls	SW	Foundation Governor
Daphne Sherwood	DS	Foundation Governor Staffing Lead	Simon Richards	SR	Parent Governor Finance Lead
Alex Pryor	AP	Co-opted Governor Curriculum Lead	Pete Button	PB	Staff Governor <i>Head of School</i>
Claire Polverino	CP	Foundation Governor Premises Lead	Mark Humphries	MH	Foundation Governor Safeguarding Lead
Jamie Lawrence	JL	Foundation Governor School Improvement Lead			
Present					
Louisa Mansfield	SE	Head of School	Simon Niles		DCC Officer for Strategic Planning of Schools.
Richard Power	RP	Exeter Diocese Surveyor	Jess Bailey		DCC Councillor for Otter Valley
Karen Worthington	KW	DCC Access to Education Lead			
Apologies					
Eddie Smith	ES	Parent Governor SEND & Inclusion Lead	Rev Lydia Cook		
Absent					

Item Number	Agenda Item	Initials	Time
1.	Opening Prayer	Chair	18:30
2.	Apologies for Absence/ Absences Sanctioned	Chair	
3.	Declaration of Interests invited and declared	Chair	
4.	Tipton St John Relocation Update from DCC – Joined by Simon Niles and Richard Power	Chair	18:35
5.	Approval of the minutes of the previous meeting: AGM 8 th September 2025	Chair	19:00
6.	Matters Arising from the minutes not on the agenda	Chair	18:42

FGB Meeting Minutes 20102025 approved

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Signed by the Chair _____ Date _____

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|------|--|--------------|-------|
| 7. | Discuss Executive Headteacher’s written report on Summer Term Teaching & Learning & raise questions on pupil performance data. Report includes termly Safeguarding report (ACB) | AF | 18:45 |
| 8. | Approval of the Key Priorities for the Federation Development Plan (ACB) | Chair | 18:50 |
| 8.1 | Governors to sign up for FDP monitoring activities for Autumn term | Chair/
AF | 18:55 |
| 9. | Discuss Partnership Working activities planned for the year and governor monitoring of impact. (ACB)
<i>Deferred to budget planning in Spring term</i> | AF | 19:30 |
| 10. | Questions arising from the SEND & Inclusion Governor Report (ACB) | ES | 19:45 |
| 11. | Questions & matters arising from the Curriculum Lead Governor Report (ACB) | AP | 19:50 |
| 12. | Questions & matters arising from the School Improvement Lead Governor Report (ACB)
This has been written by the Heads of School as there is currently no School Improvement Lead Governor. Please could governors use School Improvement Q card as guidance to strategic questioning | PB/LM | 20:05 |
| 13. | Questions & matters arising from the Christian Community Staff & Parental Links Report (ACB) | SW | 20:10 |
| 14. | Questions arising from Written Update from Admissions Committee (ACB) | MH | |
| 15. | Verbal Update from the Executive Headteacher Performance Review Committee
Deferred to the December Meeting due to delay in Executive Headteacher Appraisal Meeting | Chair | |
| 16. | Governance & Leadership | | |
| 16.1 | Governing Board Vacancies/ Parent Elections | Chair | 20:20 |
| 16.2 | New Governor Induction Training | Chair | 20:15 |
| 16.3 | Feniton School Heating System (may already be agreed) | AF | |
| 16.4 | Term Dates 2026/27 and 2027/28 | AF | |
| 16.5 | Whole School Food and Nutrition Policy – delegate authority to lead governor | Chair | |
| 16.6 | Local Learning Community (LLC) Partnership Working | AF | |
| 17. | Part Two | | |
| 18. | Policies to Approve | | |
| 18.1 | Agree draft Admission Policies for 2026-27 and recommend to FGB | Chair | |
| 18.2 | OVF Safeguarding and Child Protection Policy 2025 | Chair | |
| 19. | For information – Policies Approved by Lead Governors
EYFS Policy – Curriculum Lead Governor
Whole School Food and Nutrition Policy
Governor Visit Protocol | | |
| 20. | Governing Body Correspondence | Chair | 20:30 |
| 21. | Date of next meeting:
Governor Training – 10 th November 2025 6:30pm – Safeguarding Training for Governors
OFSTED Framework Training, National College Training Portal Training
FGB Meeting 8 th December 2025 6:30pm Feniton | Chair | 20:30 |

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
1.	Opening Prayer Sarah Walls opened meeting with a prayer		
2.	Apologies for Absence/ Absences Sanctioned Eddie Smith – Family Commitments		
3.	Declaration of Interests invited and declared		

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
	None declared		
4.	<p>Tipton St John Relocation Update from DCC – Joined by Simon Niles and Richard Power, Jess Bailey, Karen Worthington RP, JB SN and KW introduced themselves. SN is moving to a different role within Devon County Council (DCC) and KW will be stepping in to be the contact for the project going forward, SN will retain some oversight.</p> <p>SN updated on the review of the identified Tipton site which has been carried out and waiting to hear back from Department for Education (DfE), there is scheduled meeting for tomorrow. SN highlighted that the DfE will be unwilling to take on risks regarding third party and the deliverability of buildings. SN will push the DfE for answers on this tomorrow.</p> <p>DCC has spoken to Landowner and East Devon Council regarding developing the top of the site. Topography is an issue, as is the case with most sites in Devon, with a great deal of cut and fill. Highways is saying we need to widen the road by 25 metres for two vehicles and pedestrians, which is a significant challenge.</p> <p>Services within the road are another significant challenge. Foul draining and surface water. This can be done on site by can be expensive to install and maintain.</p> <p>Ecology, DCC don't think, would be an issue aside from the existing hedgerows which would need to be removed.</p> <p>The site itself is quite good but does have power lines crossing the plot which would need to be moved/ quite probably buried underground.</p> <p>Purchasing of land is time consuming and DCC will not consider compulsory purchase orders to access the land. SN hoped we will get some of the answers regarding due diligence from the meeting tomorrow. A lot will be decided by the costs within/ outside 'the red line' (within the red line will be costs covered by the DfE, outside the red line monies will need to be found by DCC, East Devon Council etc.</p> <p>RP and SW asked how this would be factored into the timeline. MH noted the similarities on topography of the identified Tipton site and Thorne Farm site. SN stated that the building is much more deliverable and for less money as services etc will already be in place at the Thorne Farm site.</p> <p>SW asked for further information on timelines. SN felt that this will be much clearer after the meeting tomorrow when the DfE gives a clearer indication as to what due diligence is required. Purchasing of the land could be the most time-consuming aspect depending on the outcome the landowner would like.</p> <p>PB asked how much the DfE decisions will be based on costs. SN felt the decision will be more based on principles as to what it picked up 'within the red line'.</p>		

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	<p>SN clarified that DCC have not been allocated any funds yet. Tipton have been included in the School's Rebuild Programme because of the risk of flooding, not the state/ condition of the buildings. At this time there is little risk we would drop out of the programme, and we have done masses of due diligence and are much further advanced than other phase 2 school projects in Devon.</p> <p>SW asked when reporting to the GB on timescales from the meeting with DfE could be expected. SN stated that they would be able to provide notes from the meeting but definite timelines are very dependent on a variety of factors but it can take a minimum of nine months to purchase land.</p> <p>RP highlighted that there are two priority aspects, feasibility and land purchase. The meeting tomorrow will give a clear steer as to what works needs to be carried out.</p> <p>The meeting discussed pupil numbers in the areas feeding into TSJ as more than 60% of our pupils come from outside the catchment area. The strategic planning of pupil numbers has always been a factor and has provoked a strong reaction within the local community.</p> <p>Proposal: to wait for the outcome of the meeting with the DfE and discuss next steps forward at the next FGB in December Agreed by all present</p>	<p>Proposal: to wait for the outcome of the meeting with the DfE and discuss next steps forward at the next FGB in December</p>	<p>Agreed by all present</p>
5.	<p>Approval of the minutes of the previous meeting: AGM Meeting 8th September 2025</p>		
	<p>Minutes circulated prior to the meeting. MH has sent a couple of minor amendments to JB by email.</p> <p>Proposal: to approve the minutes of the meeting of FGB Meeting 8th September 2025 and signed by the chair Agreed by all present</p>	<p>Proposal: to approve the minutes of the meeting of 08.09.2025 as a correct record and signed by the chair</p>	<p>Agreed by all present</p>
6.	<p>Matters Arising from the minutes not on the agenda None noted</p>		
7.	<p>Discuss Executive Headteacher's written report on Summer Term Teaching & Learning & raise questions on pupil performance data. Report includes termly Safeguarding report (ACB)</p>		
	<p>Report circulated prior to meeting and will be added as an appendix to the minutes.</p> <p>SW asked for further information on zones of regulation being rolled out across both schools. Encouraging children to identify how they are feeling and what steps can be taken next.</p> <p>Teaching Learning Framework- this is an evolution of the current teaching & learning policy and curriculum policy. This is being developed by SMT in consultation with staff and will be brought to FGB for review and approval .</p> <p>Staffing numbers. This challenging situation will need to be reviewed now and</p>		

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	<p>into the Spring term/ budget setting process. We have one fixed term teacher whose contract will end in the summer term. This reduction in staffing costs does not make up for the lower numbers of reception class children at Feniton. The GB is going to have look at how staffing budget is planned.</p> <p>Discussion focused on extending the age range we cater for.</p> <p>Action: AP to send out a briefing paper on extending the age range, which will be an agenda item for the next FGB meeting.</p> <p>SW do we have a SEF in place for the new OFSTED framework. AP confirmed that this in a topic the SMT in the next half term, breaking it down into five sections for review.</p> <p>MH asked about development of CPD for staff especially are Teaching Assistants (TA)s moving to HLTAs. AP confirmed that whilst they encourage staff to train and develop their training and careers but they are only paid as an HLTA when they are providing supervisory cover to ensure we keep staffing budgets stable.</p>		
8.	<p>Approval of the Key Priorities for the Federation Development Plan (ACB)</p> <p>Federation Development Plan 2025-26 circulated prior to the meeting. AP gave additional supporting information for the document.</p> <p>AP explained how the SENDCo has made impact in previous years and then has added Tracey Jackson to the team to support Speech and Language. The team will be added to this year to further support this work in clearly identified area and the team are passionate about driving this forward.</p> <p>SR asked for further information on the COVID Cohorts and how the impact has shown in their progress and attainment</p> <p>Everyone happy to approve the key principles for the FDP.</p> <p>8.1 Governors to sign up for FDP monitoring activities for Autumn term</p> <p>Timetable of monitoring activities circulated prior to the meeting for governors to sign up. Governors noted what activities they attend. SW felt that we need to include more learning walks etc as noted in the Curriculum Lead Governor report this half term.</p>	<p>Proposal: to approve the key priorities for the FDP 2024-2025</p>	<p>Approved by all present</p>
9.	<p>Discuss Partnership Working activities planned for the year and governor monitoring of impact. (ACB)</p> <p><i>Deferred to budget planning in Spring term</i></p>		
10.	<p>Questions arising from the SEND & Inclusion Governor Report (ACB)</p> <p>Report circulated prior to the meeting and will be added to the minutes as an appendix. No questions arising</p> <p>AP noted that there has been only 14 days so far this term when all staff have been in school. LM noted we have had significant staff absence since the start of term and this has had impact. We are mostly covering these absences with</p>		

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	<p>HLTAs and we now have four supply teachers on our books who we can use. AP noted great working practise across the federation to allocate resources where they were needed. PB noted that we have two experienced retired TA's who have been willing to come in a cover as bank workers where needed at TSJ</p>		
11.	<p>Questions & matters arising from the Curriculum Lead Governor Report (ACB)</p>		
	<p>Report circulated prior to the meeting and will be added to the minutes of the meeting as appendix. No questions arising from the report.</p>		
12.	<p>Questions & matters arising from the School Improvement Lead Governor Report (ACB)</p> <p>This has been written by the Heads of School as there is currently no School Improvement Lead Governor. Data reports distributed at the meeting for each school and will be added to the minutes as an appendix</p> <p>LM gave supplemental information for Feniton. SW noted that attainment in phonics was concerning. LM noted that this was cohort specific results, the cohort had a very low starting point and are requiring additional support.</p> <p>AP noted that KS 2 data on SPAG and grammar needs to be drilled into and look at our pupils that can exceed expectations.</p> <p>SW asked that future reports include flight path of pupil progress as they move through the Key Stages. AP noted that one of these challenges is getting the data out of the new BROMCOM system and we are now working on developing</p> <p>Action: Progress and attainment reporting to be brought to the next Learning and Teaching meeting in February 2026 reviewing the Autumn term data</p> <p>PB gave supplemental information for TSJ cohorts, have had some really good results for KS1. KS 2 had 6 children within the Cohorts who were disapplied for SATS. TSJ was moderated for KS 2 writing by DCC. PB noted the pupils with significant need who will need support on to get to expected standards.</p> <p>DS what is the percentage of SEND need in comparison to last year in TSJ. Slightly lower than last year but Oak Class has at least 60% SEND need.</p>	Noted	
13.	<p>Questions & matters arising from the Christian Community Staff & Parental Links Report (ACB)</p>		
	<p>Report circulated prior to the meeting and will be added to the minutes of the meeting as appendix. No questions arising from the report.</p>	Noted	
14.	<p>Questions arising from Written Update from Admissions Committee (ACB)</p> <p>Report circulated prior to the meeting and will be added to the minutes of the meeting as appendix. No questions arising from the report.</p>		
15.	<p>Verbal Update from the Executive Headteacher Performance Review</p>		

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
	Committee Deferred to the December Meeting due to delay in Executive Headteacher Appraisal Meeting		
16.	Governance & Leadership		
16.1	Governing Board Vacancies/ Parent Elections Alex Pryor moving from being a co-opted governor to being a parent governor. Proposal: to co-opt Louisa Mansfield to Otter Valley Governing Board Agreed by all present		
16.2	New Governor Induction Training Clerk to contact individual governors who need to attend the training.		
16.3	Feniton School Heating System (may already be agreed) No further information at this time.		
16.4	Term Dates 2026/27 and 2027/28 Circulated prior to the meeting. Aligned to Kings terms dates Proposal: to approve term dates for 2026/27 and 2027/28 Agreed by all present	Proposal: to approve term dates for 2026/27 and 2027/28	Agreed by all present
16.5	Whole School Food and Nutrition Policy – delegate authority to lead governor This policy has been extensively reviewed and updated by the Senior Management Team (SMT). Proposal: to delegate authority to the Health & Safety Lead Portfolio Governor to review and approve this policy every three years Agreed by all present	Proposal: to delegate authority to the Health & Safety Lead Portfolio Governor to review and approve this policy every three years	Agreed by all present
16.6	Local Learning Community (LLC) Partnership Working AF gave updates on current partnership working in the Local Learning Community. It was noted that this is an ever-shifting situation, dependant on each schools' leadership and needs to be an ongoing agenda item for the Governing Board.	Noted	
17.	Part Two <i>None noted</i>		
18	Policies to Approve		
18.1	Agree draft Admissions Policies for 2026-27 to go out to consultation on DCC Website Policies circulated prior to meeting for review. Approved by all present.		
18.2	OVF Safeguarding and Child Protection Policy 2025 Policy circulated prior to meeting for review Approved by all present		

Ref	Discussion, Action or Decision	Owner/ Decision	Date Due
19.	For information – Policies approved by lead governors EYFS Policy – Curriculum Lead Governor Whole School Food and Nutrition Policy Governor Visit Protocol	Noted	
20.	Governing Body Correspondence None		
21.	Date of next meeting: Governor Training – 10 th November 2025 6:30pm – Safeguarding Training for Governors OFSTED Framework Training, National College Training Portal Training FGB Meeting 8 th December 2025 6:30pm Feniton		
	Meeting closed at 20.35.		

Executive Head Report to Governors

Autumn 2025



This report and the 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, but should also be read in conjunction with the reports from the portfolio holders and school newsletters. 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'

Please refer to Lead Governor Reports on Curriculum; Christian Distinctiveness and Parent, Community Links; Inclusion and Pupil Premium for further information on developments since the beginning of the school year.

1. Federation Development Plan (FDP)

Our key priorities this academic year, detailed in our FDP:

- **Creating and communicating an OVF Teaching and Learning Framework which references our approach to assessment, OAIP, inclusive classrooms, adaptive teaching and zones of regulation.**
- **To improve communications with parents about the curriculum and school expectations of behaviour.**
- **To Introduce Zones of Regulation as a strategy for helping children regulate their emotions and be able to use a more varied language to describe how they are feeling.**
- **To improve pupil's progress in Maths by implementing a clearly defined curriculum & assessment framework and developing pupils' oracy skills.**

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- To improve pupil's progress in Writing by implementing a clearly defined curriculum & assessment framework and developing pupils' oracy skills.
- To improve pupil's progress in French and Geography by implementing a clearly defined curriculum & assessment framework and developing pupils' oracy skills.

By the end of this academic year we will have a Teaching & Learning Framework in place which will pull together all our learning and development of the last 3 years and provide staff with clear guidelines on inclusive teaching and assessment principles.

We will be one year away from completing a full set of subject frameworks which will clearly set out a relevant and progressive curriculum, across all subjects, supporting teachers to understand what children need to know and remember by the end of each year group. This will further strengthen our assessment procedures.

The Federation Development Plan may seem longer than usual. This is because we have decided to place all action plans in one document rather than have a separate plan for SEND. Also, we have delegated responsibilities for SEND improvement to a larger team, led and monitored by Rachel Hanna.

2. Numbers of Pupils on Roll / Admissions

	Feniton	Tipton St John
Pre School	27	6
Reception	19	11
1	28	9
2	30	16
3	25	6
4	32	13
5	30	16

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6	57	13
Total R-6	221	84

Admissions in September 2025

Confirmed 11 for Tipton (Planned Admission Number of 15 – 4 places available) and 19 at Feniton (Planned Admission Number of 30 – 11 places available).

Federation pupil numbers have dropped by 16 since September 2024 due to a large Y6 cohort leaving Tipton and a small Rec cohort starting at Feniton. This low number will have a significant impact on our school budget. 11 less pupils at Feniton will be a loss of approx £49,500 each year.

We must also remember that the double cohort at Feniton is now in Year 6, so in September 2026, numbers at Feniton will reduce by up to 30. This will be a significant downturn in pupil numbers and will also impact the federation financially, an additional £126,000 per year approx. Pupil numbers will be looked at in detail when we set the new budget in March 2026.

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

Please refer to Mark Humphries' Admissions Report.

Mobility in 2024/2025

	Leavers	Starters
Feniton	4 children left. 1 KS1 child returned to home education, 1 relocated outside of Devon 2 went to other schools in Devon.	17 children started in year. 13 families. 2 came from home education, 4 children came from outside of devon (relocation) 11 children came from other schools in Devon.

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Tipton St John	1 KS2 child choosing home schooling	2 children came from other schools in Devon
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Some changes to our Admissions Policies:

1. Explanation to confirm that schools are aware that parents are likely to want to have twins in the same class where more than one class is available. Nevertheless, headteachers may have good reason to place them apart and that is a decision for the school to take.
2. New guidance on when children should start in school once an offer is made. This covers a section in the Admissions Code which emphasises that children should start as soon as is reasonably practical, especially if not in school.
3. When a place is offered to the waiting list, parents and carers should accept or decline the offer by the end of the next working day. This seeks to avoid situations where a series of offers to the waiting list takes several days for families to reconsider, visit and delay admission for the next child on the waiting list.
4. There is no stated time by which service families should apply to a school. This is now more flexible than 16 weeks.

Extending the Age Range of the Schools

As we consider ways in which we can secure the financial futures of our schools, one important consideration should be whether we extend our age range to 2-11 years, so we can incorporate our separate governor-run foundation stage units. This change would need to be reflected in our individual School Admission Policies and a consultation would need to be undertaken.

One key advantage of this change would be the budget for each FSU would be incorporated into our main school budget and the federation itself could benefit from its surplus budget and governors would be able to decide on how this money is spent to benefit all the children. The burden on the administration team would also be eased as these children would be managed using the same systems as all other children.

I have been in contact with the EYFS Team and Admissions / Strategic Planning to collate some information and I will report back to governors on my findings later this term.

3. Pupil Outcomes Statutory Data Headlines 2025

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(Please also refer to accompanying documents.)

	Feniton	Tipton St John	National 2025	Devon 2024
EYFS good level of development	79%	78%	68%	69%
Year 1 Phonics	73%	88%	79%	-
Year 6 Reading	88%	65%	75%	75%
Year 6 Writing	72%	55%	72%	67%
Year 6 Spell & Grammar	81%	60%	73%	-
Year 6 Maths	81%	65%	74%	69%
Year 6 Combined	66%	51%	62%	55%

School results were above national and Devon at EYFS.

Year 6 Feniton was in line with national in Writing and above in all over subjects.

Year 6 Tipton was below national in all subjects due to the extremely high level of SEND.

4.Ofsted

In the Spring Term we are expecting Tipton to receive their Ofsted Inspection. A new Ofsted Framework has been published in September 2025 and inspectors are currently being trained. Inspections will resume from the start of November. We will use our Governor Training session in November to update all governors on the new Framework and will refer to the following documentation:

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Information on Ofsted Inspections from 10 November 2025

[School inspection: toolkit, operating guide and information - GOV.UK](#)

Ofsted has published the new education inspection framework, detailing the parameters for inspection from November, Leadership and Governance is an area of evaluation featuring in inspections across Early Years settings, schools and further educations and skills providers.

Evaluation areas for schools

- Leadership and governance
- Inclusion
- Curriculum and teaching
- Achievement
- Attendance and behaviour
- Personal development and well-being

(There are also evaluation areas for early years.)

Safeguarding will receive a separate evaluation of 'met' or 'not met'.

Five point scale

There is no longer an 'overall effectiveness' grade; each area of evaluation will be graded using a five point scale.

Exceptional (highest quality provision): an evaluation area can be graded 'exceptional' when all the strong standards have been met and if it meets all the additional standards in the 'exceptional' section of the toolkit.

Strong standard: an evaluation area can be graded 'strong standard' when all the expected standards and all the strong standards have been met.

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Expected standard: an evaluation area can be graded ‘expected standard’ when all the standards are met – this includes meeting the legal requirements and the expectations set out in statutory guidance, as well as the professional standards required of the particular type of provision, where these apply.

Needs attention: an evaluation area can be graded ‘needs attention’ when the ‘expected standard’ has not been met because some aspects of provision are inconsistent, limited in scope or impact and/or not fully meeting the legal requirements.

Urgent improvement (lowest quality provision): an evaluation area can be graded ‘urgent improvement’ when it needs urgent action to provide a suitable standard of education and/or care for children and learners.

The expectation is that the majority of schools will fit within the middle three grades, with ‘exceptional’ and ‘urgent improvement’ being more rarely used. The inspection toolkits explain what evidence will be gathered during inspection for each of the evaluation areas, and the criteria for each of the grades. The toolkits firstly focus on ‘needs attention’, ‘expected standard’ and ‘strong standard’, as these are expected to be most commonly awarded.

Governance: In gathering evidence about governance, inspectors will consider the extent to which governors/trustees:

- Are knowledgeable about their statutory duties and carry them out effectively
- Support and challenge the school’s leaders effectively, using the best methods to assure themselves of the quality and impact of different aspects of the school’s work
- Understand their role as the responsible body, where applicable, in considering and addressing leaders’ workload and well-being
- Assure themselves that leaders have an accurate understanding of the school’s context and are prioritising the actions for improvement that will have the greatest impact on pupils
- Ensure that systems for monitoring and quality assurance are fair, valid and constructive, and provide leaders and staff with high-quality feedback to inform continuous improvement
- Hold leaders to account appropriately and effectively for the impact of the school’s professional learning programme for staff
- Hold leaders to account appropriately and effectively for the school’s support and provision for 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 wellbeing.

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‘Expected standard’ for governance Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders’ and staff well-being and workload. Leaders ensure that staff and governors 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 and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong.

‘Strong standard’ for governance ‘Expected standard’ has been met, plus: Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school’s work.

‘Needs attention standard’ for governance The ‘expected standard has not been met and: Governors/trustees understand their broad roles and responsibilities but do not typically support and/or challenge leaders well. Their approaches to assuring themselves of the impact of leaders’ work do not give them a precise picture of it.

5.SIAMS (Statutory Inspection Of Anglican and Methodist Schools)

In the Spring Term we were expecting Feniton to receive their SIAMS Inspection. However, we are not on the published list of schools for this academic year and therefore it is more likely we will be inspected in Autumn 2026.

The SMT led Tipton through a successful SIAMS in Spring 2025 and Ms Mansfield, HoS at Feniton has completed training this half term on the SIAMS Framework. Next term we will share our self-evaluation form with governors, setting out our achievements and next steps that will be shared with inspectors.

The focus for our inspection will be the theological underpinning of our Christian Vision ‘Believing and Achieving Together to be the Best We Can Be’ which is rooted in John 10:10 ‘I have come that they may have life, and have it to the full.’ The inspector will evaluate the accuracy of our self-evaluation and the impact our Christian Vision has on all aspects of school life and the lives of children and adults within it.

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6. Finance

Recent finance monitoring shows that we are on track with our projected spend for 2025/26, but there have been some unexpected spends that have impacted this, particularly staffing absence due to unforeseen illness and compassionate leave.

Government Pay Award for Teachers:

<https://educationhub.blog.gov.uk/2024/07/29/teacher-pay-everything-you-need-to-know-about-the-2024-pay-award/>

The School Teachers' Review Board recommended a pay award of 5.5% and this has been accepted in full by the Education Secretary, reflecting the vital contribution teachers make to children's life chances. This increase is being covered by a government grant which we have received, and this helps with a healthy in-year budget position for Otter Valley at this time of year because we had budgeted a 3.5% increase this year and a 3% increase next year from our budget.

Devon Funding Consultation:

Due to the reduction in pupil numbers across the federation we can expect to receive approx. £45,000 less in our budget for 2026/27.

We also have to remember that we are already at a disadvantage as Devon Schools. Devon is one of the lowest funded counties in England, receiving £248 less per pupil than the national average; high needs pupils receive £101 less than the national average and Devon 3 and 4 year olds £245 less!

Although all schools in Devon are protected by the minimum funding guarantee (MFG), guaranteeing they will not receive less in their standard budget than last year, the MFG does not protect schools from a drop in pupil numbers.

This year the Devon consultation is asking schools whether they agree once again to a 0.5% transfer between the main schools' block and the high needs block, which is currently £205 million in deficit. Last year the Secretary of State overturned Devon's decision not to transfer and the money was transferred to high needs to manage the deficit. It is likely to happen next year and in years to come whilst Devon manage such a high deficit.

Extended Services:

Breakfast Club at Tipton continues to remain on our agenda. Unfortunately, we have had no interest in the position of Breakfast Club Supervisor. This is being re-advertised again and will hopefully attract some interest.

Executive Head Report to Governors

Autumn 2025



7. Premises

School Rebuild Project: At the time of writing this report we are awaiting an update from DCC at our FGB meeting on 20th October to explain the process DCC are taking to investigate one site in Tipton St John.

Fund Saver Work Days have been held at each school this term. Tipton was well attended, Feniton had a lower turnout than usual, but we got lots of gardening done at both schools, as well as a new roof on play equipment at Feniton, all gutters cleared and painting of the main hall at Feniton and Willow class at Tipton. A total of 40 volunteers completing 136 hrs of work and that is excluding Pete Button completing painting and gardening at Tipton last week and a team of parents building the summerhouse at Tipton over the next two weekends! At minimum wage, this is a saving of £1,660 alone! Many thanks if you attended!

Major building projects took place in the summer holidays. The roof replacement has been completed at Feniton and the school will hopefully now be watertight! The kitchen was also redecorated, and a commercial dishwasher was installed for the first time. Water damage in Year 3 and 4 was also redecorated. At Tipton the ceiling in Willow Class girls' toilets has been replaced and guttering on the outside of the school has been improved to ensure we do not get further problems with water getting into the upper site building.

Governor 10% Contributions:

Tipton Drainage £1889.63 (no cost to governors – historic interest held by Diocese was used to fund 10%)

Feniton Roofing £8785.91

Feniton Kitchen £5316.93

8. Attendance

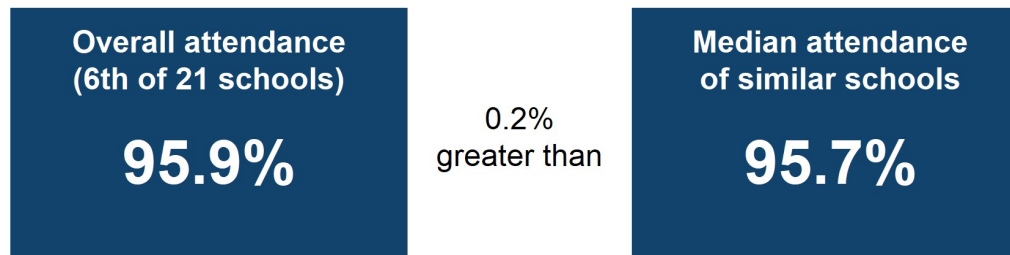
Details reported in Inclusion Lead Governor Report.

Improving attendance continues to be a top priority and we can be proud of our attendance levels at both schools. This continues to be monitored weekly by Heads of School and was above national and Devon in 2024/25:

We are making use of DfE Monitor Your School Attendance data that is published weekly and provides with a useful overview of last academic year:

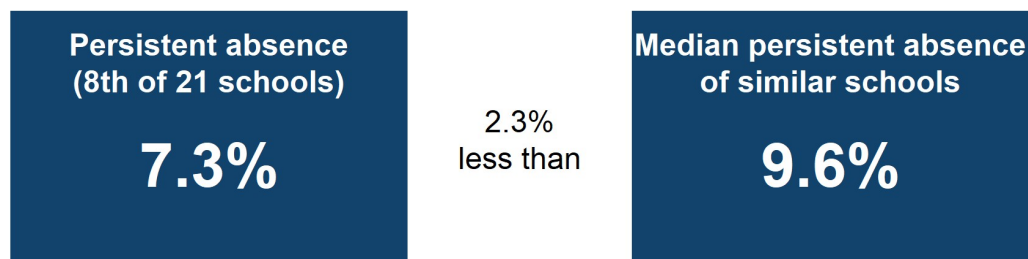
Tipton St John CofE Primary School

Overall attendance 2024/25



Your overall attendance is 95.9% which is 0.2% greater than the median attendance of similar schools. You are ranked 6th of 21 schools for attendance - meaning 15 similar schools have a lower overall attendance than your school.

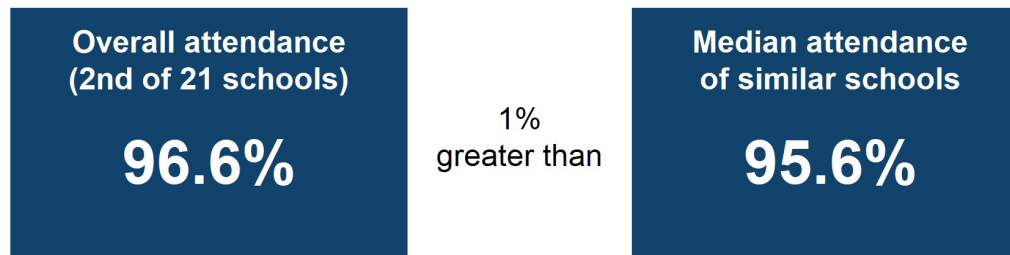
Persistent Absence



Your persistent absence is 7.3% which is 2.3% less than the median attendance of similar schools. You are ranked 8th of 21 schools for persistent absence - meaning 13 similar schools have a higher rate of persistent absence than your school.

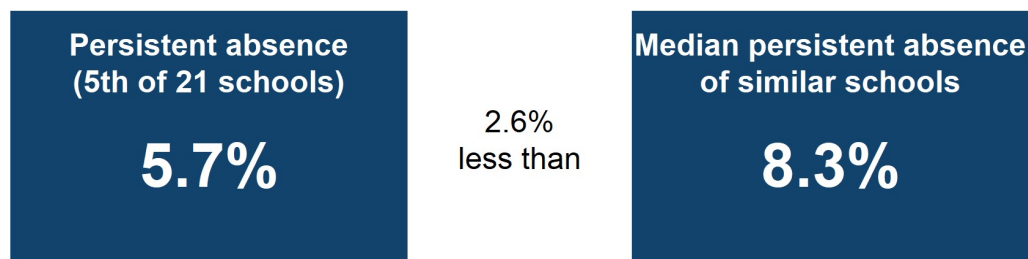
Feniton CofE Primary School

Overall attendance 2024/25



Your overall attendance is 96.6% which is 1% greater than the median attendance of similar schools. You are ranked 2nd of 21 schools for attendance - meaning 19 similar schools have a lower overall attendance than your school.

Persistent Absence



Your persistent absence is 5.7% which is 2.6% less than the median attendance of similar schools. You are ranked 5th of 21 schools for persistent absence - meaning 16 similar schools have a higher rate of persistent absence than your school.

Executive Head Report to Governors

Autumn 2025



Exclusions/Suspensions

Feniton: During 2024/25 – None to report

Tipton: During 2024/25 - Two half day suspensions in the autumn term 2024 as a result of physical aggression with intent to harm.

No suspensions this term to report.

9 .Health & Safety

The Health & Safety Team comprises of:

Amanda Fulford – Responsible Person for the federation

Nikki Meyer – H&S Co-ordinator

Linda Biddle – Premises

Claire Salt – H&S Administrator at Feniton

Mienke Cadman – H&S Administrator at Tipton St John

Claire Polverino, Premises Governor is kept updated with any H&S issues as they arise and an annual walk around was completed in the summer term.

We have seen an increase in staff sickness this term (including many cases of Covid) and measures have been taken to protect the workforce from further infection and keep the schools open.

10. Safeguarding

In summer term 2023 all designated safeguarding leads undertook their Level 3 training and so are up to date, but will be due to complete a refresher in this academic year.

Level 2 training was completed with all federation staff in the September InSeT and will be completed with governors in November All staff have read and understood Keeping Children Safe in Education 2025.

11. Continuing Professional Development

Our InSeT Day, at the start of September included Safeguarding, Health & Safety, Finance Updates and new staff induction. KS2 staff received input on a new Maths intervention Number Stacks and staff at Tipton received input from Rachel Hanna (SENDCo) on OAIP and writing Education Plans. At Feniton Louisa Mansfield introduced herself and set her expectations.

Pete and Louisa have written a comprehensive CPD planner that will provide staff with training in areas linked to our FDP.

- Standards in Writing

Executive Head Report to Governors

Autumn 2025



- Zones of Regulation (Behaviour Policy and PSHRE)
 - Curriculum Design in French and Geography
 - Developing pupils' oracy skills
 - Embedding assessment strategies
- Mrs Critcher, Y6 teacher at Feniton is being supported to start her NPQ SEND. This is fully funded by the DfE. Mr Button will be completing this qualification in summer term 2026.
 - 2 members of staff at Feniton achieved Higher Level Teaching Assistant status in summer 2025.
 - Mrs Davies, Year 1/2 teacher is training TAs at Tipton to be able to deliver high quality teaching of reading and phonics.
 - Mrs Jackson (Feniton) and Mrs Hampton (Tipton) are completing speech and language training to further improve our capacity to identify and assess speech and language needs.

11. Staffing

At Feniton this term we welcome Ms Louisa Mansfield as Head of School at Feniton and Emily Crawford as part time class teacher in Year 5. We also welcome Mrs Bosworth and Miss Jarvis, TAs based in Early Years.

At Tipton we welcome Mrs Jacqui Rogers, new cleaner and two new TAs Mr Ian Thompson and Miss Hattie Sawford.

We currently have a vacancy for a few TA/MTA hours at Tipton and a Breakfast Club Supervisor x2

13.Partnership Collaboration

Amanda has been in contact with the Local Learning Community Schools to initiate a discussion about Federation growth / merger and the Diocese for a list of schools currently accepting Church Schools (see below). Sarah Walls and Amanda have met with leadership at Fort Federation to consider our vision and values and whether we could work together in the coming year and look towards growing a partnership. This term there are plans for the leadership teams to meet and discuss good practice and share curriculum priorities.

14. Next Inspections due dates:

Tipton: **Ofsted - April 2026**

SIAMS –Spring 2030

Feniton: Ofsted – March 2027

SIAMS – Spring 2026

Executive Head Report to Governors Autumn 2025





Department
for Education

Feniton Church of England Primary School - Similar schools comparison report

Monitor your school attendance

Summer term 2024 to 2025

Version History

This table gives details of changes made to your summary report for the current academic year.

Version	Changes	Date	Author
1.0	Initial release	01 September 2025	FT

Your similar schools comparison report

This report is specific to your school. It is a summary of your attendance for pupils in years 1 to 6 compared to 20 similar schools. You get a new report at the end of each half and full term.

We use artificial intelligence (AI) to identify areas of relative strength and areas to focus on. This tells you how you are performing compared to similar schools. We do not explicitly list which schools you have been compared with.

Use it to compare:

- overall attendance
- persistent absence
- attendance for different groups of pupils, including those with special education needs (SEN) support and free school meals (FSM)
- attendance in the current academic year with last year

Refer to the [data definitions](#) to understand how we calculate attendance.

The data:

- is for pupils in years 1 to 6
- is from the start of the academic year up to Wednesday 13 August 2025
- is based on the [daily attendance data](#) schools share with the Department for Education (DfE)
- includes attendance and absence codes, and pupil characteristics as recorded in your school's MIS

Year-to-date attendance data for the whole school and individual pupils is available using the Monitor your school attendance tool via the [View your education data \(VYED\)](#) service.

How to use this report

Share it with your academy trust, governing body or local authority to discuss current strategies for attendance, their effectiveness and whether alternative approaches are needed.

You should consider both the attendance summary report and the similar schools comparison report when analysing your attendance data and identifying areas to focus on. This will ensure you are able to benchmark your own attendance outcomes.

Use caution when comparing the results in this report with other statistics. They may be calculated differently or cover different time periods, causing large differences in results.

You should maintain high aspirations for all pupils and put strategies in place to review any gaps in attendance for specific groups in line with schools' responsibilities in chapter 2 of the [Working together to improve school attendance](#) guidance.

How we choose your similar schools

We compare your attendance results with 20 schools that are similar to yours. This gives us enough data to make a fair comparison, without including so many schools that the results become less relevant.

These schools have a similar:

- proportion of pupils eligible for free school meals (FSM)
- proportion of pupils with special educational needs (SEN) support and social, emotional and mental health needs as their primary SEN type
- level of deprivation affecting their pupils, measured by the [Income Deprivation Affecting Children Index \(IDACI\)](#)
- geographical region to your school and urban/rural classification
- proportion of pupils with English as an additional language (EAL)
- funding amount per pupil

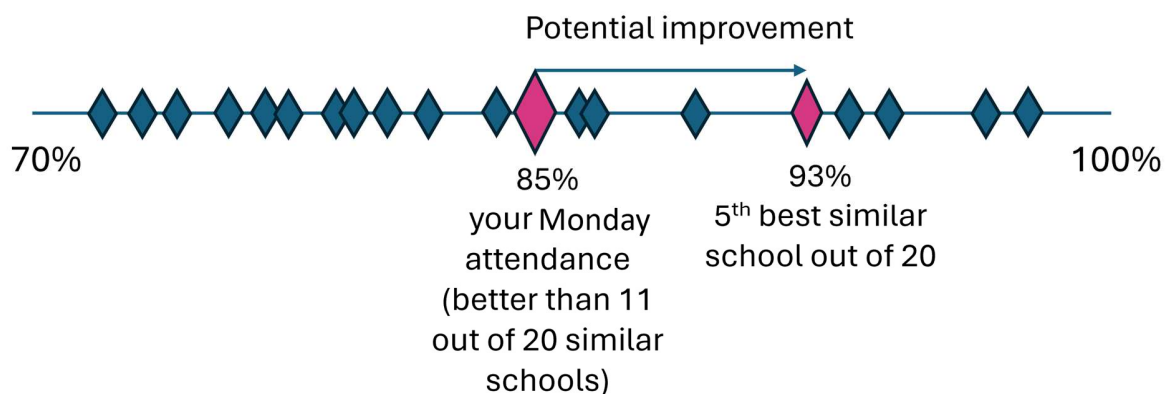
We will not compare your attendance with some of your similar schools if there are:

- less than 6 pupils in a group (such as pupils with FSM)
- less than 6 pupils recorded in a given week (only applies to weekly comparisons)

We may compare your school with schools from other regions if they are similar in other ways.

Areas to focus on

You can get up to 3 areas to focus on. This is where at least 25% of similar schools have higher attendance than you.



This image shows an example of how much a school can improve, compared to similar schools.

In this example your attendance on Mondays is 85%. This is better than 11 out of your 20 similar schools. But the fifth best performing similar school (the top 25% out of 20) has 93% attendance. We use the top 25% as a realistic target because it shows you what is possible. It is consistently achieved and not just a one-off.

Understanding the median

We compare your results to the median of 20 similar schools. The median is the “middle” value when we rank all 20 similar schools by attendance.

If we show the median weekly value, it may come from different schools each week depending on which school is in the middle that week.

Data protection and data sharing

This report can contain sensitive information about your school. It is your responsibility to make sure you store and share the data securely. Review the [data protection impact assessment \(DPIA\)](#) (PDF, 241 KB, 21 pages) for the daily attendance data collection.

Your similar schools comparison summary

We have identified where you are performing relatively well and areas to focus on to help improve attendance. This is based on your attendance and absence results from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025, compared to 20 similar schools.

Areas of relative strength

We have identified three areas where your school is performing comparatively well.

1. Your attendance on Friday afternoons was **96.3%**, which is higher than 20 out of 20 similar schools.
2. Your year 4 attendance was **97.6%**, which is more than 20 out of 20 similar schools. You also had fewer persistently absent pupils in year 4 than 17 out of 20 similar schools.
3. Your year 6 attendance was **97.4%**, which is more than 20 out of 20 similar schools. You also had fewer persistently absent pupils in year 6 than 17 out of 20 similar schools.

Areas to focus on

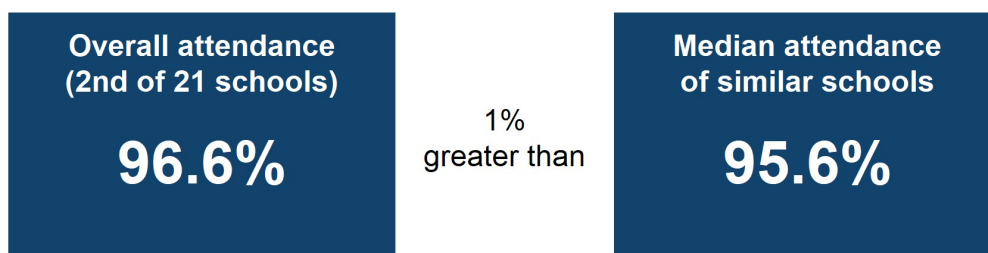
We have identified one area where similar schools have managed to achieve a higher attendance rate. If you can match their achievements in this area, then your overall attendance rate would increase from **96.6%** to **96.9%** and the proportion of your pupils who are persistently absent would remain unchanged. The fact that there is only one area in this section indicates that across most areas, attendance at your school is equal or higher than most schools similar to yours. Most schools are given three areas to focus on.

1. Your year 5 attendance was **95.9%**, which is lower than at least a quarter of similar schools. If you increased it to **96.8%**, then your overall attendance would go up by **0.3** percentage points and your overall persistent absence percentage would drop by **0.5** percentage points.

Headline figures compared to similar schools

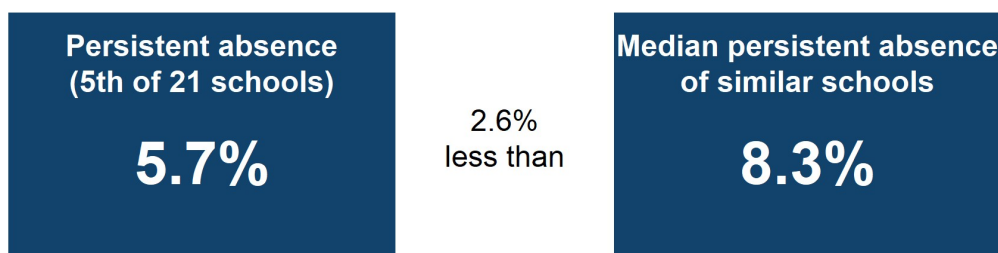
Overall attendance and persistent absence figures for your pupils in years 1 to 6 compared to 20 similar schools. Results are calculated based on data from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Overall attendance



Your overall attendance is 96.6% which is 1% greater than the median attendance of similar schools. You are ranked 2nd of 21 schools for attendance - meaning 19 similar schools have a lower overall attendance than your school.

Persistent Absence



Your persistent absence is 5.7% which is 2.6% less than the median attendance of similar schools. You are ranked 5th of 21 schools for persistent absence - meaning 16 similar schools have a higher rate of persistent absence than your school.

Sources: [Monitor your school attendance results](#) for your school and similar schools, data from the DfE.

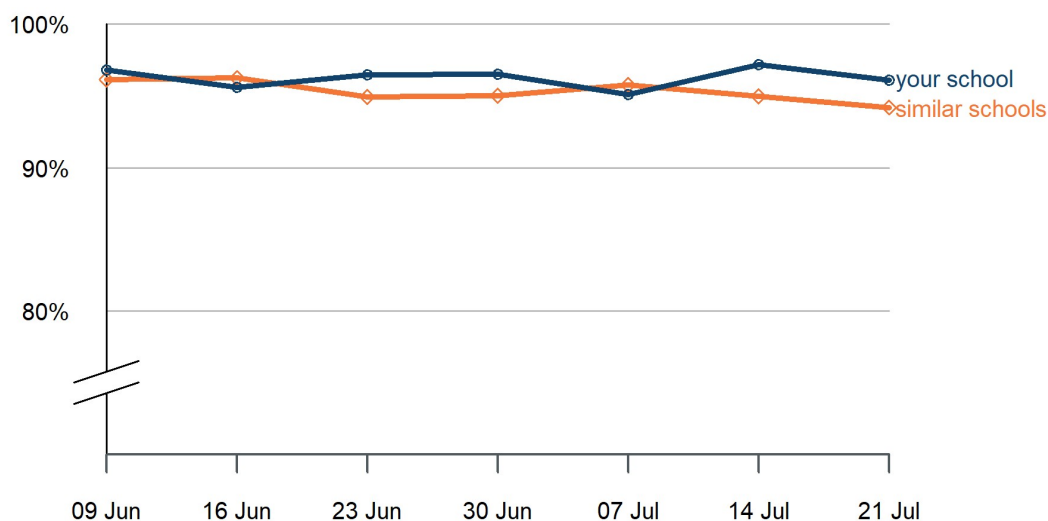
Notes:

Attendance and absence figures for your school and individual pupils are updated daily via the View your school attendance data dashboard.

Overall attendance comparison

Weekly attendance comparison for the second half of the summer term 2024 to 2025

Figure 1: Graph showing overall attendance percentage each week during the second half of the summer term compared to similar schools. Results are for pupils in years 1 to 6 from Monday 02 June 2025 to Wednesday 13 August 2025.



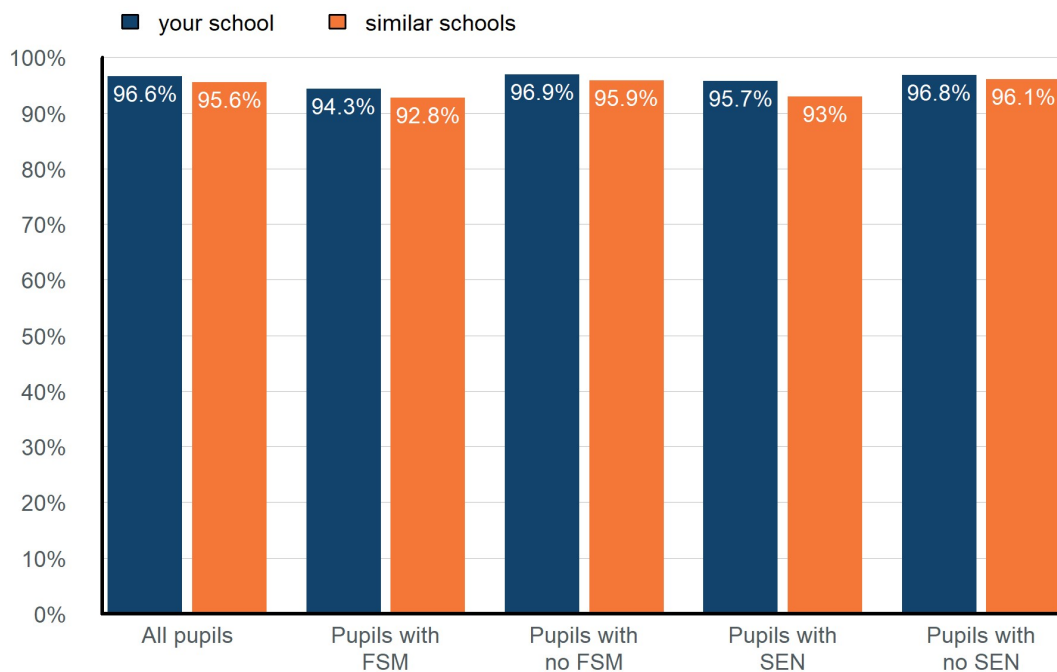
Graph alternative: table of weekly attendance for the second half of the summer term 2024 to 2025.

Week start date	Attendance	Similar schools' median attendance
09/06/2025	96.8%	96.2%
16/06/2025	95.6%	96.3%
23/06/2025	96.5%	94.9%
30/06/2025	96.5%	95%
07/07/2025	95.1%	95.8%
14/07/2025	97.2%	95%
21/07/2025	96.1%	94.2%

Sources: [Monitor your school attendance results](#) for your school and similar schools, data from the DfE.

Pupil group comparison

Figure 2: Bar chart showing attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to similar schools. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Your Attendance	Similar schools' median attendance
All pupils	96.6%	95.6%
Pupils with free school meals (FSM)	94.3%	92.8%
Pupils with no FSM	96.9%	95.9%
Pupils with special educational needs (SEN) support	95.7%	93%

Pupil group	Your Attendance	Similar schools' median attendance
Pupils with no SEN support	96.8%	96.1%

Sources: [Monitor your school attendance results](#) for your school and similar schools, data from the DfE.

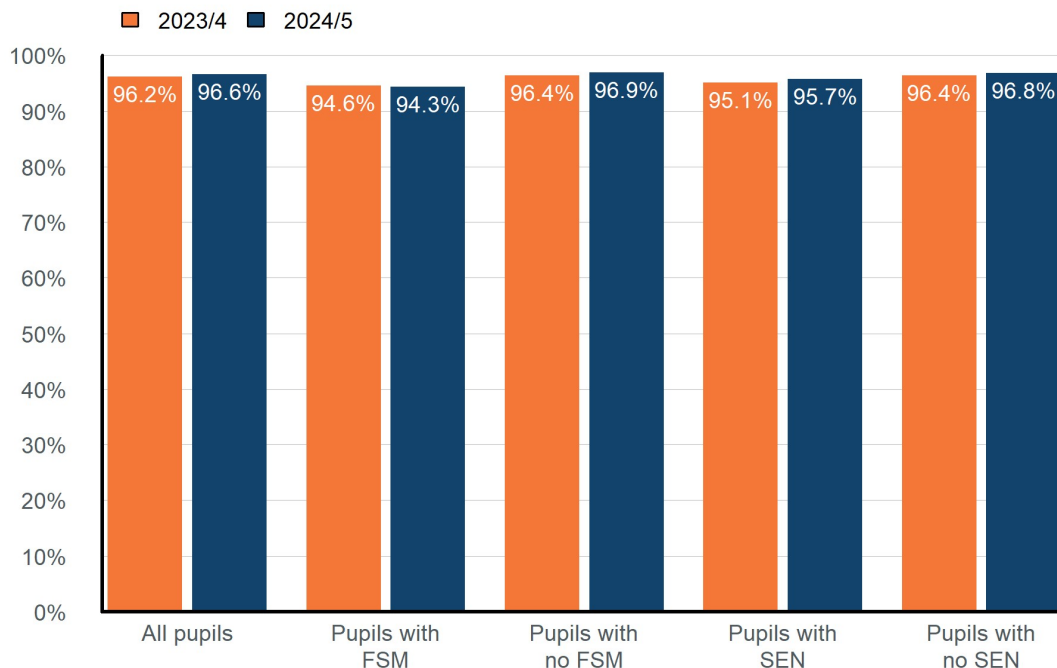
Notes:

Special education needs (SEN) support data is taken from the latest record available in the school's management information system (MIS). SEN support pupil numbers include those with an education health and care plan (EHCP).

Year-to-date attendance figures for SEN and EHCP pupils are available via your school attendance data dashboard.

Previous academic year comparison

Figure 3: Bar chart showing attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) support compared to last year. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025 compared to the same period in the previous academic year.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025, compared to the same period in the previous academic year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	96.2%	96.6%
Pupils with free school meals (FSM)	94.6%	94.3%
Pupils with no FSM	96.4%	96.9%
Pupils with special educational needs (SEN) support	95.1%	95.7%
Pupils with no SEN support	96.4%	96.8%

Sources: [Monitor your school attendance results](#) for your school, data from the DfE.

Notes:

You can compare the current and previous academic year for the whole school, an individual pupil or pupil characteristic groups via the Monitor your school attendance tool:

- Year-to-date report
- Previous academic year report

Absence by year group

Figure 4: Table showing the percentage of pupils in each 5% absence band up to and above 50% absence in years 1 to 6. Results are based on pupils with 20 or more possible sessions in the current academic year, from the start of the academic year up to Wednesday 13 August 2025.

Overall Absence Band	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
less than 5%	77%	76%	75%	83%	78%	88%
5% to less than 10%	17%	21%	19%	17%	12%	9%
10% to less than 15%	3%	0%	3%	0%	7%	3%
15% to less than 20%	3%	0%	3%	0%	0%	0%
20% to less than 25%	0%	3%	0%	0%	0%	0%
25% to less than 30%	0%	0%	0%	0%	3%	0%
30% to less than 35%	0%	0%	0%	0%	0%	0%
35% to less than 40%	0%	0%	0%	0%	0%	0%
40% to less than 45%	0%	0%	0%	0%	0%	0%
45% to less than 50%	0%	0%	0%	0%	0%	0%
50% and above (severely absent)	0%	0%	0%	0%	0%	0%
10% and above (persistently absent)	7%	3%	6%	0%	10%	3%

Sources: [Monitor your school attendance results](#) for your school, data from the DfE.

Notes:

Absence data is updated daily via the Monitor your school attendance tool. Use the absence bandings report to review the absence distribution for your school, following the approach set out in the [absence bandings user guide](#) on GOV.UK.

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Department
for Education

Tipton St John Church of England Primary School - Similar schools comparison report

Monitor your school attendance

Summer term 2024 to 2025

Version History

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Use it to compare:

- overall attendance
- persistent absence
- attendance for different groups of pupils, including those with special education needs (SEN) support and free school meals (FSM)
- attendance in the current academic year with last year

Refer to the [data definitions](#) to understand how we calculate attendance.

The data:

- is for pupils in years 1 to 6
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How we choose your similar schools

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These schools have a similar:

- proportion of pupils eligible for free school meals (FSM)
- proportion of pupils with special educational needs (SEN) support and social, emotional and mental health needs as their primary SEN type
- level of deprivation affecting their pupils, measured by the [Income Deprivation Affecting Children Index \(IDACI\)](#)
- geographical region to your school and urban/rural classification
- proportion of pupils with English as an additional language (EAL)
- funding amount per pupil

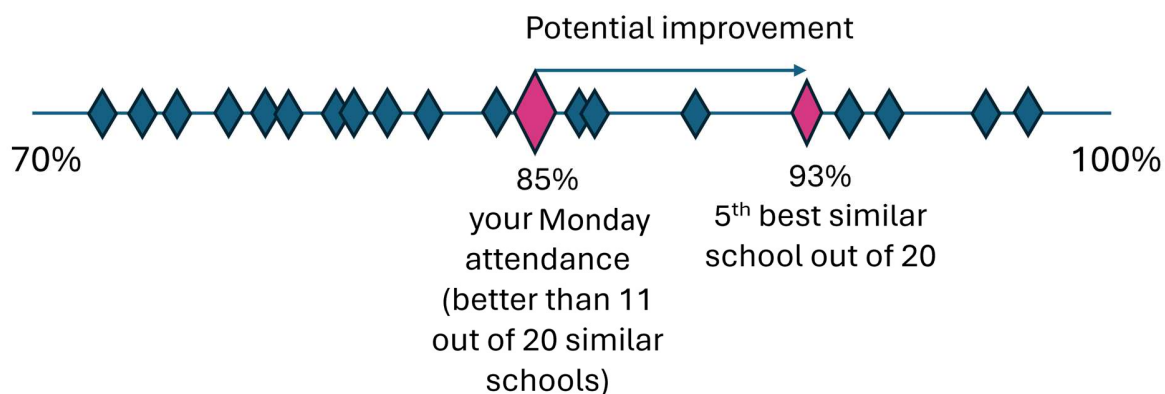
We will not compare your attendance with some of your similar schools if there are:

- less than 6 pupils in a group (such as pupils with FSM)
- less than 6 pupils recorded in a given week (only applies to weekly comparisons)

We may compare your school with schools from other regions if they are similar in other ways.

Areas to focus on

You can get up to 3 areas to focus on. This is where at least 25% of similar schools have higher attendance than you.



This image shows an example of how much a school can improve, compared to similar schools.

In this example your attendance on Mondays is 85%. This is better than 11 out of your 20 similar schools. But the fifth best performing similar school (the top 25% out of 20) has 93% attendance. We use the top 25% as a realistic target because it shows you what is possible. It is consistently achieved and not just a one-off.

Understanding the median

We compare your results to the median of 20 similar schools. The median is the “middle” value when we rank all 20 similar schools by attendance.

If we show the median weekly value, it may come from different schools each week depending on which school is in the middle that week.

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Your similar schools comparison summary

We have identified where you are performing relatively well and areas to focus on to help improve attendance. This is based on your attendance and absence results from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025, compared to 20 similar schools.

Areas of relative strength

We have identified three areas where your school is performing comparatively well.

1. Your attendance on Friday mornings was **96.3%**, which is higher than 19 out of 20 similar schools.
2. Your attendance on Wednesday mornings was **96.7%**, which is higher than 17 out of 20 similar schools.
3. Your attendance on Tuesday mornings was **96.2%**, which is higher than 15 out of 20 similar schools.

Areas to focus on

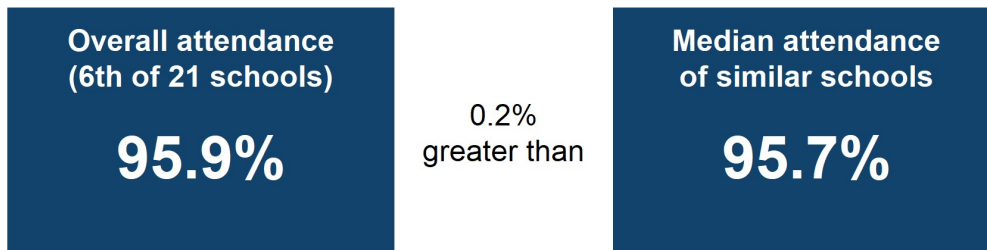
We have identified three areas where similar schools have managed to achieve a higher attendance rate. If you can match their achievements in these three areas, then your overall attendance rate would increase from **95.9%** to **96.6%** and the proportion of your pupils who are persistently absent would drop from **7.3%** to **6.1%**.

1. Your year 1 attendance was **94.6%**, which is lower than at least a quarter of similar schools. If you increased it to **96.3%**, then your overall attendance would go up by **0.3** percentage points and your overall persistent absence percentage would drop by **1.2** percentage points.
2. The attendance of your pupils with special educational needs support was **94.5%**, which is lower than at least a quarter of similar schools. If you increased attendance for pupils with special educational needs support to **95%**, then your overall attendance would increase by **0.2** percentage points and your overall persistent absence would remain unchanged.
3. Your year 3 attendance was **95.9%**, which is lower than at least a quarter of similar schools. If you increased it to **97.3%**, then your overall attendance would go up by **0.2** percentage points and your overall persistent absence would remain unchanged.

Headline figures compared to similar schools

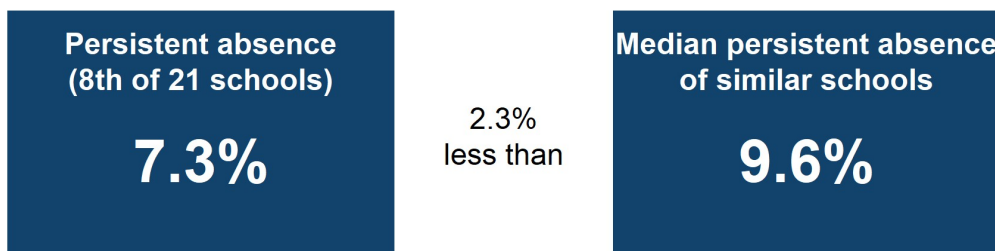
Overall attendance and persistent absence figures for your pupils in years 1 to 6 compared to 20 similar schools. Results are calculated based on data from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Overall attendance



Your overall attendance is 95.9% which is 0.2% greater than the median attendance of similar schools. You are ranked 6th of 21 schools for attendance - meaning 15 similar schools have a lower overall attendance than your school.

Persistent Absence



Your persistent absence is 7.3% which is 2.3% less than the median attendance of similar schools. You are ranked 8th of 21 schools for persistent absence - meaning 13 similar schools have a higher rate of persistent absence than your school.

Sources: [Monitor your school attendance results](#) for your school and similar schools, data from the DfE.

Notes:

Attendance and absence figures for your school and individual pupils are updated daily via the View your school attendance data dashboard.

Overall attendance comparison

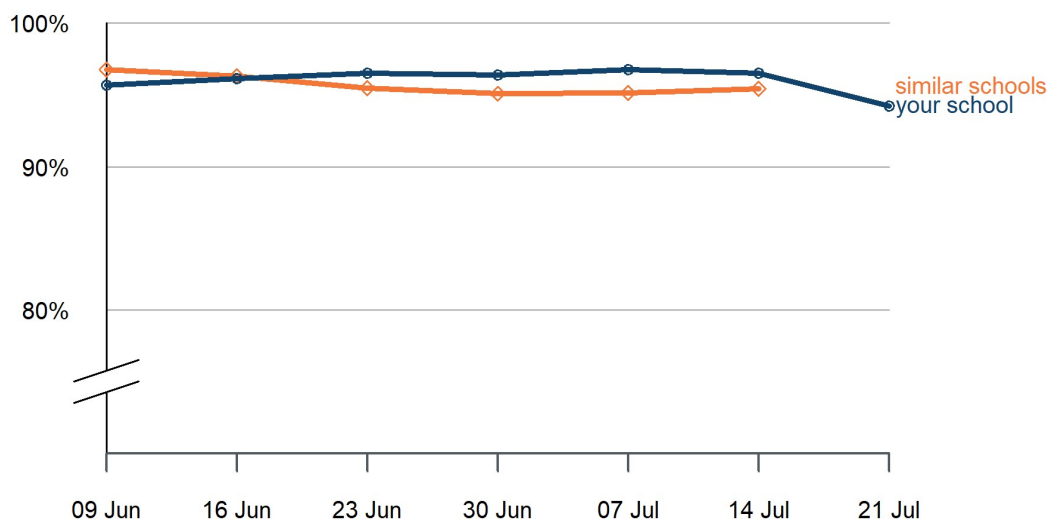
Weekly attendance comparison for the second half of the summer term 2024 to 2025

We were unable to compare your attendance against similar schools in some weeks.

This could be due to:

- your similar schools not reporting attendance for these weeks.
- your similar schools reporting a small number of pupils for these weeks.

Figure 1: Graph showing overall attendance percentage each week during the second half of the summer term compared to similar schools. Results are for pupils in years 1 to 6 from Monday 02 June 2025 to Wednesday 13 August 2025.



Graph alternative: table of weekly attendance for the second half of the summer term 2024 to 2025.

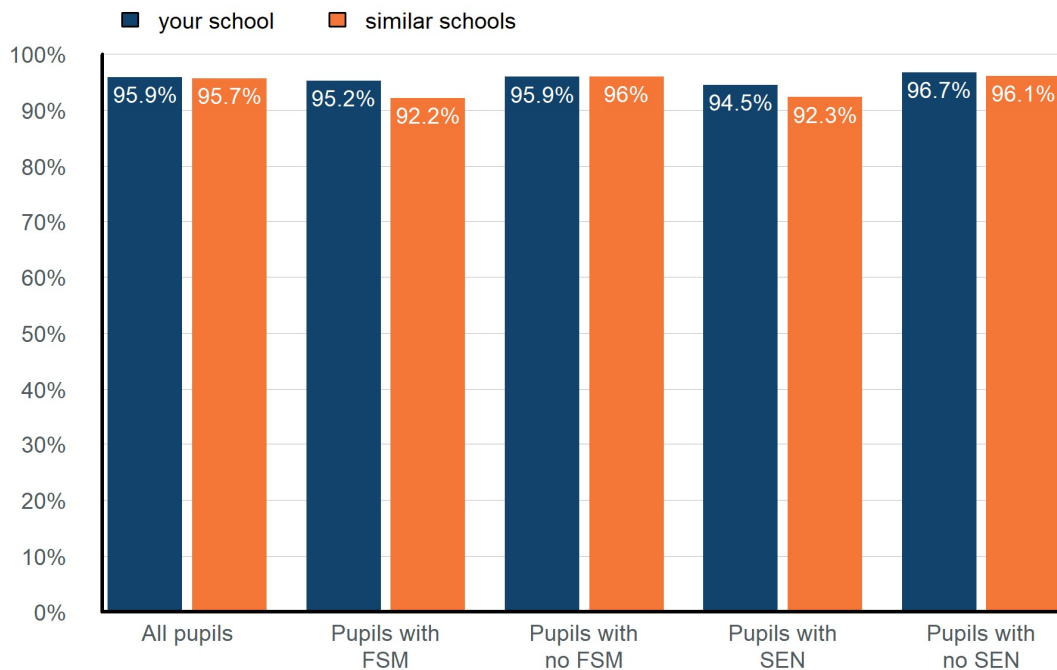
Week start date	Attendance	Similar schools' median attendance
09/06/2025	95.7%	96.8%
16/06/2025	96.2%	96.3%
23/06/2025	96.5%	95.5%
30/06/2025	96.4%	95.1%
07/07/2025	96.8%	95.2%

Week start date	Attendance	Similar schools' median attendance
14/07/2025	96.5%	95.4%
21/07/2025	94.2%	

Sources: [Monitor your school attendance results](#) for your school and similar schools, data from the DfE

Pupil group comparison

Figure 2: Bar chart showing attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to similar schools. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Your Attendance	Similar schools' median attendance
All pupils	95.9%	95.7%
Pupils with free school meals (FSM)	95.2%	92.2%
Pupils with no FSM	95.9%	96%
Pupils with special educational needs (SEN) support	94.5%	92.3%

Pupil group	Your Attendance	Similar schools' median attendance
Pupils with no SEN support	96.7%	96.1%

Sources: [Monitor your school attendance results](#) for your school and similar schools, data from the DfE.

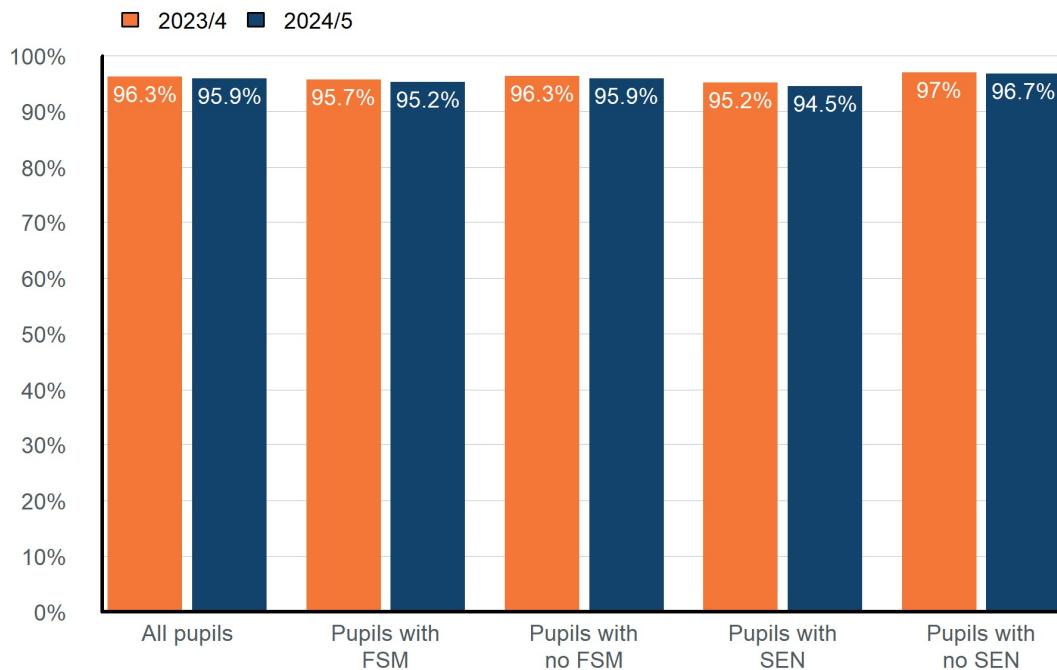
Notes:

Special education needs (SEN) support data is taken from the latest record available in the school's management information system (MIS). SEN support pupil numbers include those with an education health and care plan (EHCP).

Year-to-date attendance figures for SEN and EHCP pupils are available via your school attendance data dashboard.

Previous academic year comparison

Figure 3: Bar chart showing attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) support compared to last year. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025 compared to the same period in the previous academic year.



Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025, compared to the same period in the previous academic year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	96.3%	95.9%
Pupils with free school meals (FSM)	95.7%	95.2%
Pupils with no FSM	96.3%	95.9%
Pupils with special educational needs (SEN) support	95.2%	94.5%
Pupils with no SEN support	97%	96.7%

Sources: [Monitor your school attendance results](#) for your school, data from the DfE.

Notes:

You can compare the current and previous academic year for the whole school, an individual pupil or pupil characteristic groups via the Monitor your school attendance tool:

- Year-to-date report
- Previous academic year report

Absence by year group

Figure 4: Table showing the percentage of pupils in each 5% absence band up to and above 50% absence in years 1 to 6. Results are based on pupils with 20 or more possible sessions in the current academic year, from the start of the academic year up to Wednesday 13 August 2025.

Overall Absence Band	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
less than 5%	69%	40%	77%	81%	67%	65%
5% to less than 10%	19%	40%	8%	19%	33%	30%
10% to less than 15%	6%	20%	8%	0%	0%	5%
15% to less than 20%	0%	0%	8%	0%	0%	0%
20% to less than 25%	0%	0%	0%	0%	0%	0%
25% to less than 30%	0%	0%	0%	0%	0%	0%
30% to less than 35%	0%	0%	0%	0%	0%	0%
35% to less than 40%	0%	0%	0%	0%	0%	0%
40% to less than 45%	0%	0%	0%	0%	0%	0%
45% to less than 50%	0%	0%	0%	0%	0%	0%
50% and above (severely absent)	6%	0%	0%	0%	0%	0%
10% and above (persistently absent)	13%	20%	15%	0%	0%	5%

Sources: [Monitor your school attendance results](#) for your school, data from the DfE.

Notes:

Absence data is updated daily via the Monitor your school attendance tool. Use the absence bandings report to review the absence distribution for your school, following the approach set out in the [absence bandings user guide](#) on GOV.UK.

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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.

Prepare & Deliver

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

<p>CPD for teaching staff will be planned to support the implementation of the T&L Framework:</p> <ul style="list-style-type: none"> • AI and technology to support SEND learners. • Effective Deployment of TAs (EEF updated guidance) • SWIFT Adaptive Classrooms Part 2: Responsive Teaching By Design - Cancelled <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>January 2026 InSeT – (£600) Staff meeting in Autumn 2 Ongoing booked through the year - 5 sessions.(£500)</p> <p>SMT 6th October</p> <p>SMT 6th October</p> <p>SMT / End November</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 improving pupil outcomes for all.</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>		

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.
- PREPARE AND DELIVER in 2025/26.

Prepare

Actions	Person/Team Responsible & Timeframe	Outcomes
<p>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)</p> <p>Staff meetings at both schools (separate) -</p> <ul style="list-style-type: none"> a) Move to WRM for whole school (Feniton) b) Review amended framework to agree planning, teaching and assessing routines, and classroom environment (both) c) Agree provision for delivering fluency input across the school (MN, NS plus... stop TT rockstars?) (Tipton) (plan CPD time where appropriate) <p>Evaluation of WRM premium subs (£300) to provide CPD resource to support best implementation of units</p> <p>Audit of resources at both schools and orders placed (PTA support?)</p> <p>Number stacks training at TSJ</p>	<ul style="list-style-type: none"> • PB Autumn 1 • PB/RD/MBB Autumn 1 • PB/RD/MBB Autumn 1 • PB/RD/MBB Autumn 1 • PB/LM Autumn 2 • PB/MBB/RD • PB (TAs in KS2) 	<ul style="list-style-type: none"> • Improved outcomes for pupils, particularly upper KS2 • Framework is current and reflects best practice • Staff are coherent with content and application of framework • Consistency across both schools with scheme and coverage • TRG engagement keeps us aligned with lead practitioners guidance on best practice • Assessment is fit for purpose and supports staff being clear on starting points and addressing gaps. • Stem sentences support oracy objective, and help children develop more secure reasoning skills

Deliver		
Actions	Person/Team Responsible & Timeframe	Outcomes
Monitor delivery of WRM LTPs and scheme being delivered across both schools KS1 and KS2 TSJ – NS being used in KS2, MN in KS1.	<ul style="list-style-type: none"> • PB/RD/MBB Autumn 2 • PB 	<ul style="list-style-type: none"> • Framework is an active document and being implemented • Oracy in Maths including use of stem sentences embedded and familiar for children • Sufficient resources to support the above including learning environment • Children familiar with manipulatives that can support them • TSJ children are more fluent in core number facts • Outcomes for Maths improve across both key stages.
Autumn Term Summary	Spring Term Summary	Summer Term Summary

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)
- PREPARE & DELIVER IN 2025/26

Prepare		
Actions	Person/Team Responsible & Timeframe	Outcomes

<p>Implementing the writing framework</p> <ul style="list-style-type: none"> ➤ Tracey to attend Dandelion Learning Writing Framework – September 2025 ➤ Explicit and timetabled teaching of handwriting from EYFS ➤ Check EYFS stages of handwriting and timeframe ➤ Pupil Voice about writing ➤ Book Look – quality not quantity/opportunities for long and short writing/creativity and flair ➤ Louisa to review OVF Writing Framework with DfE writing framework and reference DfE changes. <p>Oracy</p> <ul style="list-style-type: none"> ➤ 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. ➤ Upper KS2 to record substantive knowledge learnt in each learning step in books below learning step header. ➤ Relaunch listening icons and monitor use and effectiveness. ➤ Lesson drop-ins to monitor stem sentences across the curriculum ➤ Consider timetabling challenges around explicit oracy teaching. ➤ Develop an oracy assessment. 	<p>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>TJ/GG Feniton – Autumn 1 MD/MM TSJ – Autumn 1</p> <p>L. Mansfield – Autumn 2</p> <p>CAT Team to ensure all staff are clear on expectations in staff meeting in week 8 of Autumn 1.</p> <p>As above.</p> <p>TJ/GG/MD/MM – Autumn 1</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>Pupil outcomes in Writing and Spelling will show improvement.</p> <p>All staff will be familiar with Writing Framework and priorities for implementation in OVF schools this academic year.</p> <ul style="list-style-type: none"> - All staff will have timetabled daily opportunity for explicit teaching of handwriting. - Insight gained into pupil attitudes towards writing to aid future actions. - OVF Writing framework will be inline will new DfE Writing framework and make references to this. <p>All staff to prioritise use of stem sentences within their lessons.</p> <ul style="list-style-type: none"> - Displayed in classrooms and evidence in books. - Children will use these within responses to questions and during conversation. <p>All classrooms will display consistent widgets to focus listening behaviours.</p> <ul style="list-style-type: none"> - CAT Team to monitor <p>All classes will have timetabled oracy sessions – frequency to be agreed.</p>
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Spelling ➤ Monitoring of spelling teaching across KS2 (TSJ)	P. Button	Consistent and robust teaching of spelling - in place across KS2 leading to trackable data showing improvement.
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Deliver		
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Actions	Person/Team Responsible & Timeframe	Outcomes
Autumn Term Summary	Spring Term Summary	Summer Term Summary

4. Improving Pupil Outcomes in French		
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➤ 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 st year)
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Why is this a focus and how does it link to our vision and HEART values?		
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➤ Particular emphasis needed on developing the teaching of this subject at Feniton from the Explore stage in the autumn term. (A)

Explore & Prepare		
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Actions	Person/Team Responsible & Timeframe	Outcomes
➤ Review existing planning for French.	L.Mansfield/B.Totten (Autumn 1)	Pupil Outcomes in French will show an improvement – pupil talk.
➤ Consider purchase of Language Angels resource to support planning and teaching.	L.Mansfield (Autumn 1) (£250)	CAT Team will have secure knowledge of what is currently being taught and how it can be developed.
➤ Create OVF French Framework document.	L.Mansfield (Spring 1)	All teachers will have access to quality resources for teaching French.
➤ Make decisions regarding recording of outcomes.		All staff will be familiar with the French Framework and priorities for implementation in OVF schools this academic year.

<ul style="list-style-type: none"> ➤ Monitor teaching and learning of French across KS2 through book look, learning walks and lesson drop ins. ➤ Consider incidental opportunities for speaking French across the school. E.g. register, greetings etc 	<p>L.Mansfield/B.Totten (Autumn 2)</p> <p>LKS2 - L.Mansfield/UKS2 - B.Totten (Autumn 2)</p> <p>L.Mansfield/B.Totten (Autumn 1)</p>	<p>Learning is tracked and opportunities for assessment clear.</p> <p>Clear understanding of what and how French is being taught.</p> <p>French will be visible across the school, eg registers, greetings, numbers etc</p>
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Deliver & Sustain		
Actions	Person/Team Responsible & Timeframe	Outcomes
<ul style="list-style-type: none"> ➤ All staff to feedback on use of Language Angels ➤ OVF Learning Framework finalised. 	<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>
Autumn Term Summary	Spring Term Summary	Summer Term Summary

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 2nd 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) TBC

Prepare

Actions	Person/Team Responsible & Timeframe	Outcomes
<p style="text-align: center;">(Previous year) <i>(Looked at people's teaching last year and lots of not NC content.</i></p> <p>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.)</p> <p>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.</p> <p>Planning format for Geography – TSJ to adopt small steps template (like History). Feniton – implementing this planning format (support and monitoring).</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>Outcomes for pupils will improve as a result of quality fieldwork progression opportunities in line with the geography progression document. Pupils will experience a consistent approach to small step learning and stem sentences.</p> <p>Improvement in pupils' engagement and understanding of geographical skills.</p>

Deliver & Sustain

Actions	Person/Team Responsible	Outcomes
<p>Assessment – using geography progression and planning template and planning format to record</p>	<p>1) Staff meeting Spring 1 (NG/JS/MP) - review progress – focus on assessment framework and stem sentences to support oracy (based</p>	<p>Staff progress with using the progression document, delivering fieldwork opportunities and effective assessment.</p>

<p>this (reminder that can be oral as well as written – drawings, images, maps).</p> <p>Identifying stem sentences based on substantive knowledge.</p> <p>Reviewing curriculum progression to ensure climate action is accounted for across the phases and the theme is fully integrated.</p>	<p>on substantive knowledge statements) and climate action progression.</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>Pupil oracy – pupils use stem sentences to support their recall and understanding of what they’ve learnt in Geography.</p>
Autumn Term Summary	Spring Term Summary	Summer Term Summary

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
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<p>To develop Collective Worship using Rochester Diocese resource and Big Start Assemblies to incorporate School Council/Ethos Team.</p> <p>To ensure all children are aware of significant events in church year and liturgical calendar.</p> <p>To use Reflection spaces within classrooms effectively to give children individual and class opportunities for worship and reflection.</p>	<p>L Mansfield with support from CAT Team</p> <p>CAT TEAM (EC and LO)</p> <p>CAT TEAM (EC and LO)</p>	<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> <p>Reflection space in every classroom which is used effectively by children and teachers.</p>
Deliver & Sustain		
Actions	Person/Team Responsible & Timeframe	Outcomes
<p>Monitor use of Reflection Spaces.</p> <p>Introduce Prayer Boxes.</p>	<p>L Mansfield with support from CAT Team</p> <p>CAT TEAM (EC and LO)</p>	<p>Reflection spaces can be adapted and developed according to observations.</p> <p>Children have opportunities for individual prayer.</p>
Autumn Term Summary	Spring Term Summary	Summer Term Summary

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 and this provision is evident in classroom practice.
- 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 Ekklan / 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.
- 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)
- Golden thread of assessment – impact through establishing a sharepoint hub; further improving the quality of IEPs and ensuring our assessments match the needs of our SEND learners and provide information for planning the next small step in learning.
- Deliver & Sustain in 2025/26

Deliver & Sustain

Actions	Person/Team Responsible & Timeframe	Outcomes
<p>Implementation of Zones of Regulation across the Federation</p> <p>Introduce the Zones of Regulation at a staff meeting (Feniton) Share the rationale, expected benefits, and alignment with school’s FDP Provide an overview of the implementation timeline.</p> <p>Deliver a full training session to Tipton staff (duplicate L. Mansfield’s training)</p> <p>Ensure both schools have:</p> <ul style="list-style-type: none"> ○ Visual displays in classrooms and communal areas. ○ Emotion check-in stations or boards. ○ Staff reference guides. <p>Create a shared digital folder for resources and planning tools.</p>	<p>J. Critcher & R. Hanna</p> <p>L. Mansfield Autumn 2025</p> <p>J. Critcher Autumn 2</p> <p>J. Critcher Autumn 2</p>	<p>All staff across both schools use Zones of Regulation language and strategies consistently in classrooms and communal areas.</p> <p>Pupils demonstrate increased ability to identify and express their emotions using the Zones of Regulation framework.</p> <p>Behaviour logs show a reduction in incidents related to emotional dysregulation, particularly among pupils with SEMH needs.</p> <p>Zones of Regulation is integrated into lessons and classes across the federation</p> <p>Staff report increased confidence in supporting pupils’ emotional regulation and wellbeing through surveys or feedback sessions.</p>

<p>Teachers begin using Zones language and tools in daily routines. Incorporate Zones into lessons. Encourage pupil reflection and self-identification of zones.</p> <p>Designated staff member to visit both schools regularly to:</p> <ul style="list-style-type: none"> ○ Observe implementation. ○ Offer coaching and support. ○ Gather feedback from staff and pupils. <p>Use pupil voice and staff surveys to assess impact and identify areas for improvement.</p> <p>Federation-wide review meeting:</p> <ul style="list-style-type: none"> ○ Share successes, challenges, and pupil outcomes. ○ Adjust plans based on feedback. <p>Plan for refresher training and embedding Zones into wider school culture (e.g., behaviour policy, SEND support plans).</p>	<p>J. Critcher Spring 1</p> <p>J. Critcher Spring 2</p> <p>J. Critcher Summer 2</p>	
Autumn Term Summary	Spring Term Summary	Summer Term Summary
<p>Objective: 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>		
Actions	Person responsible /Timeframe	Outcomes

<p>Collect feedback from staff on ease of use and impact. Review pupil outcomes and assessment data. Update resources regularly based on feedback and new developments.</p> <p>Embed use of the hub into SEND referral and review processes. Link assessments to IEPs, EHCPs, and provision mapping. Plan for annual updates and training refreshers. Explore opportunities to expand the hub (e.g., parent resources, transition support).</p>	<p>R. Hanna Summer 2</p> <p>R. Hanna Summer 2 and into 2026 - 2027</p>	
Autumn Term Summary	Spring Term Summary	Summer Term Summary
<p>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.</p>		
Actions	Person responsible /Timeframe	Outcomes
<p>Confirm the flow chart of assessment tools to be used across both schools. Identify key staff members in each school who will lead the implementation. Purchase appropriate resources Two staff members (one per school) begin ELKLAN training for ages 5–11, attending one day per month from September to November. Communicate the plan and timeline to all relevant staff.</p> <p>ELKLAN trainees begin applying knowledge from training to understand and use the assessment tools effectively. Create a shared digital folder for S&L assessment tools, guidance documents, and intervention strategies.</p>	<p>R. Hanna with T. Jackson & V. Hampton End of Summer 2 2025</p> <p>T. Jackson & V. Hampton Autumn 1</p> <p>T. Jackson & V. Hampton Autumn 2</p>	<p>Key staff use the agreed flow chart and tools to assess pupils with suspected S&L needs, ensuring consistency across both schools.</p> <p>ELKLAN-trained staff demonstrate increased confidence and competence in identifying.</p> <p>Pupils identified through assessment receive appropriate, evidence-based interventions within school.</p> <p>Pupils requiring further support are referred to external Speech and Language Therapy services with clear documentation and history of in-school support.</p>

2026/2027 Science / Music and DT (Feniton SIAMS)

Otter Valley Federation

SEND & Inclusion Lead Portfolio Governor Report

Believing & Achieving Together to be the Best We Can Be



Name of Governor	Portfolio	Type of event:	Date of meeting
Eddie Smith	Inclusion & SEND	Interim Report	29/09/25
Key personnel consulted / present:	Amanda Fulford (Executive Head) Louise Mansfield (Head of School) Pete Button (Head of School) Rachel Hanna (Federation SENDCo)		

Policies Allocated to Lead SEND & Inclusion Governors

Policy Name	Review Date	Cycle of Review	Status
SEND Policy (Statutory)	Spring 2027	Every 3 years	Due Spring 2027
Equality Policy (or information) and Equality Objectives (Statutory)	Autumn 2027	Every 3 years	Due Autumn 2027
Supporting Pupils at School with Medical Conditions Policy (Statutory)	Autumn 2026	Every 3 years	Due Autumn 2026
Education of Children in Care Policy	Spring 2027	Every 3 years	Due Spring 2027
Behaviour Policy & Behaviour Principles (Statutory) (Exclusions procedures are included)	Spring 2026	Every 3 years - approved by FGB	Due Spring 2026
Attendance Policy	Spring 2025	Annual	Due Spring 2026
GDPR and Data Protection	Spring 2025	Annual	Amanda/Nikki and DPO
SEND Information Report	Autumn 2025	Annual	Due Autumn 2025

Update on the FDP:

Review of FDP:

Priority 4: Quality of Education – Inclusive Classroom

Milestone 1

2024-25 Identify principles related to the learning environment and embed these in an OVF Framework for Teaching & Learning.

CPD to introduce staff to Flexi toolkit (previous ADHD toolkit) and OAIP resource to whole school (TAs some introduction to OAIP during Sept Inset).

Teachers to complete Adaptive Teaching course with SWIFT. This will provide practical ideas to help teachers embed the principles of an inclusive classroom. It will involve half termly webinars followed up with a staff discussion and peer mentoring.

Summer Term Summary:

We have revisited ADHD flexi toolkit and OAIP continually this year. R. Hanna attending PPMs in both schools has been really helpful to support prompting SEND as embedded within all our practice and not just a bolt on. It is an effective use of SENDCo time as SEND registers and emerging/existing needs can be discussed as part of whole class needs/management. It has made conversations more robust and helped with consistency across OVF. Teaching and learning framework to be written next academic year.

Next steps: R. Hanna to continue to attend PPM meetings across OVF. Book dates in advance where possible to help diary to work effectively.

Milestone 2

SENDCo to complete Masters Dissertation research project linked to inclusion and HoS enrolled on the NPQ SEND. Executive Head to complete the Mental Health Lead Training.

(Cross reference with T&L Framework)

Summer Term Summary:

R. Hanna has completed Masters Dissertation research project in Spr term and dissertation submitted for Masters. Currently waiting on receiving final certificate. Feedback was provided in Summer 2025 term via SEND Bulletin.

Milestone 3

SENDCo to continue to attend local learning group SEND; Exeter Consortium and DCC SENDCo network meeting. Information to then be cascaded to SMT and wider school specifically linked to inclusive classrooms.

Complete a SEND Review with DCC Colleagues.

Summer Term Summary:

It has been helpful to attend the SENDCo network meetings across the year. SENDCo feels she learns new things each time that can be shared with wider school community. It helps to keep finger on the pulse of changes with DCC and wider SEND world. Good opportunities to network as well. Opportunities to feedback at SMT meetings has been helpful to keep all SMT hearing the same messages and seeing any helpful resources.

SEND Review was completed at both schools and reports have been provided to support next steps in both. Lots of the actions were the same for both schools (e.g. SMART targets being tightened up).

Next Steps:

Continue to monitor that SEND network meetings are useful and worth attending. Opportunities to continue to share with SMT and wider school community where appropriate.

DCC to follow up SEND review at Tipton in October.

Milestone 4

Share Teaching and Learning Framework with staff and support principles being embedded in the classroom through peer observation.

Milestone 5

Monitor the impact of Teaching & Learning Framework in the classrooms

Summer Term Summary:

Some monitoring has taken place. The monitoring that has taken place has been helpful and useful to celebrate good practice that is developing.

Next Steps:

HoS and SENDCo to coordinate shared learning walks to monitor adaptive teaching/OAIP across school. Prioritise monitoring IEPs etc. Opportunities for staff to share what has been working well at staff meetings would be helpful. T&L Framework to be part of next year's FDP.

FDP Priorities for 2025 – 2026

SEND Review

- 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)

- For Rhan to create a SEND resource hub on SharePoint to support staff in their assessments of pupils (including 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 Ekklan / LC EYFS support and dual coding

**Monitor whole school attendance:
(Including lateness, behaviour, exclusions & evaluate strategies implemented for improvement.)**

Feniton overview Spring term 2025

Number on Roll	240
PPG (FSM / Ever 6/ CIC,SERVICE)	29
Service Children	4
Eligible Free School Meals	29
SEN School Support (K Code)	30
EHCP	Not Provided
Children in Care	0
Adopted from care	2
Children on Child Protection Plan	0
EAL	2
Traveller	2

Cohort Attendance Data – Year to date

	24/25
R	96.7%
1	96.5%
2	96.4%
3	96.4%
4	97.6%

5	96.7%
6	97.4%

	Number	Attendance percentage	% at EXS+
Whole School	240	96.6%	
PPG (FSM/Ever 6/CIC/Service)	29	95%	
Service Children	4	97.22%	
Eligible Free School Meals	29	95%	
SEND	30	95.6%	
Child in Care	-	-	
Adopted from care	2	97.09%	0%
Children on Child Protection Plan	-	-	
EAL	2	94.2%	100%
Traveler	2	90%	50%

	2024 – 2025
Whole School Authorised Absence	3%
Whole School Unauthorised Absence	0.4%

Cohort Attendance

R	96.7%
1	96.5%
2	96.4%
3	96.4%
4	97.6%
5	96.7%
6	97.4%

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. Annex Rs updated this half term.

Persistent Absence

6.2% persistent absence was reported last year at Feniton compared to 15.5% nationally. 0% were reported to be 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.

Elective Home Schooling

No applications this academic year.

FSU/Little Explorers

No Data available

Staffing Challenges

Absence has been very high this academic year with sickness, medical appointments and medical appointments for dependents and unpaid leave for exceptional circumstances. There has been approximately 14 days when all staff members have been in work. This has meant that interventions have not always run which has had a ripple effect on attainment across the school.

Number (Percentage)	Number of children	Attendance 2024-25	% at EXS+
PPG (FSM / Ever 6/ CIC,SERVICE)	14	95.94%	64
Service Children	4	97.75	100
Eligible Free School Meals	10	95.22	64%
SEN School Support (K Code)	33	94.19	33%
EHCP	11	91.09	18%
Children in Care	na	na	Na
Adopted from care	na	na	Na
Children on Child Protection Plan	na	na	Na
EAL	5	97.22	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

Contextual Data - Absences

Whole School	2024-2025
Whole School Authorised Absence	4.64% (Sum 1) 3.36% (Sum 2)
Whole Schole Unauthorised Absence	0.08% (Sum 1) 0.57% (Sum 2)

Cohort Attendance Data

R (9)	95.16%
1 (16)	94.58%
2 (5)	93.22%
3 (12)	96.32%
4 (16)	96.92%
5 (12)	96.87%
6 (20)	95.90

Part-time table

One child in Y2 currently – part time timetable from last year which continues this year.

Persistent Absence

Two children fall into this category due to significant medical issues.
One child has chronic medical issue which we are following up on for an update.
One child – again a variety of medical issues and some other sickness. Working with family to support attendance.

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

Interventions

S&L –

RH (SENDCo) & TJ (S&L specialist teacher) had input from S&L therapist for four days across the federation this past year. It has worked well having access to S&L therapist to identify children with DLD. We hope to refine this work in the coming academic year.

We explored our assessment of S&L this year looking at other identification programmes as we felt S&L Link was not identifying needs especially DLD. TJ found she wanted some more direction for this so we had S&L therapist in to work with TJ (F) and VH (T) to explore what we had available and what was possible for S&L identification. A flow chart was produced and will be used in 2025 – 2026 academic year to identify needs. We have ordered the required resources.

We completed our trial of the Little Link Research Programme which was helpful for this year but we will use other resources as identified by our S&L therapist in subsequent years.

We have identified VH at Tipton to take on assessment at Tipton as this was an area of need

Next Steps:

TJ & VH to attend ELKAN S&L training in Autumn term of 2025 – 2026 to underpin their understanding of S&L

TJ & VH to use the new flow chart to assess need across the federation

Continue to have S&L therapist employed for set number of days across the federation to see highest need pupils

Physical –

At Feniton, High Five and Fun Fit have become more embedded into whole class practice as we do not have staffing to run the intervention.

At Tipton, provision has been run as part of our regular offer. More work to be done to ensure assessment of the programme is done consistently.

Next Steps:

Staffing continues to remain very tricky across the Federation to run these programmes consistently.

RH to work with LM to identify if we can in High Five and Fun Fit within school provision

RH to work with Tipton team to make sure assessment is in place consistently

Cognitive –

Analysis of IDL literacy has shown some progress for pupils when it is used consistently. All KS2 are using it at Feniton and LKS2 are using it at Tipton. Staff find it a helpful starter or calming activity as well as it being able to be used fairly independently by pupils.

Tipton have started to use Nessy again as children found it far more engaging. More analysis needs to be done.

Focus has been on whole school best practice in teaching and learning to support all learners (e.g. EEF 5 a day). OAIP document has been part of CPD and FDP all year. This has been successful with teachers' seeing the benefit of using these strategies in class. However, it needs to be monitored and make sure it is embedded longer term.

Next Steps:

Embedding of resources and use of OAIP across all classes in the federation

CPD for next year - Responsive Teaching by Design: Effective Tasks, Questions and Actions | Elliot Morgan | Primary Knowledge Curriculum Overview An ambitious five-part 'staff meeting series' programme designed for teachers and senior leaders that examines the principles, evidence and practice behind embedding learning tasks within a curriculum.

We are asking FOFPS to purchase resources to enable Number Stacks to be embedded across KS2

SEMH/C&I -

AF and I had a good discussion with the LA specialist from C&I team. Her recommendation is that we do not run a separate SEMH intervention, but we feed it into the work being done in the class by TAs. We have worked to embed our behaviour policy.

AF has completed Mental Health Lead in school training, and a policy is being developed.

At Tipton, Lego therapy is happening along with several other clubs that provide the opportunities for staff to model appropriate interactions. This is working well in EYFS and KS2. KS1 is trickier as limited TA support.

Next Steps:

We do feel a whole school approach is needed for supporting emotional literacy. JC (F) will take this on as a federation project next academic year.

Assessment-

Across the federation we are developing our assessment. For children with SEND most access curriculum within their year group. For children accessing curriculum that is not their year group we are looking to track progress within the curriculum they are accessing.

More discussion to be had within the federation about how best to track this. Mixed use of floor books to show areas beyond academics that children are assessing. Need more consistent approach

Next Steps:

RH (SENDCo) to work with RH (T) to capture the 'mini alternative provision' being offered in Y5/6 and for RH (T) to model this to other classes across the federation.

Review accessibility plan (link to the disability equality duty)

- See RAG rated OVF Accessibility Plan

Review exclusions procedure & number of exclusions/reasons for exclusion

Feniton

No Data Provided

Tipton

No Data Provided

Feniton Primary School SEND Profile

Term: AUT 2025

	Our School Number	Our School Percentage	National Percentage
Total pupils with SEND	45	20%	-
Total pupils with EHCP	6	2.7%	5.3%
Total Pupils at SEND Support	39	18%	14.2%
	EHCP	SEND Support	Year Group Total
(Pre-School*)	0	0	0
Year R	1	2	3
Year 1	0	2	2
Year 2	1	7	8
Year 3	0	4	4
Year 4	2	8	10
Year 5	0	5	5
Year 6	2	11	13

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

	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	1	0
Year 1	0	0	1	1
Year 2	2	6	0	0
Year 3	2	2	0	0
Year 4	4	6	0	0
Year 5	2	2	1	0
Year 6	5	7	1	0
	15	25	4	1

Y6 tsf to secondary school	
Mainstream (2)	67%
Specialist (1)	33%

End of KS1			
	Reading	Writing	Maths
Working Below	40% (2)	20% (1)	-
Working Towards	40% (2)	80% (4)	60% (3)
At Expected	20% (1)	-	40% (2)
Exceeding Expected	-	-	-

End of KS2			
	Reading	Writing	Maths
Working Below	0%	0%	0%
Working Towards	33% (4)	25% (3)	42% (5)
At Expected	50% (6)	75% (9)	50% (6)
Exceeding Expected	17% (2)	-	8% (1)

Tipton St John Primary School SEND Profile

Term: Spring 2025 -

	Our School Number	Our School Percentage	National Percentage
Total pupils with SEND	22	26%	-
Total pupils with EHCP	6	7%	5.3%
Total Pupils at SEND Support	16	19%	14.2%
	EHCP	SEND Support	Year Group Total
(Pre-School*)	0	0	0
Year R	0	1	1
Year 1	1	0	1
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

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	1	0	0
Year 1	1	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
	6	7	8	1

Year Group Distribution of Pupils with SEND Support

Y6 tsf to secondary school	
Mainstream (2)	33%
Specialist (2)	33%*
Home educated (2)	33%**

End of KS1 - NO SEND IN Y2 2024-25

	Reading	Writing	Maths
Working Below	-	-	-
Working Towards	-	-	-
At Expected	-	-	-
Exceeding Expected	-	-	-

End of KS2			
	Reading	Writing	Maths
Working Below	60% (6)	70% (7)	60% (6)
Working Towards	10% (1)	20% (2)	10% (1)
At Expected	30% (3)	10% (1)	30% (3)
Exceeding Expected	0%	0%	0%

Federation SEND Analysis

Review:

OVF

Improved Communication Across the Federation

The SENDCo has increased visibility and accessibility across both Tipton and Feniton sites, regularly being available outside during drop-off and pick-up times. A termly SEND Bulletin has been introduced to enhance communication with parents and carers.

Rising Demand for Neurodiversity Assessments

There has been a notable increase in requests for neurodiversity assessments across the federation, often initiated through the Right to Choose pathway. This has significantly increased the time commitment required from the SENDCo.

Challenges in Securing EHCPs

Obtaining Education, Health and Care Plans (EHCPs) continues to be increasingly difficult, with frequent involvement in mediation and tribunal processes. While mediation outcomes are generally successful, these proceedings demand a substantial amount of the SENDCo's time and resources.

EHCP Transitions

At the end of Summer 2025, nine children with EHCPs transitioned to new settings, including both mainstream and specialist provisions. Three children are still awaiting placement in the specialist settings preferred by their families.

Focus on OAIP

The federation has placed a strong emphasis on the OAIP (Ordinarily Available Inclusive Provision) as part of the whole-school Federation Development Plan. This work is particularly vital in supporting the needs of SEND pupils.

SEND Reviews and Strategic Planning

SEND Reviews have been completed across the federation. The outcomes and identified next steps will inform and support the work of the Senior Management Team (SMT) throughout the 2025–2026 academic year.

Reduced Support from DCC

Support from Devon County Council (DCC) has decreased, and schools are awaiting further clarification on what assistance will be available following the recent restructuring of services for the 2025–2026 period.

Feniton

Support for EYFS SEND Development

LC has provided valuable support to RH. RH has supported LC in developing her skills to better meet the needs of SEND pupils in the Early Years Foundation Stage (EYFS). She has assisted with paperwork and effectively modelled strategies and approaches gained through recent training. However, LC had reduced protected time during the summer term, and reinstating this will be important to enable her continued professional development and to maintain effective support for the SENDCo.

Tipton

Support for a Challenging Year 3/4 Cohort

A particularly complex Year 3/4 class required significant support from the Senior Management Team (SMT), especially following a mid-year change in class teacher. Several EHCP applications were submitted for pupils in this cohort, and while progress has been slow, some plans are now being granted. One pupil, although officially in Year 4, spent much of the year learning alongside Year 5 due to his high academic ability. This arrangement proved beneficial and supported his continued development.

Areas of Focus:

OVF

Embed OAIP within classrooms

S&L identification in place and working across federation – TJ & VH on training to support this

Zones of regulation implementation set up across federation

Capturing what works within the mini alternative provision at Tipton to share across the Federation

Create a teaching and learning framework

Create an online hub of assessment tools for SEND

Supporting new TAs as they join us at Tipton through enhanced CPD

Support Oak class to make sure we continue to have success.

Things to Celebrate:

RH completed her master's just waiting for her certificate

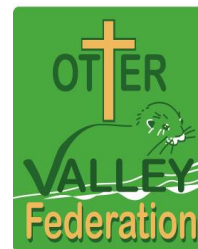
Staff were seeing the value in OAIP and implementing strategies in their classes

Improved communication with parents

Otter Valley Federation

Pupil Premium Grant (PPG) Lead Portfolio

Governor Report



Believing & Achieving Together to be the Best We Can Be

Name of Governor	Portfolio	Type of event:	Date of meeting	
Eddie Smith	PPG	Annual report	29/09/25	
Key personnel consulted / present:	Amanda Parsons Executive HT Louise Mansfield HOS Feniton Pete Button HOS Tipton St John			
Statutory Lead Roles duties covered: includes those from annual cycle of business	<ul style="list-style-type: none"> • The purpose of the pupil premium is to narrow attainment gaps between pupils eligible for the premium and their peers. • Should ensure that pupil premium funding is being spent on improving attainment for eligible pupils. • It is the responsibility of the Governing Board to ensure that the school's Pupil Premium Strategy is established to address the barriers to learning identified in their setting. • Ensure that the school appoints a staff member as the Pupil Premium champion and provides appropriate training for this individual. • To ensure that the school website is compliant in relation to the statutory requirements to publish the Pupil Premium strategy and a meaningful summary is published detailing how funding is used and the difference it is making. • To monitor to ensure that all staff are aware of the school's Pupil Premium strategy. • To monitor spending of the Pupil Premium, ensuring the money is spent in identifiable ways to support target groups of pupils. • To monitor the impact of funding on outcomes for children, so that academic progress is accelerated, standards of behaviour and emotional wellbeing are high and there are no gaps in attendance. • To monitor attendance, punctuality and behaviour (particularly exclusions) of pupils eligible for Pupil Premium funding and the effectiveness of action to address any identified issues or patterns. 			
Policies Allocated to PPG Governors	Policy Name	Review Date	Cycle of Review	Status
	Pupil Premium Strategy	Autumn 2023	Per annum	Updated on each schools website

Feniton

Please read alongside our Pupil Premium Report published on the school website in Important Docs

Demographic

Number of pupils in school 221

Proportion (%) of pupil premium eligible pupils

Pupil Premium: 29 13%

Services: 4 1.8%

Total: 33 14.9%

Funding Allocations

Pupil premium funding allocation this academic year £46,050

Pupil premium funding carried forward from previous years £0

Total budget for this academic year £46,050

Areas of Focus:

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will: Ø Remove barriers to learning created by poverty, family circumstance and background Ø Act early to intervene at the point need is identified Ø Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Interventions: IDL / Daily reading and small group work in class / IEP targets /

- DCC have been contacted for support for traveller family.
- Raising self esteem and supporting emotional needs: TAFs being held to support families / Boxoll (Y4), Lego therapy Y6, play therapist seeing 4 children a week, forest school and opportunities to increase responsibility / music instrument lessons being funded for KS2

pupils x4.

Tipton

Demographic

Number of pupils in school 84

Proportion (%) of pupil premium eligible pupils 10 children:12%

4 services: 4.8%

14 pupils in total: 16.7%

Areas of Focus:

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

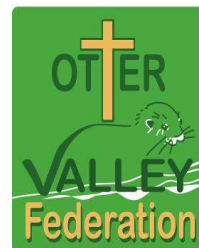
SDP priorities covered:

To be updated at next FGB with news SDP requirements relative to the split in the Pupil Premium lead role from School Improvement and Inclusion split

Otter Valley Federation

Curriculum Lead Portfolio Governor Report

Believing & Achieving Together to be the Best We Can Be



Name of Governor	Portfolio	Type of event:	Date of meeting
Alex Pryor	Curriculum	Termly report	24 Sept 2025
Key personnel consulted / present:	Louisa Mansfield Pete Button		
Statutory Lead Roles duties covered: including those from the annual cycle of business	<ul style="list-style-type: none"> • Review FDP –Quality of Education - What do we need to monitor? • To develop and review a monitoring procedure and cycle for governors focusing on specific areas of the curriculum linked to the Federation Development Plan. Link to an agreed programme of governor visits at FGB level. • To establish/recommend as appropriate the protocol for governor visits to the school. Ensure all governors are aware of and following the agreed structure by monitoring its implementation. • To ensure statutory information relating to the curriculum is published on the school website including: PE and Sports Grant. <ul style="list-style-type: none"> ○ The content of the curriculum by academic year and subject. ○ How parents (including prospective parents) can obtain further information in relation to the curriculum. • KS1 phonics and reading schemes in operation. 		
FDP priorities to be covered:	<ul style="list-style-type: none"> • <i>Priority 2 – Maths – securing clarity in curriculum coverage, scheme support and assessment and developing oracy skills (plus securing fluency routines at TSJ)</i> • <i>Priority 3 – Writing -developing oracy to impact on writing outcomes, embedding framework expectations and handwriting/spelling at TSJ</i> • <i>Priority 4 – French – new scheme/framework for Feniton</i> • <i>Priority 5 – Geography – roll out framework, planning format and assessment strategy</i> • <i>Priority 6 – RE (Feniton)</i> • <i>Priority 7 – SEND - 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.</i> 		
Delegated decisions made on behalf of the FGB and report on Lead Role duties.	<p>Curriculum overview</p> <p>There are existing/updated teaching frameworks in place for all taught subjects – teachers are now using these consistently across stages and year-groups, and they are either already available on the school websites or will be soon (Feniton: https://feniton.devon.sch.uk/curriculum/curriculum-by-year-group/ ; Tipton: https://tipton-stjohn.devon.sch.uk/learning-teaching/school-curriculum/).</p>		

Development of the curriculum is now on a rotation with different areas in focus at different times.

In Maths, two different teaching schemes have sometimes been used in past years by different teachers across year-groups (the NCETM scheme and the White Rose scheme). A decision has now been made to require all staff to use the NCETM scheme as the primary reference going forward, although this does not prevent dipping into resources from White Rose to supplement that.

Overall there is a focus on developing consistency in assessment to aid tracking the flight path of individual pupils between year-groups (follows on from work last year to on ensuring summative assessment is effective).

Monitoring – what do we need to monitor?

Recommend that lead governors and others schedule time to monitor across the FDP priorities. Governors should hear students articulating learning during these visits. Suggested monitoring as follows (to do as much as possible over the year)

Maths – spending time with Maths CAT team at both schools doing learning walk/lesson drop in to triangulate effective use of published resources (planning and assessment), teaching of fluency at TSJ, and children’s use of stem sentences (oracy)

Writing – observing a Federation writing moderation (Nov) to see how the use of the framework guides assessment decisions, and evidence of oracy impacting on writing outcomes (this may be better timed in the Spring term).

Geography – (Spring term) – learning walk and book look with CAT team to see impact and enactment of framework, principles for review/assessment in lessons and how oracy is benefitting the subject.

French – (Summer term) sitting with MFL CAT team at Feniton and observing impact of new framework document and purchased scheme

SEND related – on all of the above monitoring, observing impact of meeting of needs of a range of children (inclusive classroom environment) and how scaffolding (support e.g. an adult, additional resource (eg a personal number line in Maths), is being used to support children.

Role of governors in monitoring and protocol for governor visits

Remember a governor’s role is at a strategic level, as a critical friend. So although tempting, please step back from specific incidences/issues you may note, and instead focus on the implementation by the CAT team/SLT of that particular area

of the FDP. The role of governors in monitoring should be: “I would like to see how we’re getting on with FDP priority ‘X’ – tell me what I should expect to see and where I should see this (*please*)”.

As a follow-up to this, Jess will be providing a template DCC version of protocol for what Governor visits should look like, to be shown to governors at the next FGB and confirmed and followed by all governors.

Otherwise, governor visits are currently working well. Be aware that learning walks are very useful but can be intimidating for teachers. Look for lots of positives to celebrate!

Ensure statutory information regarding the curriculum is published on the school website including PE and Sports Grant

- The school websites are being updated at the moment. Having the correct information on here is critical for SIAMS and OFSTED inspections when they come.
- PE/Sports premium fund is reported on both school websites (confirmed)
- Information is given on both websites to make parents and carers aware they have a right to withdraw their child from all or some acts of worship (confirmed)
- An accessibility plan is available on the website setting out how, over time, schools will increase the extent to which disabled pupils participate in the curriculum. This needs reviewing and updating, which will be done this term (<https://ottervalleyfederation.org/policies/>)
- A KS1 homework policy is under review and will be added to the website shortly.
- Parent newsletters are sent out informing of curriculum (with a selection archived on website). Additionally 2x per year parent meetings sharing curriculum and 3x per year reporting to parents.

Points followed up from previous Curriculum report (last academic year)

Everyone in EYFS will need to have paediatric first aid – has been actioned – a qualified person is in the hall every lunchtime – and there are further members of staff now in training. Have increased number of staff in the hall at lunchtimes as well.

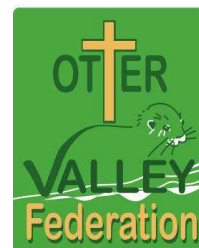
Concerning gifted and talented students – challenging these students and helping them progress further: the goal here is not to push these students on through the curriculum ahead of others, but to challenge them by going to a greater depth in a given topic; for example at Tipton where there are mixed age classes pupils may be asked to help explain concepts to their peers and find new ways of thinking about things; at Feniton pupils may be tasked to include more things in a piece of writing, and so on.

Recommendations for the FGB linked to statutory requirements:		
Next step(s) / action points: For Spring 1 FGB	To decide which FDP priorities will be monitored by whom and how	Actions to be completed by (personnel & date):
Date of next visits:	TBC	
Items from this report to be reviewed at the next visit / meeting:		
Additional notes (to include reflections on how visits / meetings have benefitted the pupils and contributed to the Christian Distinctiveness of the school)		

Parent & Christian Community Links Lead Portfolio Governor

Autumn 2025 Report

Believing & Achieving Together to be the Best We Can Be



Name of Governor/s	Portfolio/s	Type of event:	Date of meeting / visit
Mrs Sarah Walls	As above	Termly report	24th September 2025
Key personnel consulted / present:	Ms Louisa Mansfield, Mr Pete Button		
Statutory Lead Roles duties covered: <i>(from annual cycle of business)</i>	<p><i>Review FDP</i></p> <ul style="list-style-type: none"> • Share FDP key priorities – Christian Distinctiveness Strand. ➤ 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) <p>Feniton</p> <ul style="list-style-type: none"> • CAT team being led by LM alongside EC and LO. LM has undertaken SIAMs training recently at the Cathedral. • Another element in the CAT team – Continuing to develop pupils understanding of spirituality. Key strand in SIAMS Framework. • Continuing to develop Pupil voice and pupil leadership (ethos committee). • Ethos Committee at Feniton is being led by LM, children will take an active part in Collective Worship every Tuesday. • Climate action knowledge will be assessed and progressive experiences planned across school. • LM monitoring implementation of RE framework and use of NATRE to support planning and teaching. • Reflection spaces to be developed within classrooms to ensure effective use for individual opportunities for prayer and worship. <p>Tipton St John</p> <ul style="list-style-type: none"> • Focus on action points from our SIAMS (see below) <p>FDP – Really focusing on Collective Worship being inspirational and leading to positive pupil voice that shows a growing understanding of how spirituality, vision and values support their learning, as well as the development of their understanding of the Church year. Picture News continues to support the development of CW alongside British Values and involving current news items.</p> <p>RE CAT Plan –Monitoring of new syllabus (Devon and Torbay) and use of Natre resources written by subject specialists. All staff have access to NATRE to support planning and delivery of lessons.</p> <p>CPD for staff – focussed around developing understanding of including coverage of Exploitation and Injustice in the curriculum, and Climate Action.</p>		

SIAMS Development Points

- Ensure that newly established assessment procedures within religious education (RE) are fully embedded. This is so teachers can rigorously check, over time, that pupils are building on, and deepening, existing knowledge and understanding. **(Sept 2025 – implementation of RE framework – ensuring this is being used to plan and assess pupil progress systematically. Planning scrutinised on Sharepoint, assessment documentation is being used and informs future planning).**
- Embed a shared understanding of spirituality across the curriculum. This is so that planned opportunities for spiritual development are threaded through each year group, enhancing spiritual flourishing. **(Sept 2025 – continues to be a focus. Ethos team to lead on keeping this high profile in CWs and across the curriculum.)**

Review school reporting systems/parent consultation meetings & governor rota for attending parents evenings.

Both schools -

- Reports 2x Yearly. Midway through the year and end of year.
- Parents meetings 3x yearly - Autumn and Spring terms – individual scheduled appointments for all, Summer term – invitation to arrange alongside open evening to see books and children to share learning and progress evidence with parents.
- IEPs – targets reviewed 3x yearly and teachers meet with parents .
- Discussed attendance at parent meetings at both schools by Governors – at Feniton have a table for Governors (can be a different Governor each evening) so that parents can drop by as necessary. At Tipton given the structure of parents evenings, an offer to arrange a meeting with a Governor could be offered.
- We also had a discussion re inviting parents/carers back into the schools more often so that they feel part of the school community

How will we collect children's and parents views this year?

Feniton:

- Parent view included on report template and IEP format.
- School Council/Ethos committee forms part of pupil voice running through the school. Additionally,
- Pupil voice is conducted by the CAT teams

Tipton:

- Before and after school club survey carried out – this is not currently viable
- Music tuition survey – now have a piano teacher in Tipton during school hours.
- Parent views collected regarding school relocation
- Homework survey – carried out last term – spread of opinions and general responses – policy being reviewed again soon and this will be feedback to parents in terms of expectations and format moving forward.

Federation:

- Ethos committee forms part of pupil voice through the schools
- Subject specific pupil voice is conducted by the CAT teams
- Discussion about whether we could include on the reports a general request for parents to feedback any comments in relation to the schools, not just give comments in relation to their child's report.

A pupil voice survey was undertaken on collective worship last year – this concluded that the children love other children leading act of worship, and really enjoyed open the book.

To assist with SIAMS action plan and review the outcomes of an inspection

Feniton:

- LM to attend SIAMS inspection training – September 2025
- Focus on embedding whole school understanding of spirituality in the Autumn term.
- Focus on reflection areas within classrooms to be consistently used.
- RE CATS team established led by LM

To ensure that the issues and responsibilities relating to RE and Collective worship are understood by the FGB.

Feniton:

- LM working with Reverend Dave to ensure opportunities for children to attend village church throughout the year. Fortnightly he will lead a Collective Worship in school.
- Using Diocese of Canterbury and Rochester Fresh Approach Collective Worship Planning as the basis for whole school worship – high quality resources that supports workload.
- Picture News continues to be used as the basis of class worship.
- LM has attended SIAMS inspection training in September and plan CPD based on this for all staff in Autumn 2.

Tipton:

- Picture News introduced and used as part of a bank of resources for Class Collective Worship
- NATRE planning resources being trialled in classes
- Next step: re-establishing Class visits to places of worship
- Next step: focus on development of going deeper in RE lessons - planning opportunities for big questions and providing space to explore these.

Federation:

- New Devon and Torquay syllabus agreed syllabus 2024 – 2029 has been adopted.
- Federation subscription to NATRE – high quality resource built by specialist teachers directly linked to the syllabus.

To review plans for community involvement in the coming academic year, including local churches.

Feniton:

- Continuing to strengthen relationship with the church – Harvest, Remembrance, Christmas, Easter services in church plus fortnightly Collective Worship in school led by Reverend Dave.
- Harvest and Christmas card delivery.
- Exeter Baby Bank charity work.

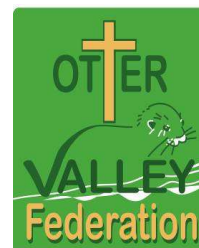
Tipton:

- Harvest collection for St Petrock's and Ottery Larder
- Local care home – singing club visits, making Birthday cards for a centenarian, planned reading sessions with the residents.
- Tipton Local History Day was held Summer 24 – inviting former staff, parents and pupils to share their memories, photos, etc. We

	<p>had a discussion about this and whether more events like this could happen to celebrate the children's locality at both schools.</p> <ul style="list-style-type: none"> • Various events with Church – Christingle, Harvest, Easter <p>Federation:</p> <ul style="list-style-type: none"> • Linked with Norman Palmer School in Melanesia. Patteson Day celebrated on 22.09.25. <p>The Climate change action plan is a work in progress by the SMT – this will be presented to Governors in due course.</p> <p><i>SIAMS</i></p> <p>Tipton had their SIAMs in February 2025 – due again in around 2029.</p> <p>Feniton are due to have their SIAMs inspection in the next academic year.</p> <p><i>Policy check</i></p> <ul style="list-style-type: none"> • Publication Scheme – Freedom of Information (statutory) • British Values Statement 	
FDP priorities covered:		
Delegated decisions made on behalf of the FGB (as agreed in the terms of reference):		
Recommendations for the FGB linked to statutory requirements:		
Next step(s) / action points:	<p>Governors to be invited to attend parent meetings</p> <p>Invitation on reports to give feedback re the schools</p> <p>Climate change action plan is a work in progress by the SMT</p>	Actions to be completed by (personnel & date):
Date of next visit/meeting:	January 2026	
Items from this report to be reviewed at the next visit / meeting:		
Additional notes (to include reflections on how visit / meeting has benefited pupils and contributed to the <u>Christian Distinctiveness</u> of the schools):		

Admissions Lead Portfolio Governor Autumn (1) 2025 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 20.10.2025	Report completed 12.10.2025
Key personnel consulted / present:	Exec Head, Admissions Panel (AF/LM/PB – MH/SW/ES/JL) Currently 7 (2025/2026)		
Membership	Membership shall consist of not less than four governors plus the Executive Head teacher.		
Quorum	Two governors and the Exec Head Teacher. NB <i>Head teacher can send 'substitute' to present information with the agreement of governors, but 'substitute' may not vote</i>		
The Governing Body's responsibilities for admissions	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.		
Applications received	<p>Since last report submitted for AGM 08.09.2025.</p> <p>We received the SEVEN requests for 'In Year' places</p> <p>FPS 1x Yr4 – Cohort 32 (PAN +2) No Governor places available – REFUSE <i>*comment FPS Y4 place allocated by DCC (CiC) - decision supported by Exec/HoS/Panel</i></p> <p>TSJ 1x Yr1 – Cohort 16 (PAN +1) No Governor places available – REFUSE <i>*Exec Head/HoS/Class Teacher review after two weeks review of cohort with spaces Current YrR/Y2 decision to go over 'Yr group PAN' as spaces in adjacent years – OFFER (Panel Agreed)</i></p> <p>1x Yr3 – Cohort 12 (PAN –3) Spaces available – OFFER 1x Yr4 – Cohort 5 (PAN –10) Spaces available – OFFER 2x Yr5 – Cohort 16 (PAN +1) No Governor places available – REFUSE 1x Yr6 – Cohort 12 (PAN –3) mixed Cohort Yr5 Cohort 16 (PAN +1) overall 2 spaces available - OFFER <i>*comment TSJ Yr1/3/4 were siblings Yr3/4 accepted offer/Yr1 initially placed on 'waiting list'.</i></p>		
Absence Requests	Nil		
Miscellaneous	<p>Admissions Update</p> <p>MH attended the Diocese/DCC Admissions refresher 'virtual' training 24 Sept 2025. *see attached PDF</p> <p>Key change, the 16 week limit on parents of service/crown personnel being able to apply for a school place has been lifted to allow more flexibility for</p>		

these parents to apply earlier. **our 25/26 and 26/27 policies revised to reflect this change for each school*

Admissions Policies for 2027/28

have been drafted, FPS PAN to remain 30, and TSJ PAN to remain 15
**current site – further policy will need to be drafted should any relocation occur.*

General amendments from 2026-27 being recommended:

1. New glossary entry regarding education for twins and other multiple birth siblings, based on guidance from the Twins Trust. *This is to confirm that schools are 'generally' aware that parents are likely to want to have twins in the same class where more than one class is available. Nevertheless, headteachers may have good reason to place them apart.*
2. New section as guidance on when children should start in school once an offer is made. *This covers a section in the Admissions Code which emphasises that children should start as soon as is reasonably practical, especially if not in school.*
3. Provision in the waiting list glossary entry that when a place is offered to the waiting list, parents and carers should accept or decline the offer by the end of the next working day. *This seeks to avoid situations where a series of offers to the waiting list takes several days for families to reconsider, visit and delay admission for the next child on the waiting list.*

Next steps: VA and Foundation schools

- In September: **GBs should meet** to review: to discuss any other potential amendments with me and to confirm a version to go forward for consultation.
 - In early October: (VA) to consult with Diocese. For Diocese schools, once you are content with the proposed policy document, you are requested to send a copy to Diocese separately.
 - From 1 November: public consultation led by the LA.
 - In early November: reference the consultation on your website and in newsletters.
 - 16 January: end of public consultation. I will advise if there have been any comments relating to your school and provide a final version for approval and determination.
 - By the end of February: **GB must meet** to formally determine policy.
 - You must have confirmed that the determined version is no different to the final version prepared for you / what the changes are. There is very little scope for change at this stage. Please raise any issues with me for advice.
 - By 15 March: you must publish policy on school websites.
-

Extending age range – Feniton Primary School

AF has opened dialogue with Diocese/DCC (25.09.25) about provision for 2 years olds at FPS. This based on figures for 27/28 and 28/29 showing a declining admissions cohort due to low birth rates in the local area.

Next step(s) / action points:	Agree Feniton Primary School, and Tipton St John Primary School 27/28 Admissions Policies for consultation	Actions to be completed by (personnel & date): <i>FGB 20.10.25</i>

Devon School Term Dates: 2026-27 Academic Year

School Name (s)																													You can enter your school times below - ie when children should arrive and leave.																																																												
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