

Context
<p>We are a very small rural, remotely located, church school with 62 pupils aged 4-11. We have dedicated, experienced staff - 3 classes each supported by experienced TA/HLTAs.</p> <p>We are part of the successful West Dorset Schools collaboration working closely on all aspects of school improvement.</p> <p>We have no children with EAL and currently have 8% of children in receipt of Pupil Premium – 37% pupils have SEND.</p> <p>Ofsted Inspection March 2018 – Good with an emphasis on our outstanding personal development and welfare.</p>
In a nutshell
<p>We are a unique, rural school with "Stepping out of the Ordinary" as our ethos. We strive to be the best that we can be, basing development work on research and we implement this through systematic leadership and accurate evaluation. We are committed to every child fulfilling their potential through an holistic approach, understanding that the whole child needs to thrive to achieve excellence. Governors work very effectively with leaders and school community, understanding well how including data, curriculum improvement, safeguarding and wellbeing for all. We are good but always improving with clear strategic planning in place.</p>
What we have achieved since our last inspection in 2018
<ul style="list-style-type: none"> <li>• Maths fluency approach secure and embedded in each class across school. Reasoning and applying has been implemented through White Rose Maths Years 1,2,4 and 5 at 64-82% ARE in 2022 (Year 3 focus cohort – SEND)</li> <li>• SDP is focused with measures to show impact and improvement. Challenge routinely made by governing body that understands improvement model.</li> <li>• New chair in 2019 has brought systematic rigour to safeguarding procedures for governors through a comprehensive monitoring system. Governance documentation has been moved to the Cloud and information sharing and dissemination is thorough. Introduction of holistic tool.</li> <li>• Attendance for 2020/21 96.04%. 2021/22 overall attendance at 91.6% due to many illnesses/Covid effect.</li> </ul>
2019 IDSR
<ul style="list-style-type: none"> <li>• The 2019 KS2 cohort comprised 5 pupils – progress: R 0.47. W -1.74, M -0.03. Middle attainers R -10.14, W -11.6</li> <li>• Highest quintile for pupils with EHCPs and for SEND support.</li> </ul>
2022 DATA Summary
<p>Highs: Maths Yrs 1,2,4,5 at 64-100% ARE attainment  Reading Yrs 1,2,4,5 at 78-86% ARE attainment  Writing Yrs 2,6 at 67-78% ARE attainment  EYFS Maths (number and numerical patterns) 100%</p> <p>Lows: Writing Yrs 1,3,4,5 at 29-57% ARE attainment  Year 6 SATs (6 pupils, 1 EHCP, 2 dyslexia) R 33%, M 33%.  EYFS: 33% (9 pupils) achieved all ELGS (4 pupils on SEND support)  Year 3 29-43% attainment R,W,M (focus cohort)</p>
Our key next tasks are to:
<ul style="list-style-type: none"> <li>• Ensure progress of Focus cohort.</li> <li>• Improve Writing attainment across school.</li> <li>• Ensure robust attendance protocol with aspirational 97% target attendance.</li> <li>• Work with our vision, values and ethos in our community.</li> </ul>

In summary:

	Strengths	Next Steps
<b>Quality of Education</b>	<ul style="list-style-type: none"> <li>• Ambition and excellence with no barriers at the forefront of our intent. Teaching is a collective responsibility.</li> <li>• Reading and Early reading is a clear focus and is prioritised.</li> <li>• Phonics is systematically taught as the bedrock to reading and writing. All</li> <li>• Pupils with SEN and/or disabilities work inclusively within the class as a priority.</li> </ul>	<ul style="list-style-type: none"> <li>• Flourish 360 implementation</li> <li>• Continue with Adopt/Adapt/Abandon initiative</li> <li>• Develop further parent engagement</li> <li>• Continue with new Phonics scheme and NELI sessions</li> </ul>
<b>Behaviour and Attitudes</b>	<p>Pupils are respectful and behave well – they are committed to their learning. Bullying is rare and never tolerated. Wellbeing for all is a priority. Pupils feel safe, happy and listened to (pupil surveys). School Council is successful and developing in 2022.</p>	<ul style="list-style-type: none"> <li>• Develop pupil voice and engagement through Ethos Committee with community.</li> <li>• Further regular pupil and parent surveys</li> </ul>
<b>Personal development</b>	<ul style="list-style-type: none"> <li>• Focus on nurturing and inspiring the whole child.</li> <li>• Our school council, mentorship, comprehensive PSHE curriculum are designed to encourage citizenship for next steps in education.</li> <li>• PE and extra curricular activities are approached in varied ways accessible to all.</li> <li>• The WDSC offers opportunities for children to thrive.</li> <li>• We enable children to become globally aware of modern day challenges.</li> <li>• E.L.S.A</li> <li>• Holistic Picture (H.©.P)s gauges whole child development.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop mentor roles across subjects and across the school eg. Sports leaders reinstated</li> <li>• Global awareness and diversity assemblies create themes</li> <li>• Complete Thrive training</li> <li>• Complete Mental Health Champion Training</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Small dedicated, experienced team. Staff retention is high.</li> <li>• Strong governing body act as critical friends.</li> <li>• Robust safeguarding environment.</li> <li>• Policy making is a shared responsibility.</li> <li>• SDP is measured and accountable.</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to ensure that teacher workload is monitored and responded to in line with Wellbeing ethos.</li> <li>• Continue to develop engagement for whole community with governing body.</li> </ul>

	<ul style="list-style-type: none"> <li>• Whole School mental health and wellbeing is a priority.</li> <li>• Parent, pupil and staff survey responses are supportive.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop new entrants strategy to attract full entry each year.</li> </ul>
<b>Early Years</b>	<ul style="list-style-type: none"> <li>• Early adopter supported new EYFS framework</li> <li>• Experienced team, teaching is at least good.</li> <li>• Assessment is wide ranging and accurate with targeted outcomes.</li> <li>• Children are highly motivated by the interesting and well-planned activities</li> <li>• Leadership is good, with close attention given to professional development for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop parent relationships and engagement post Covid.</li> <li>• Develop new phonics scheme to ensure pupils are Year 1 ready.</li> <li>• Consider development of EYFS learning area/staffing.</li> </ul>