



# POWERSTOCK CE VA PRIMARY SCHOOL

## SCHOOL SELF EVALUATION FORM

2022/2023

### Context:

Powerstock is a very small rural church school with 62 pupils aged 4-11: one of the smallest primaries in the county. We have three classes each supported by experienced TA/HLTAs.

We are a dedicated, experienced team and work together to ensure the best outcomes for each child. We experience high mobility of pupils with 25% joining the school after Reception and KS1 and 65% of pupils living out of catchment.

We are part of the successful West Dorset Schools Collaboration working closely on all aspects of school improvement.

We have no children with EAL and currently have 8% of children in receipt of Pupil Premium. 37% pupils have SEND compared to 49% in 2017. Effective assessment means that pupils are identified quickly and robust interventions are implemented as needed.

Attendance was 96.4% for 2020/21.

Our recovery curriculum addressed the whole child and is ongoing throughout the school with the rise of mental health needs.

Term time holiday is rare and behaviour is good with no fixed term exclusions in 21/22.

Ofsted Inspection March 2018 – Good with an emphasis on our outstanding personal development and welfare.

# Powerstock Primary School – who we are

## Our identity 'Who we are'

Founded in 1848 we are a small, Christian school in rooted in our community in rural west Dorset, with a unique approach to holistic education and part of a strong, interdependent community that values and supports a life full of choice.

We strive to enable every child to flourish and make their best progress; to encourage them to discover their talents and realise their full potential; to help them grow their spiritual lives and be valued and valuable members of their community.

## Our Purpose/Mission What we strive to be/do

**Our Vision**  
Describe what pupils will leave the school knowing, being and have done'

**Our Values**  
'Our core beliefs that we all share and embrace'

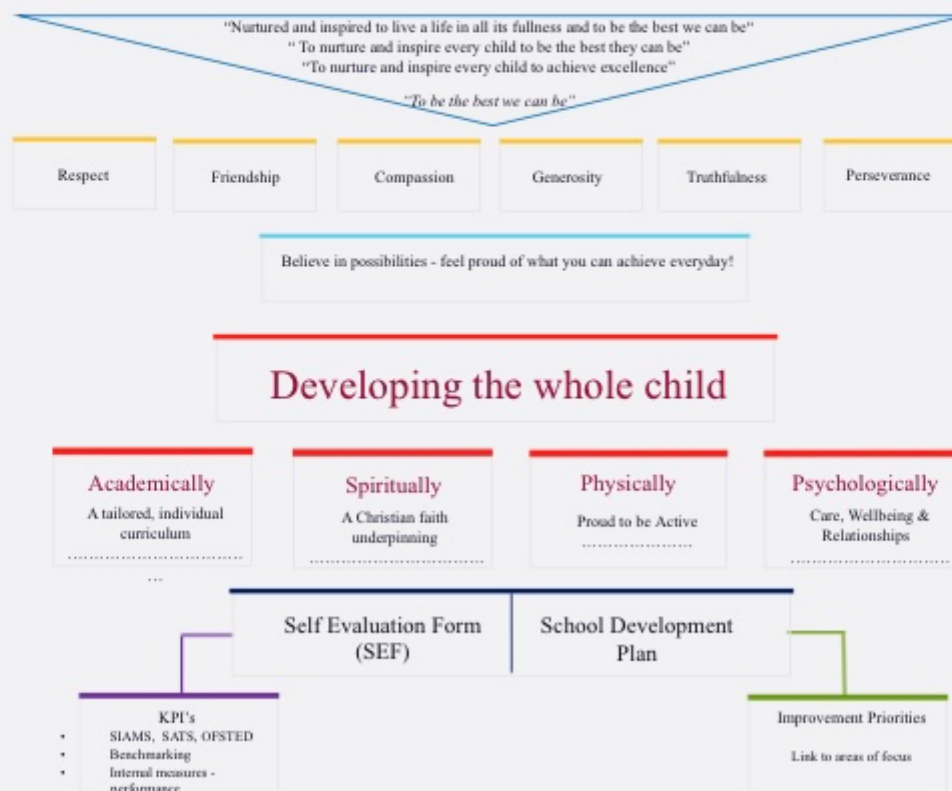
**Our Ethos**  
The characteristic spirit of our school

**Our Strategy**  
'How we strive towards our vision'

**Our areas of focus**  
'The specific areas that we focus on to realise our strategic aim'

**Our objectives**  
'What we are putting into place in these areas (deadlines?)'

**Our plans**  
'Specific actions we are taking to achieve our objectives'



Progress against previous inspection	
Areas to improve	Progress
<p><b>1.Further improve pupils' outcomes and raise attainment by:</b></p> <ul style="list-style-type: none"> <li>• Maths fluency and reasoning and applying;</li> <li>• Embedding systems to develop pupils' spelling so that they can apply their strong phonic awareness and use known words in their writing.</li> <li>• Provide more opportunities for younger pupils to practise their writing skills in a range of contexts.</li> </ul> <p><b>2.Strengthen Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>• Pupil tracker to reflect needs of pupils;</li> <li>• SDP is precisely focused on the impact that actions are expected to have on raising pupils' outcomes</li> <li>• governors' strategic overview of safeguarding to improve by adding additional rigour to their monitoring of the school's procedures.</li> </ul> <p><b>3.Improve Attendance across the school</b> and especially those with persistently high rates of absence.</p>	<ol style="list-style-type: none"> <li>1. <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 throughout each maths topic.</li> <li>• Spelling strategies introduced to increase frequency and effectiveness eg Spelling Zappers, daily RWI practice.</li> <li>• Opportunities to write incidentally as well as planned in Burton Class across all subjects.</li> </ul> </li> <li>2. <ul style="list-style-type: none"> <li>• Holistic Picture tool devised to assess pupils' development across 10 areas to use alongside academic attainment tracker in assessing the whole child.</li> <li>• SDP is focused with measures to show impact and improvement.</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.</li> </ul> </li> <li>3. <ul style="list-style-type: none"> <li>• Attendance for 2020/21 96.04% Strategies continue into 2021/22 to keep attendance at 95% or above.</li> </ul> </li> </ol>

<p>School improvement priorities</p>	<p><b>Quality of education and Behaviour and attitudes</b> : Objective: (a) To raise attainment of key groups * in reading, writing and spelling to just below or working at ARE (b) To extend and challenge writers and able writers to meet Exceeding ARE. (b) For whole school attainment to be in line with national averages including reading.</p> <p><b>Personal development</b> : Objective: To develop capacity of middle/subject leaders commensurate with expectations of the new Ofsted inspection framework</p> <p><b>Leadership and management</b> : Objective: To develop capacity of middle/subject leaders commensurate with expectations of the new Ofsted inspection framework</p> <p><b>Overall effectiveness/Leadership and management</b> : Objective: (a) Implementation of a revised monitoring process focusing on the new Ofsted framework utilising technology, learning walks and one to ones with subject leads. (b) Increased focus and monitoring on the progress of Year 3 (5 &amp; 6) in reading, writing and maths and a deep understanding of the strategies deployed to drive improvement. (c) To be a critical friend to the Headteacher and school by increasing the focus on effective challenge from the governors in committee meetings and full board meetings.</p>
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## QUALITY OF EDUCATION – Good

### Strengths

#### Intent

- Our intention is for every pupil, regardless of any barriers, to have a chance to *be the best that they can be*, with aspiration, excellence, ambition and breadth at the forefront of our curriculum design. Each class has a 2 year plan mixed aged and this has been extensively and thoughtfully reviewed over the past year with clear plan created to reflect this.
- Reading and Early reading is a focus and is prioritised to allow pupils access the whole curriculum.
- Progress is carefully mapped in each subject showing National Curriculum skills and knowledge through the school. We aim for pupils to know and understand curriculum content and apply this in a wider context. We use an “Holistic Picture” H.😊.P tool developed by staff to inform our next steps with curriculum design. We are designing “Flourish 360” which enables the whole child to thrive no matter who they are.
- KS1 and EYFS have a separate plan to incorporate the three year groups on their exciting learning journey together. Work is based on prior learning and purposeful real life experience; it is linked where possible across subjects.

#### Implementation:

- Quality of teaching and learning: Staff have high expectations of what pupils can achieve and classrooms are calm and equitable places in which to learn. Teaching continues to be at least good with many outstanding, innovative and inspirational examples of learning. The teaching team liaises regularly to ensure standards are constantly high and ambitious. All staff share good practice and are involved in our *Adopt:Adapt:Abandon* approach to ways of working. We view teaching as a collective responsibility. Staff are actively engaged in their own professional development.
- Weekly reviews from each teacher are an essential element to be shared with the head teacher to reflect outcomes and learning in general that week including spiritual, behavioural and personal developmental issues.
- Phonics is systematically taught as the bedrock to reading and writing. All staff understand the importance of phonics throughout a child's primary career and how focused work can help any child at any time. Development has focused on Somerset Literacy Trust work which is embedded across the school. A new phonics scheme closely linked with early reader books has been introduced in 2021/22.
- NELI language intervention has been successfully adopted throughout 2021/22 for Reception children.
- Assessment is carefully planned and realistic and appropriate in its reach. Each pupil has regular feedback and understands where their learning has reached. Assessment is used in the main to inform how next steps are tailored.
- Pupils with SEN and/or disabilities work inclusively within the class as a priority. Interventions are timetabled to deliver sessions in close consultation with our link educational psychologist using various schemes. This is all logged and planned with teaching and support staff termly.

	<p>Impact:</p> <p>Pupils, no matter their starting place, are equipped and ready to embrace the whole curriculum and achieve well.</p> <p>Pupils learn well and behaviour and attitudes towards learning together are positive. Children make progress from whatever point they begin.</p> <p>Pupils take pride in their learning and this is evident throughout the school in each classroom. There is a can-do atmosphere and a healthy competitive, <i>cool to do well</i> ethos across the school.</p> <p>Our <i>Holistic Picture</i> (H.☺.P) tool demonstrates that children make progress in whole child development.</p> <p>Please see data grid at the end of a document.</p>
Areas for development	<p>Further implantation of new two year learning programme to incorporate exciting opportunities as widely as possible.</p> <p>Continue process of engaging parents in Early Reading sessions.</p> <ul style="list-style-type: none"> <li>• Further development of Curriculum Journey document.</li> <li>• Complete curriculum map for whole key stages.</li> <li>• Progress steps further developed.</li> </ul>
<b>BEHAVIOUR AND ATTITUDES – Good</b>	
Strengths	<p>Behaviour and attitudes match our high expectations. Our pupils behave with consistently high levels of respect for others. Older children play a positive role in creating a school environment where successes and effort are celebrated, difference is valued and children are nurtured. Bullying, harassment and violence are never tolerated.</p> <p>Pupils have consistently high positive attitudes and commitment to their education. They are motivated to succeed and persevere in the face of challenge. Pupils strive to make a positive contribution to the life of the school and its community. Pupils and adults support the wellbeing of others. If anyone struggles, we take fair, equitable and effective action to support them succeed. agreed that they enjoyed school and were happy in school</p> <p>Pupil voice has developed through School council and also teaching approaches incorporating P4C and spirituality focus. Community work is undertaken in village engagement through to our global environment.</p> <p>Staff are supported in their guiding roles. Staff wellbeing questionnaire</p> <p>The governing body is proactive in monitoring and support for all. Staff wellbeing is a priority for the governing body.</p>

Areas for  
development

We have worked hard to encourage every pupil back to school following Covid-19 with our Recovery Curriculum. The school was affected by a lot of illness, often Covid related in Autumn and Spring.

	2020-21	2021-22
Attendance %	95.1%	91.5%

Develop further global links with understanding about people outside our lives.

Further engage parents in the Flourish 360 Project.

Develop children's understanding of internet safety, safe playing and communicating.

## PERSONAL DEVELOPMENT – Good

### Strengths

- We focus on nurturing and inspiring the whole child, encouraging them to do their absolute best and not to let any barriers get in their way. Pupils are willing to explore new ideas and experiences and have the language to express their feelings and thoughts from our work on philosophical thinking and metacognitive work.
- Our school council, peer mediation and comprehensive PSHE curriculum all go towards children understanding about themselves and others whilst understanding British Values. We introduced our new RSE curriculum in 200/21 and it is now fully embedded in our learning.
- PE is very important to us at Powerstock. We pioneered the Daily Mile initiative in 2017 and it is still going strong as part of what we do. Children are competitive and inspired to get fit and live healthily as a lifestyle.
- Children are aware of their responsibility to look after our planet through work with the School Council on packaging towards zero waste, energy wasting through lights and topic work on global conservation issues eg. Rainforest topic. They know about eating responsibly and healthily.
- Throughout the year, we run various clubs including archery, cookery, netball, basketball and street dance. Through the Dorset Music Service, children have the opportunity to learn various instruments as a whole class including violin, viola and ukulele. We offer opportunities for pupils to shine!
- We work with the West Dorset Schools Collaboration and other local schools on projects such as Able Writers in published Myths collection of Stories, sports tournaments and we are currently working on an Art installation for the local health centre.
- This year we have engaged with the Ukrainian crisis. The children understand democracy well through our work on British Values and our general democratic approach to life in general across the school. Our pupils engage with each other on views and opinions that may be different to their own.
- The school has well established systems of pastoral support including external counselling, the Early Help Hub and E.L.S.A in house with a new member of staff adding to our trained practitioners.
- We offer children opportunities to act as leaders and mentors to others in order to become good global citizens. Pupils live out our school values and know our vision and ethos underpin all of our actions.
- On the return to school following lockdowns, we have adopted a well-being framework as a school priority to support all in beginning again.
- We used our Holistic Picture H.©.P to gauge how children were on their return on that work is ongoing as we understand how deep the effects of lockdown coupled with family life today can be far reaching.



Areas for development	<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</li> <li>• Complete Thrive training</li> <li>• Complete Mental Health Champion Training</li> </ul>
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## LEADERSHIP AND MANAGEMENT – Good

### Strengths

- Our very small team works closely and effectively together with a shared common goal. Under the leadership of the head teacher, each member of staff understands their role in the learning, behaviour and wellbeing of all the children in our care. Teachers have received training and support for their middle leader roles this year.
- Governors under the strong leadership of the Chair, offer highly constructive dialogue with an equal emphasis on challenge and wellbeing to ensure the best for each pupil is achieved. They bring a set of diverse skills and are well informed of school context including the challenges brought by Covid-19 on our community. They have high expectations for outcomes and provision for pupils and hold the school to account effectively. Governors undertake frequent training and understand their role well.
- The safeguarding culture in school is excellent. All staff understand their personal responsibility to safeguard each child and know that all concerns maybe crucial to the whole picture. The governing body have worked hard to ensure that all members are trained and aware of their role and challenge they must bring to school. The school is externally and internally audited for best practice and reports are submitted at at FGB.
- The head teacher carefully managed school closure and plans for reopening including remote learning
- The head teacher is the person responsible for premises and Health and Safety. Systems are in place to check
- Annual staff surveys are used to continuously improve and develop provision. Staff retention continues to be high.
- Policies are shared or co-created according to subject and area leadership. Policies are then shared with some consultation eg. Covid-19 Risk assessment, termly.
- The School Development Plan reflects precise areas in our school with measurable and realistic expectations in place. Our focus this year is on key groups that have not achieved previously in core subjects and development of staff as middle leaders responsible for subject areas. Particular focus is on our year 3 cohort – please see data tables below.
- Continuous professional development has been challenged but possible through the Covid-19 period. Middle leaders have undertaken training towards SEND, NPQH, Religious Education, PE leadership, Literacy and we are members of the Jurassic Maths Hub. Training is also undertaken in house.
- Staff mental health and wellbeing is a priority. A policy for whole school wellbeing was adopted in January 2020 with annual reviews. It includes support mechanisms eg. Counselling, mediation, access to occupational health as well as initiatives led by the head teacher: day off per term, subject leader time per term, work life balance emphasis, realistic objective setting.
- Our parents are supportive of the school. Surveys see Ofsted 2018, describing parents as “overwhelmingly supportive of the lengths staff go to, to support children.” There have been no formal complaints to date and parents have been very supportive of us in general and especially during lockdown and with adopting extra measures in school. Homework engagement is generally good and there is a feeling of unity from parents towards the school.

Areas for development	<ul style="list-style-type: none"> <li>• To continue to ensure that teacher workload is monitored and responded to.</li> <li>• To develop new entrants strategy to attract full entry each year.</li> </ul>
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## QUALITY OF EDUCATION IN EARLY YEARS FOUNDATION STAGE –

Strengths	<p><b>Intent</b> – Our aim is to provide a welcoming, equitable, respectful environment where children can learn and be their best self. Our curriculum is ambitious and designed to promote self-belief and cultural capital right from the start as well as focus on the Early Learning Goals. We build on prior knowledge and skills at entry and tailor learning in very small focused groups. This includes those from disadvantaged backgrounds and those with SEND who achieve the best possible outcomes. We are focused on ensuring our children acquire a wide vocabulary, communicate effectively and secure a knowledge of phonics. Teaching early reading and synthetic phonics is systematic securing good progress by the end of Reception year. High ambition is shared by all staff.</p> <p><b>Implementation</b> – The class is expertly led by the class teacher and alternately the class HLTA. Phonics is taught using "Floppy's Phonics" from OUP, new for this year, with parental engagement as a main focus of the scheme. Writing experience/mark making opportunities are key to learning. Reading rich and varied texts to the class, singing songs and using dramatic/visual texts are essential to building children's experience of early literature.</p> <p>Early Maths starting with a solid understanding of number is key and starts from the first week of Reception. Staff understand the burden of unnecessary assessment and carefully assess at opportune moments. Children's emotional and mental health are our priority and we teach the children the language of feelings and emotions to develop their emotional literacy right from the start.</p> <p>Parents are informed and warmly welcomed into class to continue a meaningful dialogue about their child's progress and wellbeing.</p> <p><b>Impact</b> - Child centered learning engages and meeting the needs of all pupils from background and circumstances. Our children are motivated and eager to join in; they share and cooperate well, demonstrating high levels of self-control, independence and respect for others. We monitor resilience, responsibility and independence in our holistic tracker throughout a child's journey through school.</p> <p><b>See EYFS for 2020/21 below*</b></p>
Areas for development	<ul style="list-style-type: none"> <li>• Further train new staff to work with EYFS Framework</li> <li>• Develop phonics engagement with parents</li> </ul>

Teacher assessment summer 2021:

Validated data up to 2019:

Attainment end KS2 % at ARE	2017	2018	2019	2021 Teacher assessment
Reading	60 (nat avg. 72)	63 (nat avg. 75)	20 (nat. avg 73)	88
Writing	50	13	20	63
Maths	50	50	40	50
Ks1-2 progress*				
Reading	2.87	-2.28	-.64	N/A
Writing	-0.6	-8.27	-1.73	N/A
Maths	-2.43	-3.19	-0.17	N/A

Teacher Assessment 2021 Summer identifying key groups

		Reading	Writing	Maths	Reading/Writing/Maths
Year 1	All Pupils	88%	75%	88%	75%
	Boys	75%	50%	75%	50%
	Girls	100%	100%	100%	100%
	SEN Suppo	50%	50%	50%	50%
Year 2	All Pupils	89%	78%	89%	78%
	Boys	86%	71%	86%	71%
	Girls	100%	100%	100%	100%
	SEN Suppo	0%	0%	0%	0%
Year 3	All Pupils	29%	29%	43%	29%
	Boys	33%	33%	67%	33%
	Girls	25%	25%	25%	25%
	Pupil Prem	50%	50%	50%	50%
Year 4	Not Pupil P	20%	20%	40%	20%
	No SEN	33%	33%	67%	33%
	SEN Suppo	25%	25%	25%	25%
	All Pupils	67%	67%	67%	33%
Year 5	Boys	33%	67%	67%	33%
	Girls	100%	67%	67%	33%
	EAL	0%	100%	100%	0%
	SEN Suppo	50%	0%	50%	0%
Year 6	All Pupils	70%	60%	70%	60%
	Boys	67%	67%	83%	67%
	Girls	75%	50%	50%	50%
	Pupil Prem	100%	0%	0%	0%
Year 7	Not Pupil P	67%	67%	78%	67%
	EAL	67%	67%	67%	67%
	Not EAL	71%	57%	71%	57%
	No SEN	83%	67%	83%	67%
Year 8	SEN Suppo	50%	50%	50%	50%
	High Attain	100%	100%	100%	100%
	Middle Att	100%	100%	100%	100%
	Low Attain	40%	20%	40%	20%
Year 9	All Pupils	67%	33%	83%	33%
	Boys	67%	33%	100%	33%
	Girls	67%	33%	67%	33%
	Pupil Prem	100%	0%	100%	0%
Year 10	Not Pupil P	60%	40%	80%	40%
	No SEN	75%	50%	100%	50%
	SEN Suppo	100%	0%	0%	0%
	EHC Plan	0%	0%	100%	0%
Year 11	Middle Att	33%	33%	100%	33%
	Low Attain	100%	0%	50%	0%
	Unknown I	100%	100%	100%	100%

Year 2 across all core subjects: R,W,M. All subjects at 50% or less. Spelling/phonics and number focus. Pupil premium 50%. Non SEN 33%.

Year 5 Writing including 50% non SEND registered.