

Dove Holes Self Evaluation Form

We believe that Dove Holes C of E Primary School is a good school.

<u>Overall Effectiveness</u>	<u>Good</u>
<u>The Quality of Education</u>	<u>Good</u>
<u>Behaviour and Attitudes</u>	<u>Good</u>
<u>Personal Development</u>	<u>Good</u>
<u>Leadership and Management</u>	<u>Good</u>
<u>Effectiveness of Early Years Provision</u>	<u>Good</u>

School Vision

Dove Holes Primary School is a caring and inclusive school with the core values of : Love, Others, Forgiveness, Truth, Perseverance. These core values are at the heart of all that we do and are supported by the school motto: 'We live life in all its fullness'

When Jesus spoke the words: 'I have come to bring life in all its fullness' (John 10:10) to his disciples; he had a vision for them that went beyond what they could see at that moment in time.

At Dove Holes C of E Primary School, we have that vision for all our children. We want every lesson, every experience and every day in our school, to expose our children to an education without limits – full of the joy and abundance of life.

Our vision extends beyond the school gates, where we hope to see our community touched by the values lived by our pupils. We believe that in walking through life together we can flourish together, creating the best opportunities and outcomes for all.

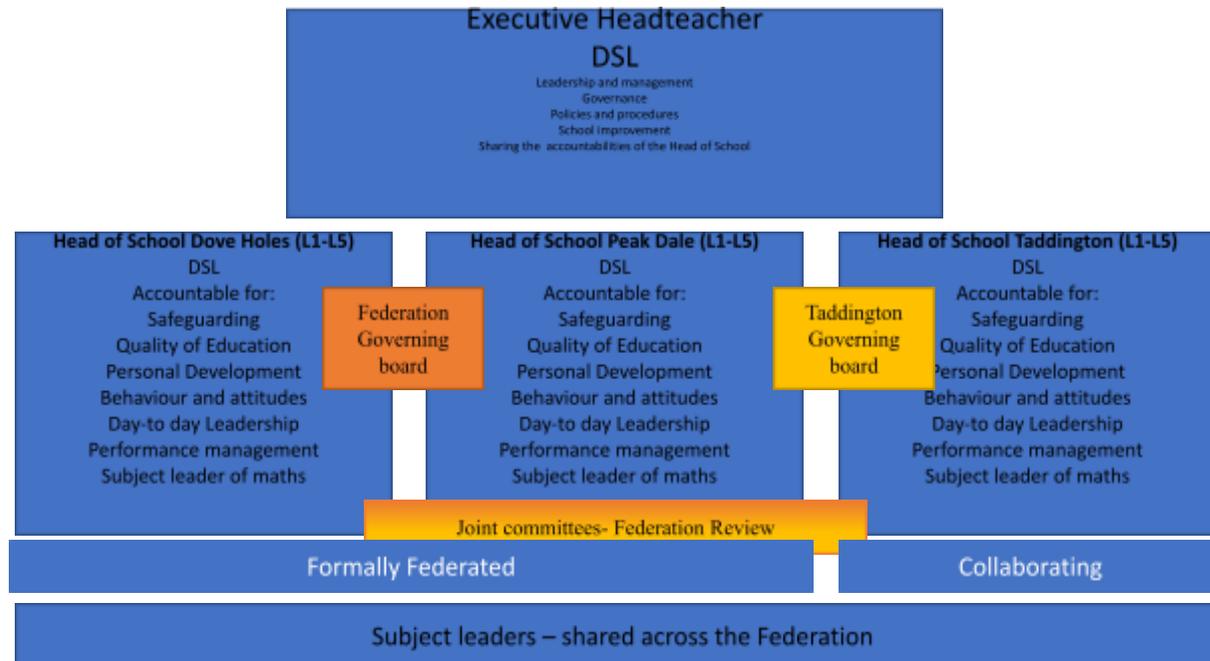
This vision underpins everything that we do at our school. We believe that our Christian distinctiveness enhances our care and aspiration for every individual child, drives our goals for success and enables us to teach our children how to live well. We live out this vision through our school values. Our curriculum drivers of Enterprise, Possibilities, Investigate and Community drive our vision forward each and every day ensuring that our EPIC curriculum delivers our goals.

The vision is brought to life by linking rewards to the core values and vision. In addition, our performance management system communicates the values and vision of the school to all members of staff. Weekly staff and governor newsletters ensure that our mission is shared and understood by all.

The context of the school

Leadership structure and staffing

- Dove Holes is formally Federated with Peak Dale Primary school. The Limestone Peak Federation was formed in 2018. Shortly after this, the previous Executive Headteacher was absent for a period of 2 years.
- Following several years of unsettled leadership, the current Executive Headteacher was appointed from January 2022 and Taddington and Priestcliffe Primary school began a period of formal collaboration with the Federation. The previous Head of School resigned and from July 2022 an existing Head of School working within the Federation also took up post as interim part-time Head of School. From May 2023, a full-time Head of School has been appointed.
- Along with the Executive Headteacher, there is strong leadership at Dove Holes. The incumbent Head of School will remain in post as SENDCO whilst the newly appointed Head of School (May 2023) has been leading teaching and learning for 18 years at Taddington and Priestcliffe school and has mentored teachers at Dove Holes from January 2022. The school remains optimistic regarding the now stable leadership structure.
- The teaching complement consists of 1 x full-time Year 5/ Year 6 teacher (ECT), 1 x Year 3/ Year 4 teacher (0.9), 1 x Reception/Year1/ Year 2 teacher (full-time- currently absent) and 1x Reception/Year1/ Year 2 teacher (0.6). Our hardworking team is eager to improve and have embraced many new changes and initiatives.
- A Teaching Assistant supports a pupil with high-level needs.



Number of roll and school structure

- Dove Holes Primary School is much smaller than the average-sized primary school and pupils are taught in three mixed-aged classes: Reception, Year 1 and Year 2, Years 3 and 4, and Years 5 and 6. We currently have 55 children on roll.
- Due to an intake in Reception that can range from 4 places to 12, mixed age classes are part of the organisational structure of the school. Each year the SLT carefully considers the make-up of each class to ensure best possible outcomes for all children.
- Due to the intake and the need for mixed year groups, our foundation curriculum offer is planned and sequenced on a two year cycle. With the additional teaching capacity in Foundation Stage 2, children are taught on a 1 year cycle in Reception.
- The majority of our Reception children do not attend a nursery or pre-school provision and upon entry the majority of children have low starting points when they join the school. The low starting points were also identified in our 2013 Ofsted report.
- The school works closely with the local childminder and Church to strengthen links and to support transition. For the minority of children who do attend a pre-school setting, partnership work supports children to be school ready.
- Subject leadership is strong. Due to fewer teachers, subjects are shared across the Federation/collaboration. Regular release and development time for teachers across the Federation has secured rapid developments across the curriculum and provides external expertise, monitoring and evaluation.

Community

- Dove Holes Primary School has served its community for over 115 years and takes its pupils from the village of Dove Holes and the surrounding area. There are high and rising levels of social deprivation and 23.6% of the cohort are classified as disadvantaged which is slightly below the national average though many families lay on the 'cusp' of benefit entitlement.
- 27% are classified as having SEN, EHC Plan or Support provision which is above the national average.
- All pupils have a White British heritage, and none speak English as an additional language. Promoting diversity throughout our curriculum is key; the curriculum driver of 'possibilities' ensures that we broaden horizons of our pupils and equally for our parents/carers.
- Social deprivation, language deprivation and those who are on the 'cusp' of benefit entitlements as well as higher levels of SEND present as real barriers to learning for our pupils and equally are prevalent in our parent/ carer community. The curriculum drivers of 'enterprise' and 'investigate' ensure that our children are exposed to aspirational leadership qualities essential for future work and that they become articulate, confident and inquisitive.
- Our curriculum is enriched with real-life experiences where possible ranging from trips, visitors or hands on practical learning to ensure our learners are starting from the same advantage point. Wider work with the community is central to our curriculum as too is the opportunity for children to learn and play in larger groups. The curriculum driver of 'community' ensures that our work with parents and the wider community is relevant and impactful. Several shared sporting and additional curricular opportunities take place across the school year with the Federation and the locality of schools. We believe no child should be at a disadvantage due to their background.

School Partnerships

- Dove Holes is part of the Limestone Peak Federation and now formally collaborates with a third school. This partnership has had a positive impact on leadership and the quality of teaching and learning.
- The school is part of COBRAS (Collaboration of Buxton and Rural Schools). COBRAS also adds great value to the school. Dove Holes is able to access excellent expertise and strong links are formed between local schools.

The level of skills that children bring upon entry

- Our pupils join with skills well below those of other pupils nationally and they make progress across the school because of our excellent curriculum provision and good teaching to achieve outcomes approaching national norms upon leaving.

	2019	2022	2023 (predicted)
GLD	57%	60%	80%
Phonics y1	89%	67%	83%
KS2 Reading	33%	School-86% 52.4% points rise since 2019 35.7% points rise since 2018 NA-74%	80%
KS2 Reading Progress		School = 1.6 NA = 0.1	
KS2 Reading-higher attainers		14% 6% points rise since 2019 14.3% points rise since 2018	
KS2 Maths	33%	School = 57% NA = 71%	80%
KS2 maths progress		School = 0.6 NA= 0.1	
KS2 Maths-higher attainers		23.8% points rise since 2019 19.6% points rise since 2018	
KS2 Writing	50%	School = 71% 21.4% points rise since 2019 8.9% points rise since 2018 NA=71%	80%
KS2 Writing progress		School = 2.3 NA= 0	
KS2 Writing-higher attainers		14.3% 14.3% points rise since 2019 14.3% points rise since 2018	

EYFS (NA- National Average)	DATA upon ENTRY Autumn 2021 (5 pupils)	END of EYFS SUMMER 2022 (5 pupils)	Predicted summer 2023
Average total point score (across all 17 ELGs)	-	30.1	
% Good Level of Development (GLD= prime + literacy + maths)	-	60% NA 65	80% NA 65
Listening, attention and understanding % expected	20%	60%	
Speaking % expected	20%	60%	
Self-Regulation % expected	0%	60%	
Managing Self % expected	0%	60%	
Building Relationships % expected	0%	60%	
Gross Motor % expected	40%	60%	
Fine Motor % expected	20%	60%	
Comprehension % expected	0%	80%	
Word Reading % expected	0%	80%	
Writing % expected	0%	60%	
Numbers % expected	0%	60%	
Numerical Patterns % expected	20%	60%	
Past and Present % expected	20%	80%	
People , Culture & Communities % expected	20%	80%	
The Natural World % expected	20%	80%	
Creating With Materials % expected	20%	80%	
Being Imaginative & Expressive % expected	20%	80%	

Progress in meeting the previous Ofsted Inspection key issues

Published date of last Ofsted inspection	January 2018	Current evaluation
Areas for improvement	<p>Next steps for the school</p> <p>Leaders and those responsible for governance should ensure that:</p> <ul style="list-style-type: none"> ● teachers develop the skills fully to enable the pupils to develop mastery in mathematics, so that the pupils understand, can explain and can demonstrate what they have learned, including in formal test situations 	<ul style="list-style-type: none"> ● A Maths Mastery scheme of work was implemented in January 2022. Staff have received training on the scheme. Clear end points and sequenced progression documents ensure children access mastery knowledge and skills. ● Knowledge organisers are shared with children and families so that everyone is aware of the challenging and ambitious goals and how they can support children at home. ● Additional training for all staff has focused upon embedding the concrete, pictorial and abstract model in lessons. Monitoring demonstrates that lessons incorporate these methods well. ● Maths journals have been introduced so that pupils have further opportunities to demonstrate what they have learned and practise the skills of reasoning and problem solving. ● ‘The power of 3’- teachers have received training and CPD on problem solving to enhance reasoning. Lesson observations demonstrate that children are encouraged to show 3 methods when exploring a problem. ● The Maths lead has mentored several teachers and has delivered demonstration lessons, coaching and team teaching sessions to further enhance pedagogy. Evidence from monitoring demonstrates significant improvements in the quality and consistency of maths teaching and learning. ● The maths lead has been supported to undertake the National Professional Qualification for Leading Teaching. Research and initiatives have been shared with all staff focusing on metacognition, remembering, and retrieval practice. ● A scheme to develop skills in number fluency has been introduced from Reception to Year 6. Gaps in learning are rigorously identified and teaching is adjusted so that all pupils have the prerequisite number skills to access and succeed in mastery sessions. ● In our mixed age classes, single year mastery sessions are delivered so that all pupils access well sequenced content building the necessary knowledge and skills over time. ● A new maths tracker lays out the expected standards by each subject domain. Teachers ensure that data-rich decisions inform targeted teaching in class. For those children who require additional support, learning interventions take place (Number Stacks) The provision map is carefully monitored to ensure that the right children are targeted at the right time and in the right way. Concrete resources, expert online models and time-tabling help us to achieve effective targeted intervention without compromising access to a broad and balanced curriculum. ● The assessment cycle and calendar shared regularly with staff ensures that a robust system is in place to measure children’s attainment and progress across a range of contexts. Formative

	<ul style="list-style-type: none"> • Senior leaders evaluate incisively the impact of the school's work, particularly in relation to disadvantaged pupils, pupils who have SEN and/or disabilities, and pupils who join the school part way through their education. 	<p>assessment, skill checks, retrieval practice, number fluency assessments as well as NFER / practice SATS papers provide a rich body of evidence to assess children allowing leaders and teachers to identify emerging needs and trends whilst also preparing children for formal testing situations.</p> <ul style="list-style-type: none"> • The assessment tracker ensures that staff are fully aware of the expected end goals. • The Head of School routinely examines data trends and on a termly basis conducts Pupil Progress meetings with teaching staff. Discussions identify vulnerable groups and evaluate the effectiveness of teaching to address targets that have been put into place. At all assessment points the attainment of vulnerable groups takes high priority. Governors are presented with outcome data and link Governors for SEND/vulnerable groups ensure that leaders are held to account. • End of unit reflections and data commentaries are completed by teachers on a half-termly basis. This ensures that deep reflection drives improvement across the curriculum and that teachers have a clear understanding of the impact of teaching and learning with a sharp focus on evaluating the implementation of the intended curriculum. The outcomes of vulnerable groups are monitored, and action is taken to address gaps in learning. • A SEND review schedule is now in place. The SENDCO delivers regular training to all staff. Target setting and review, working in close partnership with parents as well as impactful in-class provision to meet the needs of SEND children has strengthened provision throughout school. • SEND parent view surveys are routinely shared with parents so that the school has an honest self-evaluation culture. Outcomes of the survey are fed into the SENDCO'S action plan. • Assessment systems identify specific knowledge and skills. This helps to ensure that teaching is adapted to meet the needs of children. Case studies for disadvantaged and SEND children help us to evaluate the impact of our work and re-focus training and improvement initiatives. • SEND information reports are shared with Governors and parents so that all members of the school community are aware of the schools work in supporting children with SEND. • Attendance monitoring systems have been established. Half-termly analysis of attendance takes place with letters issued to parents offering support and guidance. For our most vulnerable children meetings take place in school for children whose attendance falls below target and for all those who are persistent absentees.
--	---	---

Overall effectiveness Self-evaluation grade: GOOD

Dove Holes Primary School is good in all areas, as summarised in the following points:

- Our broad and balanced curriculum is constantly reviewed and refined to ensure the following:
 - 1) it provides children with a thirst for learning which they can develop for the rest of their lives
 - 2) it provides exciting and challenging opportunities for all learners, and very importantly,
 - 3) Our curriculum knits our school community together and fosters an aspiration to achieve and flourish.
- Our foundation curriculum is bespoke to the needs of our school community (EPIC curriculum drivers) and provides children with the skills and knowledge needed for life in modern Britain. Equally, our curriculum reflects and celebrates our local community.
- Our children's engagement in our curriculum is celebrated and promoted throughout school, and this also applies to our well established curriculum showcase events which parents regularly attend with their children. Children with SEND have full access to our curriculum and thrive with relevant, challenging learning opportunities. There is an aspiration for all learners to achieve and a drive that no learners are left behind.
- Leaders and governors have very high expectations; they have worked well together to create an open culture and shared ethos which enables pupils and staff to excel in all areas of their development. Leaders regularly work with a range of partners and external agencies to sustain and improve provision and outcomes for our pupils and those across the system as a whole (e.g. via NPQLT, COBRAS and partnerships across the Federation to support moderation of assessment and subject leadership).
- Pupils and their parents are adapting to the ambitious, challenging, yet supportive ethos of the school. Increasingly they are expressing high levels of satisfaction with the provision and ethos of the school and the impact this has on the children's personal development, behaviour and welfare as well as their academic success (see evidence from latest surveys). Our pupils are excellent ambassadors for our school and as young citizens of the future; they are articulate, confident self-assured learners.
- The high quality of teaching and use of assessment enables pupils to make substantial and sustained progress from their different starting points. In consequence, pupils from a range of different groups consistently, and over time achieve significantly high standards by the time they leave the school at the end of KS2 (Disadvantaged 100% EXS+ Reading, Maths (2022) and 100% [predicted] Reading, Writing Maths 2023)



> 13. The school supports my child's wider personal development.

> 14. I would recommend this school to another parent.



> [View results as text](#)

Figures based on 10 responses up to 14-04-2023

Quality of Education
Self-evaluation grade : GOOD

Guiding principle: 'highly effective schools are underpinned by a clear, shared vision'

C Teddlie and D Reynolds, 'The international handbook of school effectiveness research', Falmer Press, 1999.

Evidence that supports this judgement

Curriculum rationale and design: INTENT

- The Cornerstones Curriculum ensures that coverage, sequencing and progression are rigorous and support our teachers and learners to work towards clearly defined end goals.
- Aspects for learning within the Cornerstones curriculum are underpinned by 'Big Ideas' In the curriculum structure, each Big Idea is directly connected to the curriculum subjects, which have the relevant aspects or concepts through which the Big Idea can be delivered. For example, in geography, the Big Idea of Humankind is connected to and delivered through the geographical aspects of Settlements and land use and Human features and landmarks. In history, the Big Idea of Humankind is connected to and delivered through the historical aspects and concepts of Everyday life, Hierarchy and power, and Civilisations. This approach helps our children to make connections and links between learning and themes and to translate prior knowledge into a new concept. We have chosen the Cornerstones curriculum to make sure our learners have every success at remembering key knowledge.
- Our aim is to educate our children so that they can make the world a better place. As such the 'Big Ideas' within the Cornerstones Curriculum teaches children about the global dimensions associated with the areas of study.
- Our bespoke curriculum drivers (Enterprise, Possibilities, Investigate, Community) have been constructed with staff and children, they reflect our local context and drive our curriculum.
- The drivers ensure that our curriculum is an explicit and deliberate guarantor of equality. Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for the next stage of education, always taking account and building upon prior knowledge.
- Our ambitious curriculum is designed to give all learners the passion for individual and communal pursuit of wisdom. Specific knowledge rich projects in the foundation, which last either a full or half term cover art and design, design and technology, geography, history and, science.
- Specialist schemes for MFL, PE, PHSE, music and RE have been selected to provide the same rigour with regard to sequencing and progression whilst also supporting teachers' subject knowledge .
- We ensure that our curriculum gets children reading and keeps them reading using the Little Wandle programmes. Teachers across all key stages have received training in this scheme.
- The phonics progression model is carefully sequenced. The school links take home texts, assessment cycles and the wider reading curriculum with sounds that have been taught. Specific knowledge progression models have been carefully designed to plot a journey that will quickly develop pupils' automaticity and reading fluency.
- Our book based writing scheme gives pupils opportunities to access a broad range of quality texts and deepen their reading skills. The overall writing curriculum is engaging and purposefully planned to develop inference and deduction. Coverage and progression is regularly reviewed to ensure that children learn about a range of genres, styles and authors and that diversity is strand woven throughout books, themes and authors.
- The school implements White Rose Maths Mastery scheme. Consistent use of models and images throughout school supports children to develop key knowledge in mathematics.

- Big Maths is a scheme used to develop key number skills. Weekly assessments are used to evaluate the extent to which children have remembered key basic skills. Planning is adapted and misconceptions are addressed daily.
- Oracy runs through our curriculum like a golden thread to ensure we explicitly teach vocabulary and focus on speaking and listening. The Spoken Language progression document is used throughout school and our planning documents and knowledge organisers identify key vocabulary to ensure that our focus on building oracy enables access to our broad and balanced curriculum.
- A knowledge and vocabulary rich curriculum addresses typical gaps and provides learners with knowledge and skills pupils need to address social disadvantage and enhance cultural capital needed to succeed in life.

Curriculum implementation

- Teachers at our school have a good knowledge of the subjects that they teach.
- Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. Lesson observations tell us that they check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback (TLC PDM, subject leader analysis, meetings and Peer Observations) In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- We have developed knowledge and skill progression documents and Long Term planning that also illustrate how learning builds on knowledge that has come before.
- Retrieval practice grids and in-session retrieval practice are high profile within the learning environment (Metacognition and retrieval practice PDM)
- The curriculum is well planned to ensure that objectives are covered within each year group and across school with certain objectives having greater prominence . These key performance indicators across the curriculum ensure typical gaps and the local needs of our children are planned for, addressed, and monitored carefully to ensure our learners succeed.
- Well-designed units of work map out key sounds so that they can be taught progressively and revisited through our book study curriculum within writing lessons. key texts are carefully matched to children's phonics stage including in KS2 where children have been identified as requiring additional support.

Quality of teaching:

- Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect our ambitious intentions and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Teachers have a good and developing knowledge of the subject(s) they teach. Leaders provide effective support, including shared subject leadership across the Federation with additional release time for quality assurance and development work. Subject leaders complete SEF statements, and action plans for their subjects and on a half-termly basis these are shared with all schools across the Federation/collaboration so that everyone is aware of the improvement pathway.
- For staff who require additional support, the use of a mentor and learning coach is commonplace.
- Planning is broken down into component parts so that what is being taught is not overloading memory (Cognitive load PDM)
- Strategies are used to enable pupils to commit learning to long term memory such as mini quizzes, self/peer assessment and weekly retrieval practice.
- Subjects are taught consistently across school.
- Key vocabulary is identified and taught for all subjects. Vocabulary for each topic is carefully mapped out.
- Plans start from Early Years for all subjects.

- Pupils with SEND have adapted learning where relevant across the curriculum areas to ensure they achieve exceptionally well (see Ofsted Parent View Survey results and internal SEND survey results in the evidence section below).
- Mapping of the curriculum by all teachers enables challenging and exciting learning opportunities to be developed – this process also guarantees that all aspects of the curriculum are under constant review.

Effective uses of assessment:

- Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. This is particularly strong feature of the weekly quiz (retrieval practice that measures how well the week's learning has been remembered and in Big Maths where gaps regularly feed into starter activities and 1:1 personalised precision teaching.
- Weekly retrieval grids are sent home so that parents have a clear grasp of the knowledge and skills that have been taught and so can help children to remember key concepts at home.
- The school understands the limitations of assessment and does not use it in a way that creates unnecessary burdens for staff or learners.
- A quality body of evidence is used to support assessment judgements and decisions about next steps (at least 3 measures for each subject - see data tracker/assessment policy)
- In the core curriculum areas, teachers complete data commentaries to evaluate the impact of teaching and learning and reflect upon areas that require further development.
- In the foundation subjects, teachers complete end of unit reflections which summarise pupil outcomes based upon both summative and formative assessments and complete an in-depth assessment noting the extent to which the intended knowledge has been remembered and how well the broader curriculum intent has been implemented. The outcomes of the reflections are shared with subject leaders who then evaluate and feed actions into their action plans.

Curriculum Leadership :

- The school is working collaboratively with other schools to support moderation and standardisation of assessment judgements.
- Teachers and governors have a shared consensus of the knowledge and skills which the children will develop over time. Likewise, Pupil Voice informs the development of our curriculum and is a well- established tool to guarantee that our learning opportunities are relevant and challenging.
- Parents value and support the school's homework policy. Sport, play and well-being initiatives driven by the Pupil Ambassadors develop the children's fitness and self-esteem.
- There is a positive drive and established track record of 'growing' our own leaders of teaching and learning and supporting newly qualified and less experienced staff. This distributive leadership model and practical monitoring and evaluation of teaching and learning is supported by regular input from an experienced School Improvement Partner who works alongside leaders in the classroom to develop a shared understanding and commitment to excellence.
- Leaders have robust and rigorous systems for monitoring the quality of teaching and learning. An assessment and monitoring schedule that is regularly shared with staff as well as peer lesson study/observation models have helped assure the quality of teaching and learning.
- Subject leadership is strong. Due to fewer teachers, subjects are shared across the Federation. Regular release and development time for teachers across the Federation has secured rapid developments across the curriculum and provides external expertise, monitoring and evaluation.

Curriculum Impact

	2019	2022- validated	2023 (predicted)
KS2 Reading	33%	School-86% 52.4% points rise since 2019 35.7% points rise since 2018 NA-74%	80%
KS2 Maths	33%	School = 57% NA = 71%	80%
KS2 Writing	50%	School = 71% 21.4% points rise since 2019 8.9% points rise since 2018 NA=71%	80%

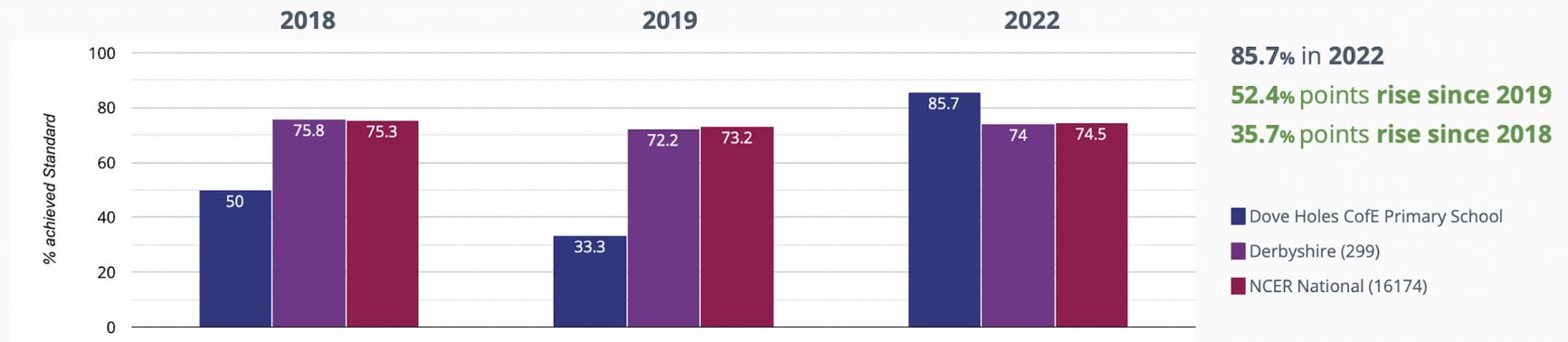
- Teaching over time is delivering good and improving outcomes for pupils across all groups by the end of key stage 2 (see table above).

Our monitoring and scrutiny of pupils' work informs us that teaching has the following strengths:

- Highly knowledgeable staff, with very strong subject knowledge: they use good quality resources, including new technologies, to deliver interesting and relevant lessons. High standards and expectations in all subjects are applied exceptionally well across the curriculum.
- Teachers use their assessment information to provide incisive feedback which supports pupils' in improving their knowledge, understanding and skills.
- The impact of this high-quality teaching on pupils' learning is demonstrated by: Confident, self-assured learners of all abilities, who use and apply their knowledge, understanding and skills across the curriculum. Improving attendance year on year because pupils enjoy their lessons and social time in school. Pupils who are proud of their school and work. Staff from other schools frequently visit to look at the quality of work and presentation in the children's books.

Given the small cohorts of children, attainment percentages can be misleading though the school has secured good attainment from the children's starting points at KS1 in reading and writing. Attainment for maths is improving over time (see below graphs) and for 2023, 80% are predicted to achieve the expected standard or above.

Reading - achieved standard



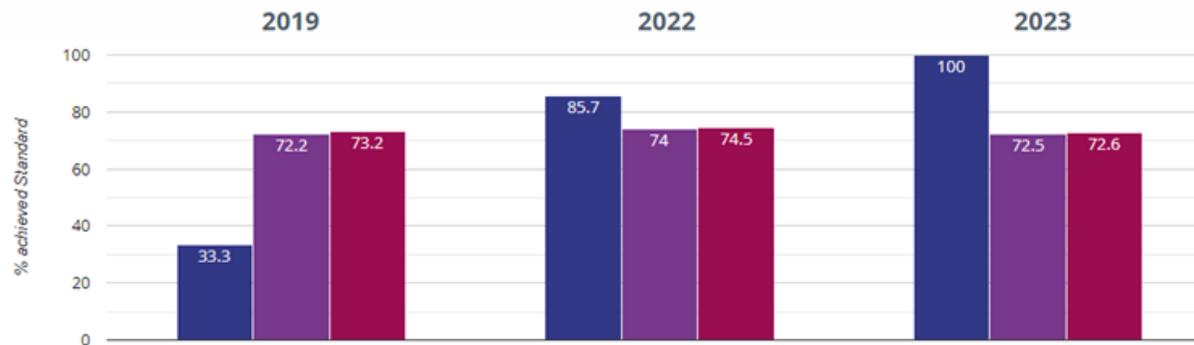
READING 2023 Outcomes

100% in 2023

14.3% points rise since 2022

66.7% points rise since 2019

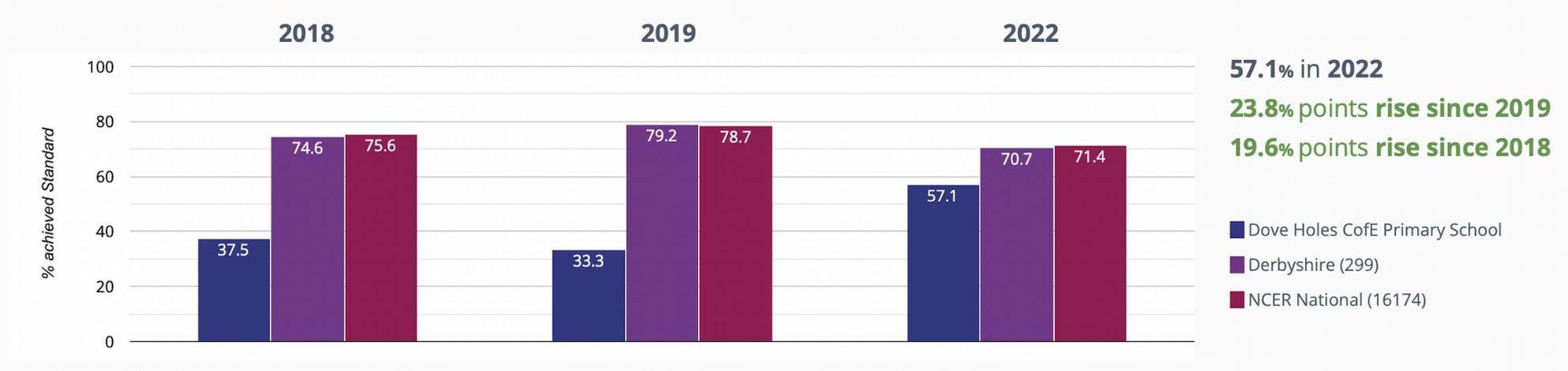
Reading - achieved standard



We are realistic about our improvement journey, and we are aware that further improvements are required to secure good attainment for all KS2 children in maths for example :

KS2 Maths (improving outcomes over time- 2023, 80% predicted EXS or above)

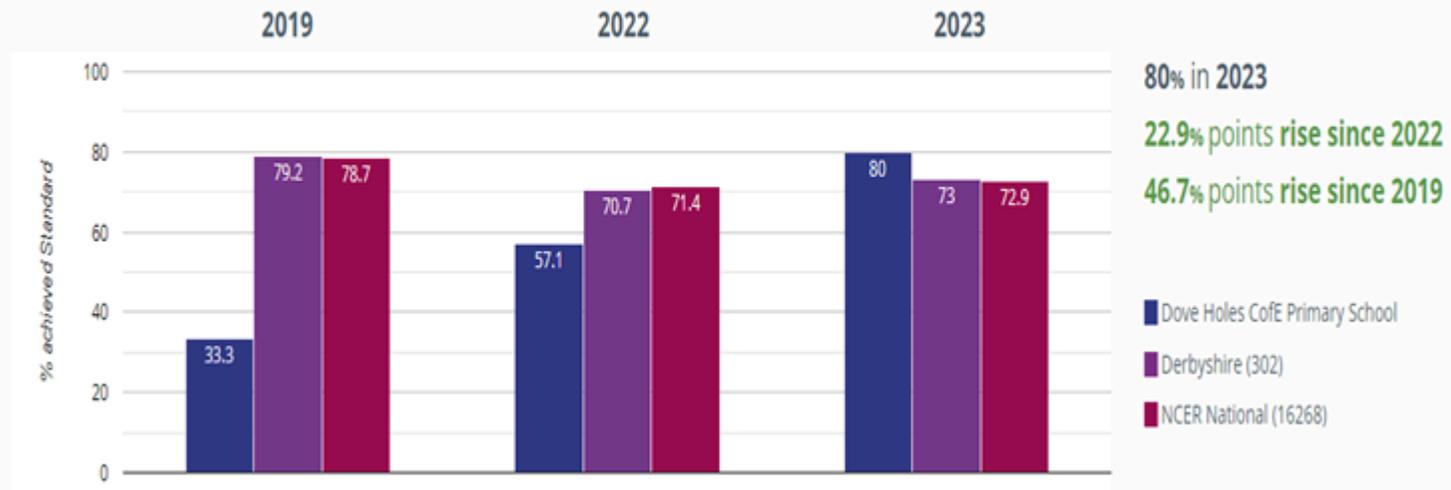
⊕ Maths - achieved standard



- Maths attainment by the time children reach KS2 is improving over time. The introduction of the Maths Mastery Scheme and Big Maths is yielding improving outcomes.

Maths 2023 Outcomes

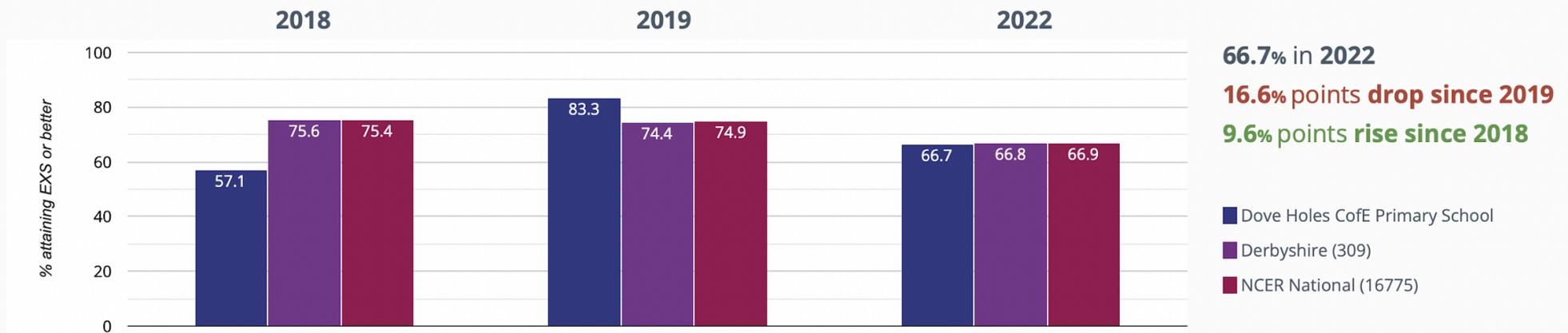
⊕ Maths - achieved standard



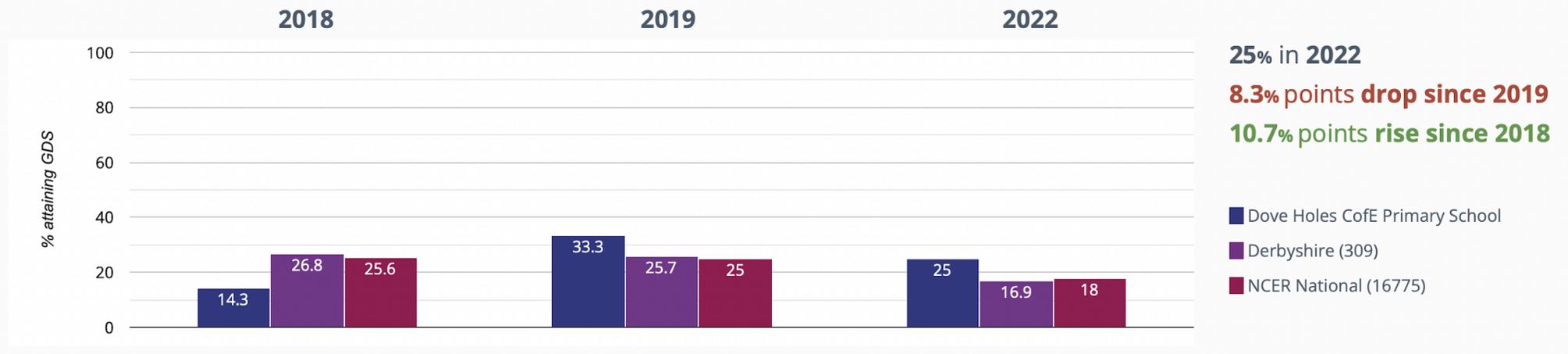
In 2022 KS1, attainment in Reading, Writing and Maths was broadly in-line with national. We are proud of our 2022 KS1 outcomes given the low starting points when children enter school in Reception :

NB: The results in 2023 dipped in EYFS (and in KS1) This is due to staffing challenges which the leadership team are aware of and have a robust plan to secure improvements.

📖 Reading - attaining EXS or better



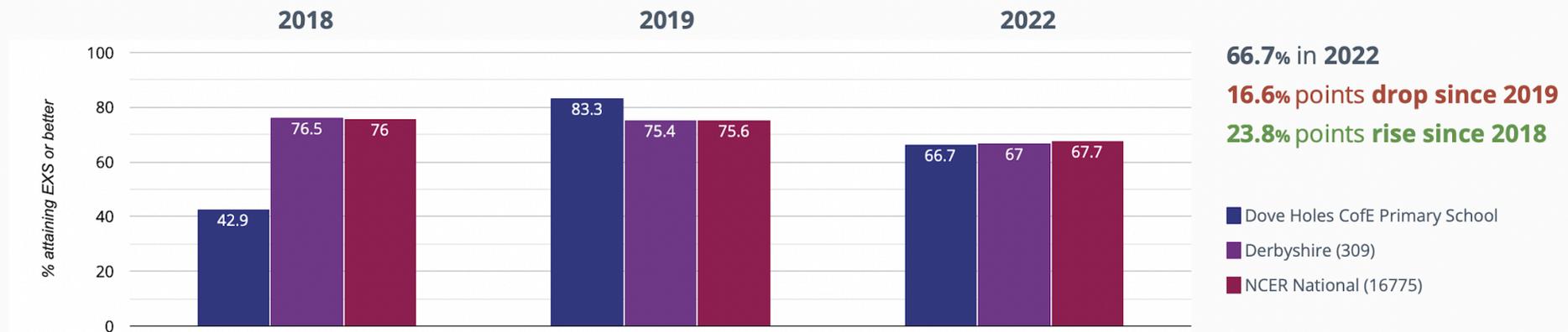
Reading - attaining GDS



Writing - attaining EXS or better



⊕ Maths - attaining EXS or better



- The good results in reading for both KS1 and KS2 emphasise the extent to which we promote reading and integrate reading into the curriculum. All subject leaders ensure that reading within their curriculum takes high priority.

Though we are realistic about our improvement journey, (2022 phonics outcomes dipped) the proportion of children who achieved the expected standard in Year 1 Phonics over time has been consistently above national. This reflects the schools drive to promote reading and phonics and the success of teaching and learning.

The high standards in 2022 are cause for celebration given the considerably lower starting points in Reception which show a weakness in communication, language and literacy. It is thought that the changes to the phonics scheme in the summer term of 2022 (a DFE approved scheme was implemented) is responsible for the dip as staff, children and parents adjusted.

Phonics standards by the end of Y1 and KS1

Year 1: Working At



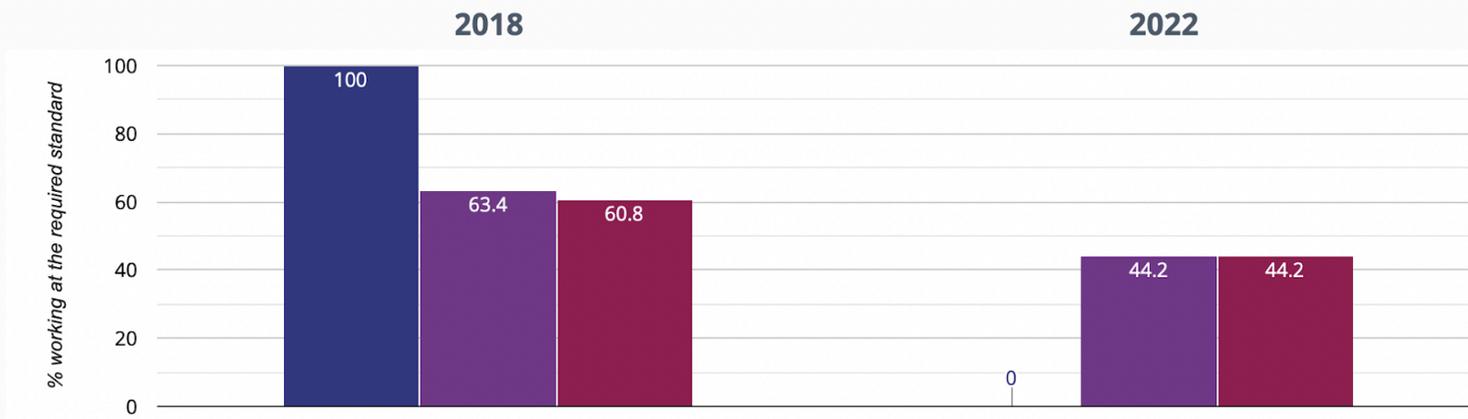
66.7% in 2022

22.2% points drop since 2019

33.3% points drop since 2018

- Dove Holes CofE Primary School
- Derbyshire (310)
- NCER National (16684)

Year 2: Working At



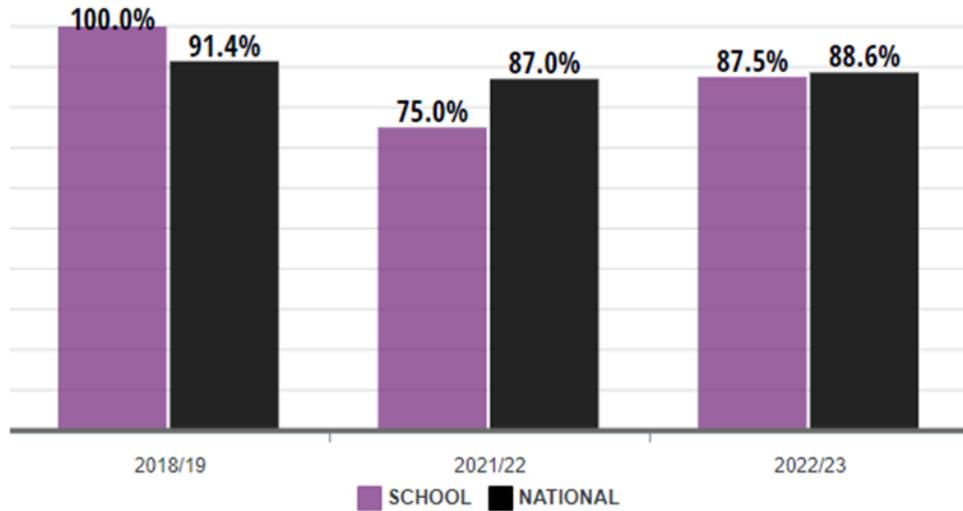
0% in 2022

100% points drop since 2018

- Dove Holes CofE Primary School
- Derbyshire (285)
- NCER National (15440)

Phonics 2023 Outcomes

Phonics: Expected Standard (End of Key Stage 1) | Trend



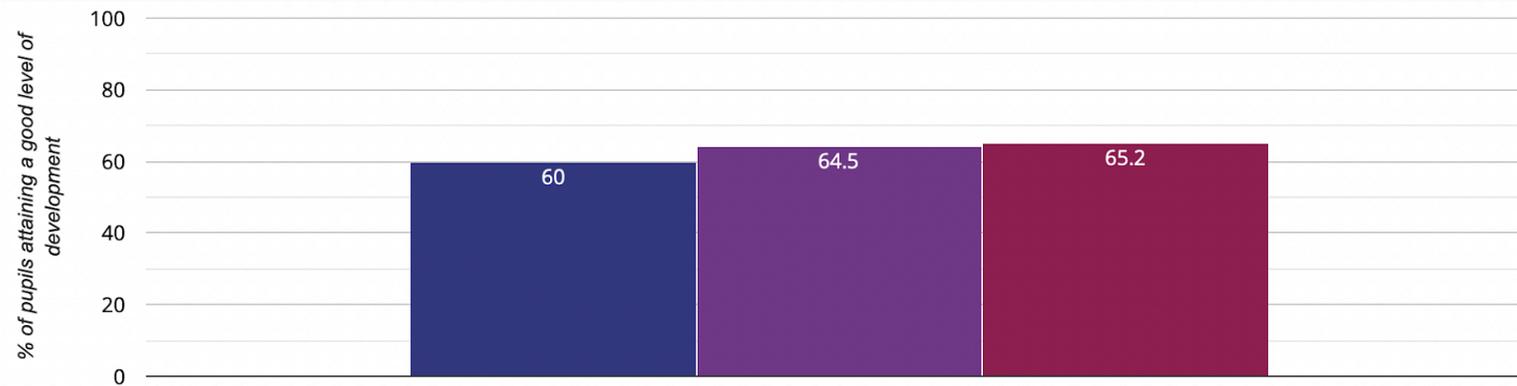
Your school's End of Key Stage 1 expected standard percentage has **increased by 12.5%** from **75.0%** in 2021/22 to **87.5%** in 2022/23.

This is equivalent to approximately **1 more** pupil achieving the expected standard in 2022/23 compared to 2021/22.

Your school's average End of Key Stage 1 expected standard percentage for the last 3 academic year(s) is **84.6%**.

★ Good Level Of Development

2022



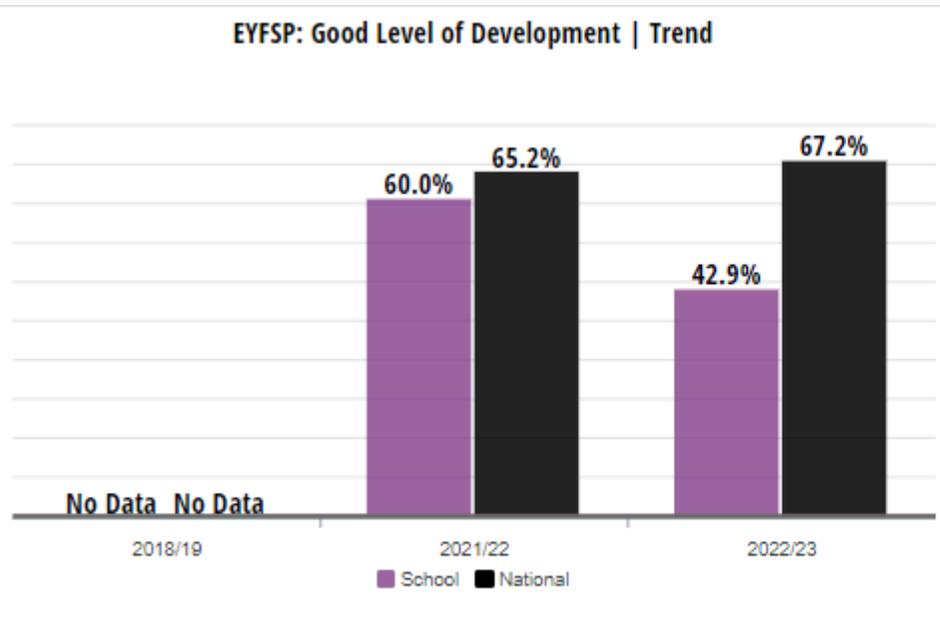
60% in 2022

- Dove Holes CofE Primary School
- Derbyshire (319)
- NCER National (17816)

EYFS GLD
2019 – 57%
2022- 60%
2023- 42%

- In 2013 Ofsted identified that ‘A high proportion of pupils enter the Reception year with standards below those expected for their age.’ This remains the case In 2022. The school has secured improved outcomes overtime for Reception children.

2023 EYFS



Your school's EYFSP good level of development has **decreased by 17.1%** from **60.0%** in 2021/22 to **42.9%** in 2022/23.

This is equivalent to approximately **1 fewer** pupil achieving a good level of development in 2022/23 compared to 2021/22.

Your school's average for the last 2 academic year(s) is **50.0%**.

- The results in 2023 dipped in EYFS (and in KS1) This is due to staffing challenges which the leadership team are aware of and have a plan to secure improvements.
- Due to our lower numbers of SEND and disadvantaged children in each year group (though high in proportion to our school population) , conclusions drawn from numerical data should be made captiously.

The below data tables illustrate the progress of disadvantaged children in reading in 2022

*A

Year	SGP	Test Date	Test Time	SS	NRSS	PR	PR Range	Reading Age	ZPD	Est. ORF	Lexile® Measure	Lexile® Range
4	95	03/10/2022	12m27s	455	108	70	63-77	9:05	3.0-4.6	109	560L	460L-610L
		28/03/2023	8m54s	316	90	25	19-32	8:03	2.4-3.4	74	255L	155L-305L
		Change		-139	-18	-45	-1:02	-35	-305L			
4	61	03/10/2022	16m23s	346	100	50	42-58	8:06	2.6-3.6	81	325L	225L-375L
		28/03/2023	9m30s	281	88	21	16-30	7:11	2.3-3.3	67	165L	65L-215L
		Change		-65	-12	-29	-0:07	-14	-160L			
3	23	03/10/2022	3m55s	75	74	4	3-6	6:03	0.9-1.9	19	BR400L	BR400L-BR350L
		30/03/2023	3m20s	75	69	2	2-2	6:03	0.9-1.9	19	BR400L	BR400L-BR350L
		Change		0	-5	-2	0	0	0L			
5	-	07/10/2022	12m49s	969	128	97	95-99	13:09	4.6-9.0	190	1240L	1140L-1290L
		24/03/2023	15m16s	1207	134	99	97-99	15:09	4.9-12.4	190	1415L	1315L-1465L
		Change		+238	+6	+2	+2:00	0	175L			
2	-	17/10/2022	22m52s	69	81	10	7-14	6:02	0.8-1.8	13	BR400L	BR400L-BR350L
		28/03/2023	26m24s	270	105	63	53-73	7:10	2.2-3.2	74	135L	35L-185L
		Change		+201	+24	+53	+1:08	+61	535L			

Year	SGP	Test Date	Test Time	SS	NRSS	PR	PR Range	Reading Age	ZPD	Est. ORF	Lexile® Measure	Lexile® Range
3	96	03/10/2022	12m7s	213	95	37	30-45	7:04	2.0-3.0	55	BR20L	BR120L-30L
		30/03/2023	22m2s	390	105	63	53-70	8:10	2.8-3.9	103	430L	330L-480L
		Change		+177	+10	+26		+1:06		+48	450L	
6	25	10/10/2022	23m37s	994	123	94	92-97	14:00	4.6-9.3		1265L	1165L-1315L
		24/03/2023	16m18s	1100	124	95	91-97	14:10	4.7-10.3		1325L	1225L-1375L
		Change		+106	+1	+1		+0:10			60L	
4	30	03/10/2022	11m2s	154	81	10	6-14	6:11	1.6-2.6	44	BR175L	BR275L-BR125L
		28/03/2023	8m47s	154	75	5	3-7	6:11	1.6-2.6	44	BR175L	BR275L-BR125L
		Change		0	-6	-5		0		0	0L	
5	-	10/10/2022	20m41s	512	105	63	53-70	9:11	3.3-5.2	118	675L	575L-725L
		27/03/2023	24m35s	538	102	55	45-63	10:01	3.5-5.5	124	725L	625L-775L
		Change		+26	-3	-8		+0:02		+6	50L	
5	78	05/10/2022	7m40s	344	93	32	23-39	8:06	2.5-3.5	79	320L	220L-370L
		24/03/2023	10m49s	454	98	45	34-53	9:05	3.0-4.6	105	560L	460L-610L
		Change		+110	+5	+13		+0:11		+26	240L	

2023 Outcomes for disadvantaged and SEND pupils in Reading

100.0% of your school's Disadvantaged cohort achieved the expected standard in Reading by the end of KS2

100.0% of your school's Disadvantaged cohort achieved the expected standard in Reading, by the end of KS1

Reading KS2 SEND

100.0% of your school's SEN: Support (K) cohort achieved the expected standard in Reading, this is 55% higher than national

2023 Outcomes for disadvantaged and SEND pupils in Maths

100.0% of your school's Disadvantaged cohort achieved the expected standard in Maths by the end of KS1

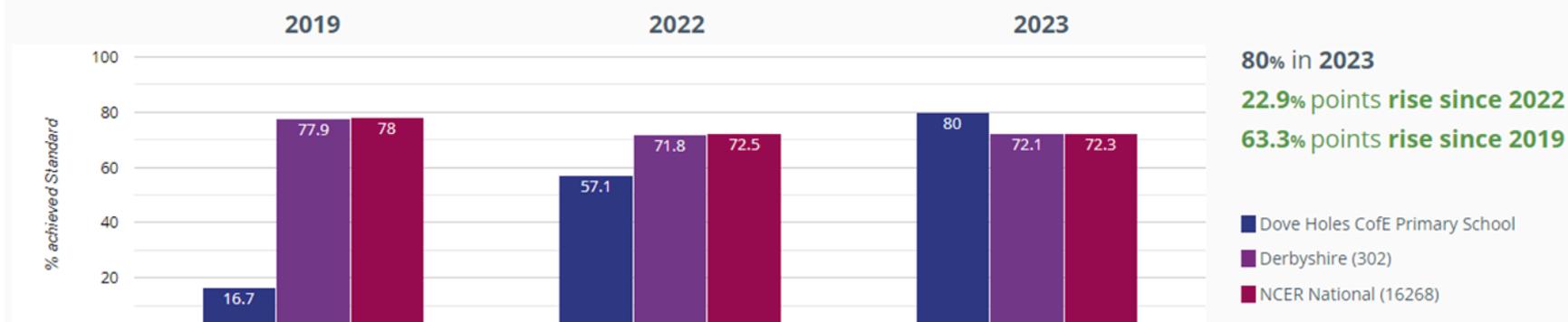
100.0% of your school's Disadvantaged cohort achieved the expected standard in Maths by the end of KS2

KS2 SEND

66.7% of your school's SEN: Support (K) cohort achieved the expected standard in Maths, this is 24.4% higher than national.

2023 Grammar Punctuation and Spelling

? GPS - achieved standard



- Our disadvantaged children access all the same opportunities as their peers in school and we subsidise those children who may not be able to afford experiences. Pupil Premium
- funding is used well to promote our drive to ensure that no more than 2 mixed ages classes in the junior phase with additional teaching capacity in R-Y2. The appointment of a teaching assistant to deliver targeted interventions, additional office hours to carefully monitor and track the attendance of disadvantaged children are several ways in which we strive to close the attainment gap and enhance the cultural capital of our disadvantaged learners (see the PP impact report here)
- Monitoring of pupil books, evidence from knowledge organisers and low stakes quizzing and retrieval practice as well as pupil voice capture their increasing understanding of key concepts within each subject and illustrate their developing understanding of the disciplines of each subject, as well as the declarative knowledge content. Their work shows that a coherent teaching sequence has taken place within each unit of work and the declarative, procedural and experiential knowledge within a subject area and its associated concepts.
- Formative assessment techniques such as hinge point questions in lessons, exit tickets and pre-learn activities enable teachers to check pupils' understanding effectively, identify and correct misunderstandings and plan sequences that address gaps. The data from our Big Maths approach; by regularly planning and teaching to pupils gaps , shows us that pupils are progressing well with key number skills and attainment for the majority of classes as a result is closer in line to age expected standards (compared to pre initiative introduction) This approach ensure pupils embed key concepts in long-term memory and apply them fluently, preparing children for the demands of Mastery level problem solving and reasoning.
- Summative assessment points are planned regularly and through pupil progress meetings, action plans are co-constructed with the headteacher to reduce teacher workload. Children from disadvantaged backgrounds, SEND or those who are slower to progress are all a focus for additional intervention.
- Assessments across the curriculum check understanding to inform teaching. The small step maths tracker enables teachers to collect, lesson by lesson, data that is used to inform same day intervention or alter the sessions for the next day. Low stakes quizzes for topic subjects show that pupils are learning new vocabulary and curriculum concepts well whilst daily retrieval practice helps pupils embed and use knowledge fluently, develop understanding, not simply memorise disconnected facts but committing this to their long term memory.
- The curriculum is regularly reviewed and through a process of critical reflection teachers plan for improvement to ensure the intended curriculum is implemented well for maximum impact. Subject leaders have clear action plans and play a central role in the leadership of learning. Subject leaders gain feedback from pupils that allows them to measure the impact of the curriculum, knowledge learnt, retained and applied, and the extent of pupil engagement.

Further evidence to support the evaluation of the Quality of Education

[Teacher data commentary form](#)

[Subject Leadership Model](#)

[Marking poster](#)

[End of unit Reflection](#)

Local Authority Monitoring comments relevant to the evaluation of Leadership and Management (December 2022)

“The quality of education in mathematics has improved across the three schools, with the introduction of the Big Maths initiative and the implementation of the school’s action plan for mathematics, designed to ensure curriculum progression” (link adviser 2022)

Local Authority Monitoring comments relevant to the evaluation of Leadership and Management (March 2023)

SEND staff meetings are planned with a focus for the SENCO to deliver the actions from their NPQ.

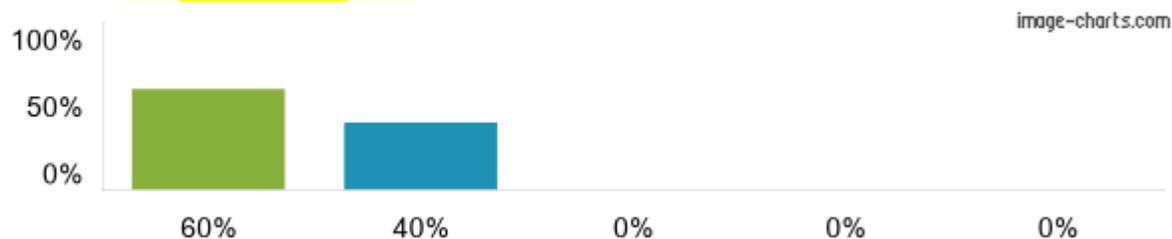
Based on the notion that as a learning community, we can always develop further, schools judge themselves good in all areas. They are looking towards leadership capacity with a temporary head of school position.

Subject leadership roles continue to develop across the three schools and subject leads for early reading and phonics and mathematics showed a good understanding of their subject areas and the need for progression across the curriculum.

Ofsted Parent View Survey



- > 3. The school makes sure its pupils are well behaved.
- > 4. My child has been bullied and the school dealt with the bullying quickly and effectively.
- > 5. The school makes me aware of what my child will learn during the year.

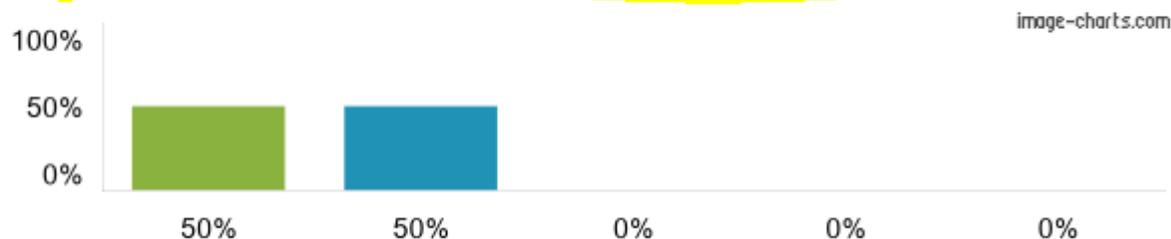


> View results as text

Figures based on 10 responses up to 14-04-2023



- > 5. The school makes me aware of what my child will learn during the year.
- > 6. When I have raised concerns with the school they have been dealt with properly.
- > 7. My child has SEND, and the school gives them the support they need to succeed.

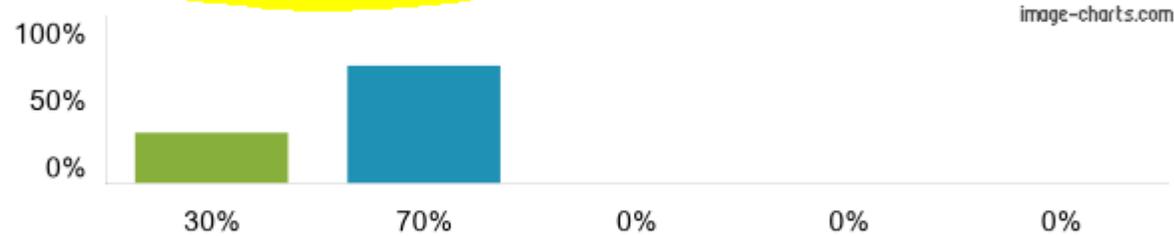


> View results as text

Figures based on fewer than 10 responses up to 14-04-2023



- > 7. My child has SEND, and the school gives them the support they need to succeed.
- > 8. The school has high expectations for my child.
- > 9. My child does well at this school.

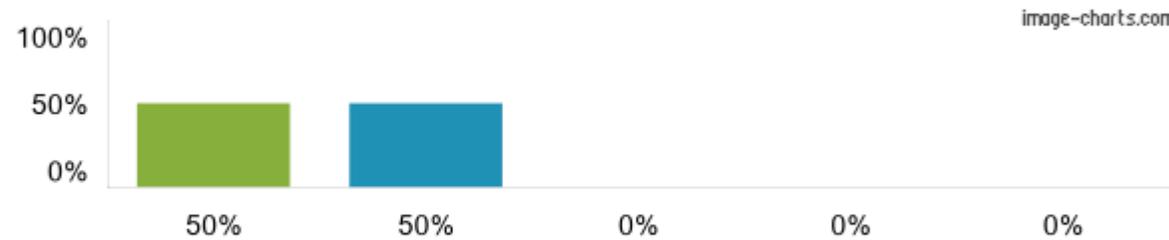


> [View results as text](#)

Figures based on 10 responses up to 14-04-2023



- > 9. My child does well at this school.
- > 10. The school lets me know how my child is doing.
- > 11. There is a good range of subjects available to my child at this school.



> [View results as text](#)

Figures based on 10 responses up to 14-04-2023

Behaviour and Attitudes
Self-evaluation grade: Good

Guiding Principle : ‘Implementation that includes clear leadership support for teachers and buy-in from key stakeholders is essential to making whole-school behaviour policies work’

117 G Sugai, H Horner, G Dunlap, M Hieneman, T J Lewis, C M Nelson and T Scott, ‘Applying positive behaviour support and functional behavioural assessment in schools’,

- The school has high expectations for learners’ behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners’ behaviour and conduct both in and out of school where frequently the school receives positive feedback from visits and visitors .
- Learners’ experiences are appropriately challenging and enjoyable and well matched to their needs and interests. The school has clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff.
- Pupils’ motivation and positive attitudes to learning reflect our school culture in which staff know and care about pupils.
- Pupils feel safe, bullying, discrimination and peer-on-peer abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively.
- Pupils are reflective about their own beliefs they have a knowledge of, and respect for, different people’s faiths, feelings and values. They use of imagination and creativity across the curriculum.
- Children move around school in a calm and orderly manner, greeting staff and holding doors open is commonplace. Pupils conduct themselves well at different times of day, including at lunchtime, have good attitudes and are punctual to lessons.
- Pupils’ attitudes to all aspects of learning are consistently positive, including when being taught as a whole class, working on their own or in small groups and regardless of who is teaching them.
- We nurture independent learners from R through to Year 6. These positive attitudes impact on the progress our pupils make. There are no well-founded concerns expressed by parents/carers, staff and pupils about behaviour and safety.
- From January 2022, upon the appointment of the new Executive Headteacher we now have a very robust approach to attendance and are rigorous in following up absence, lateness and persistent absenteeism. Severely absent pupils' attendance is improving and as a result of Early Help Assessment and TAF meetings, one pupil's attendance has risen from 30% to 90%. This is leading to improvements in the progress of disadvantaged pupils (see quality of education section above)
- There have been no instances of exclusion which demonstrate excellent approaches to safeguarding and inclusion.

Attendance data

- The below attendance data shows that significant improvements have been made to rates of attendance. This is as a result of a rigorous approach to monitoring attendance and providing support to families, ensuring that rates of attendance improve.

Absence

Overall absence and persistent absence rates have decreased from Autumn 2021 & Spring 2022 to Autumn 2022 & Spring 2023

	Non disadvantaged					Disadvantaged				Overall	
	2021/22	Autumn 22/23	Spring 1 22/23	Spring 2 22/23	Academic year 22/23	2021/22	Autumn 22/23	Spring 2 22/23	Academic year 22/23	21/22	22/23
Absence**	9.01%	7.7%	4.34%	3.84%	4.2% Improved from 21/22 Above national	9.5%	10.36%	7.33%	9.4% Improved from 21/22	6.8%	5.7% Improved from 21/22 Above national
Persistent Absence**	13.2%	19.5%	10.42%	8.33%	6.6% Improved from 21/22 Above national	15.4%	35.71%	21.43%	15.3% Above national	16.6%	9.3% Improved from 21/22 Above national
National Absence					6.2%	8.2%					6.0%*
National Persistent Absence					18.2%	29.4%					18.5%*

- Our approach to behaviour management has been shared with parents, together with the new policy to ensure that our policy is understood and supported by all.

Evidence to support the evaluation of Behaviour and Attitudes

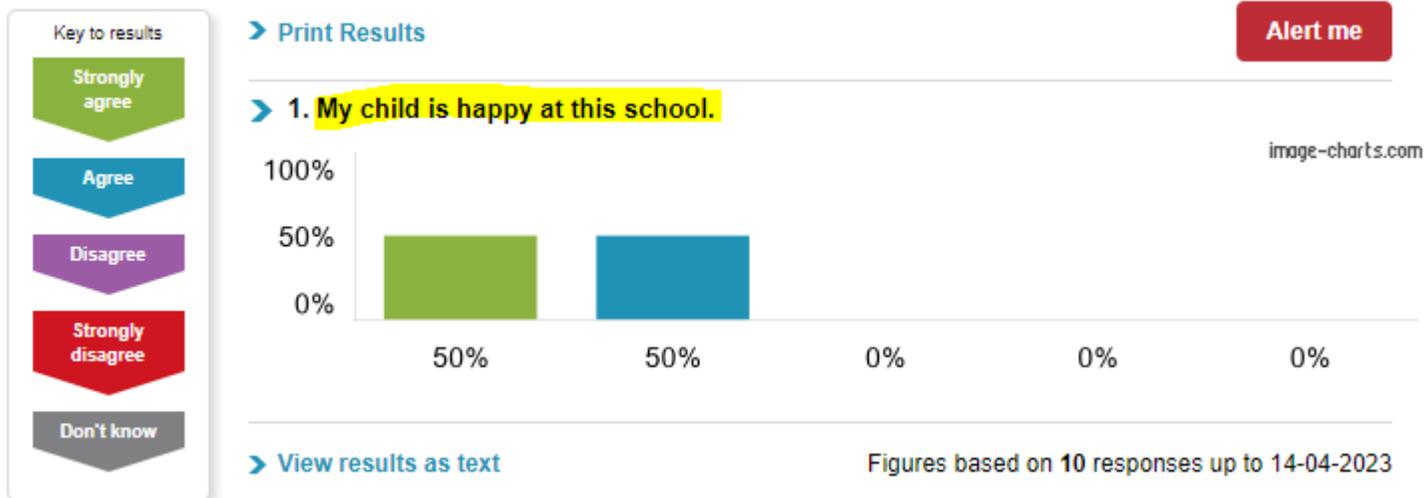
[Green attendance letters](#)
[Amber/red attendance letters](#)

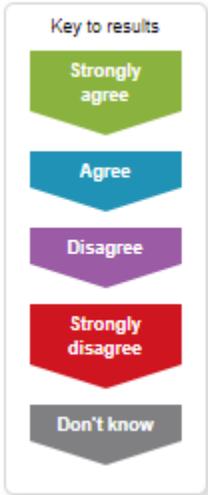
Local Authority Monitoring comments relevant to the evaluation of Leadership and Management (December 2022)

Behaviour for learning of pupils within the schools remains a strong asset and something the school is effectively building upon.
 The management of pupils with additional needs continues to improve and the school has an effective special educational needs and/or disabilities (SEND) action plan in place.

The schools are working hard to improve attendance, including the introduction of an attendance policy which has been shared with parents.

Ofsted Parent View Survey results

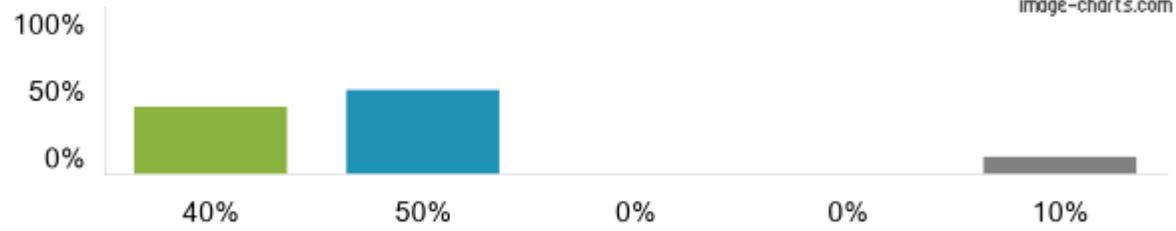




> 1. My child is happy at this school.

> 2. My child feels safe at this school.

> 3. The school makes sure its pupils are well behaved.



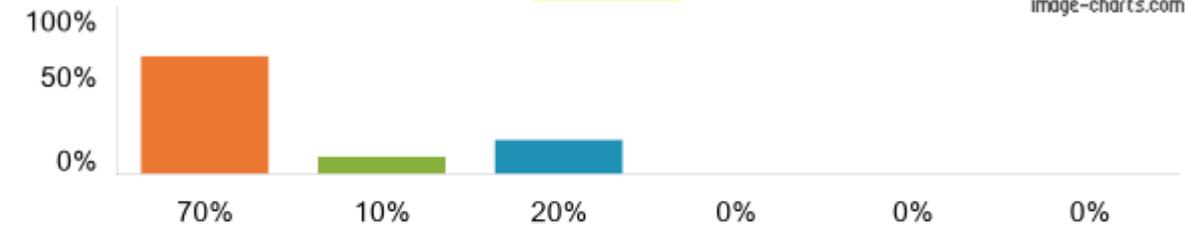
> View results as text

Figures based on 10 responses up to 14-04-2023



> 3. The school makes sure its pupils are well behaved.

> 4. My child has been bullied and the school dealt with the bullying quickly and effectively.



> View results as text

Figures based on 10 responses up to 14-04-2023

> 5. The school makes me aware of what my child will learn during the year.

> 6. When I have raised concerns with the school they have been dealt with properly.

> 7. My child has SEND and the school gives them the support they need to succeed.

Personal Development

Self-evaluation grade: Good

Guiding principle: 'There are clear benefits to providing pupils with responsibilities and roles through which they can develop self-confidence. High Expectations promote self-belief'
144 C Podesta, 'Self-esteem and the 6-second secret', updated edition, Corwin Press, 2001.

PSHE and SRE

- Our SRE and PSHE Curriculum (PSHE Matters) focuses on respect, positive relationships and good mental health and wellbeing; these areas are covered as a matter of course within other lessons and whole school assemblies. On an annual basis we consult with parents on the content of the RSE curriculum as we are aware that this can be an emotive issue.
- Our PSHE curriculum, circle time and our school councils all ensure that understanding and appreciating the views of others is at the heart of our approach. Our children are quick to listen to others and take pride in sharing their views as they know they will be listened to. We always explain the 'why' to our children as then they will understand the 'what'.
- Children are encouraged to take responsibility for themselves and each other, this fosters a sense of self confidence and self-belief.
- Our Pupil Ambassadors; anti-bullying ambassadors, wellbeing and environment ambassadors, sport play and citizenship ambassadors, teaching and learning ambassadors and collective worship ambassadors work with teachers to plan and lead whole school events and activities that promote SMSC, citizenship and a range of themes linked to our curriculum drivers (see ambassador scheduled events) ensuring that curriculum subjects such as citizenship, RE and other areas such as personal, social, health and economic education, and relationships and sex education, contribute to pupils' personal development, self belief and self confidence.
- Heart Smart is a resource that is used to deliver regular lessons that supports children to understand what a healthy relationship is and how to keep themselves safe (see curriculum pages) enables pupils to recognise the dangers of inappropriate use of mobile technology and social media.
- We strongly believe that resilience comes from success so ensure we build many opportunities for the children to practise, consolidate and retrieve in order to give them a sense of achievement.
- A robust rolling programme of online safety lessons and assemblies ensure our children are well equipped with the self-belief and self-confidence to deal with the challenges of the ever-changing virtual world. Where there are difficulties, these are recorded and acted upon.
- Speak up Stay Safe- our Head of School has attended NSPCC training and in the summer term, assemblies will focus upon helping children understand:
 1. abuse in all its forms and how to recognise signs of abuse
 2. that abuse is never a child's fault and that they have the right to be safe
 3. where to get help and the sources of help available to them, including our [Childline service](#).
- Our annual Healthy School week focuses on the value of an active lifestyle, and we use this an opportunity to engage parents and to use their expertise. We have volunteers from our community who talk to the children about health issues as well as offer insights into different sports and activities (eg yoga, Tai Chi, mindfulness). Our Health and Well-being ambassadors attended the 'healthy body, healthy minds' workshop and delivered an assembly to the school, sharing ways in which we can look after our mental health.
- We have successfully taught RSE for a number of years, engaging with our parent community to ensure that they are fully involved with what we deliver (see curriculum pages on website). Our children leave our school understanding what a healthy relationship is and how to keep themselves safe
- Our relationships, sex and health education (RSHE) curriculum (and wider curriculum) address sexual harassment, online abuse and sexual violence. The curriculum also addresses safeguarding risks (including online risks), issues of consent, and what constitutes a healthy relationship both online and offline.

SMSC

- All the projects that make up the Cornerstones Curriculum include the four stages: Engage, Develop, Innovate and Express. Each stage promotes and develops specific aspects of SMSC. For example, in the Engage stage, children take part in a Memorable Experience. Historical, cultural and heritage sites form the basis for many of the Memorable Experiences, which ensures that we cover the SMSC statement about 'understanding and appreciating the wide range of cultural influences that have shaped their heritage and those of others'. The curriculum lessons included in these four stages provide a wide range of opportunities for children to acquire the SMSC skills.

- Each of the Cornerstones SMSC skills promotes specific Fundamental British Values: democracy, the rule of law, individual liberty and tolerance and respect. Therefore, the curriculum lessons included in the four stages of Engage, Develop, Innovate and Express promote and develop aspects of both SMSC and FBV.

British Values

- The Democracy Rules standalone mini projects are a series of short projects that supplement the Cornerstones Curriculum. The sessions in these projects provide opportunities for children to develop an understanding of what is right and wrong, rules and laws and what it means to live in a democracy.
- British values are deepened and embedded through regular votes for change and representatives as well as an in-depth study into democracy in Year 4.
- Diversity is a focus of many units of planning that address issues such as discrimination and lower down the school children study Kenya through a high quality text comparing cultures and celebrating differences. An annual visit to the Open Centre (multi faith centre in Derby) focuses on tolerance and all staff robustly challenge any parents who request their children do not attend this visit.
- Our children are respectful, tolerant, happy and confident. Visitors to our school often comment on this. We have a clear focus on the mental health and wellbeing of our children in school and believe they are happy and fulfilled .

SMSC

Spiritual

- RE weeks focus on a particular religion or question within the RE framework, allowing children to engage more deeply with their beliefs and those of others.
- The school values are celebrated within school with a weekly award and children are encouraged to respect themselves and others through our curriculum drivers.
- Our school Christian values, chosen by the children shape our school. They are central to our approach. They are discussed in class, in whole school assemblies and celebrated weekly within our award system.
- Provision has meant the school community have had some opportunities to gain an increasing insight into other cultures through work with the Derby Open Centre and a British Muslim Bemba Akyeampong who regularly visits the school to discuss her culture, traditions and shares her published stories with children.

Moral

- The school provides good opportunities for spiritual, moral, social and is developing opportunities for cultural understanding across the curriculum including religious education (RE).
- Bright, informative and interactive religious themed displays throughout the school ensure RE is prominent and give frequent opportunities for pupils to reflect.
- The school is rightly proud of its support for charities both locally and globally. Pupils recently chose to donate to the local hospital to support a member of their school community
- Outdoor learning, where the children are given the opportunity to treasure what is on their doorstep and find beauty in small things is a key part of our offer. Engendering a sense of gratitude is also fundamental to our approach and all assemblies end with a moment of thankfulness. It is crucial that we give our children the tools to cope with the ever-changing world and a love of their environment.
- We promote nature awareness activities in the community. We frequently focus on climate change in class work and whole schoolwork. We always take every opportunity to show our children the wonder of the world around them (African dance) and use these experiences to reflect on our own situation.

Social

- Buxton as an area is not at all diverse so we have to work hard as a school to ensure our children realise that the world beyond Buxton often does not look the same. Our RE days and our annual trip to the Open Multi-faith Centre in Derby is part of this work. We had links with an inner-city ethnically diverse school for one year and are now trying to re-establish these.
- Our Spoken language progression documents support children to use a range of social skills in different contexts. Our annual inter-school poetry competition for example encourages children to work and socialise with other pupils.
- Our children are eager to participate in a variety of communities and social settings. At the 2023 inter-school science fair held at Taddington and Priestcliffe school, over 200 children, visiting experts and scientists held workshops with children. We grouped children with others from across the Federation, including for Y6 groups of pupils who they are to transition to secondary school with.

Cultural

- Our children regularly take part in elections to vote in their representatives and at each of these points, the value of democracy is stressed. RE weeks also develop a sense of ‘all the same but all different’
- Our pupils participate in and respond positively to artistic events (sustainable oceans art project, William Morris art workshop with parents) and musical activities (Y1/Y2 recorders and Y5/Y6 ukuleles and the highly acclaimed Christmas performance) and sporting events (inter school competitions facilitated by the High Peak Sports Partnership; table tennis, archery, cyclocross, football , dance)
- Music is also taught by the class teachers in the other year groups and on Tuesdays we celebrate music in a whole school singing assembly where the children practise singing in harmony and rounds. We run a weekly after-school choir who sing at our concert at the local church in December as well as performing throughout the year at other school events. A music evening in the summer celebrates the talent in our school community with not only our children performing but also our parents and former pupils.
- Through the Pupil Ambassador roles , pupils have planned a range of events that demonstrate they have an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Evidence to support the evaluation of Personal Development

[Computing scheme of work demonstrates online safety lessons](#)

[Pupil Ambassador roles Demonstrate broader experiences linked to PD, SMSC and FBV \(available on the Dove Holes Website\)](#)

[RSE parent consultation letter](#)

[Assembly Plans](#) linking with FBV, PSHE and SMSC

[SMSC information from the school/ Federation website](#)

Parent newsletter

Local Authority Monitoring comments relevant to the evaluation of Leadership and Management (March 2023)

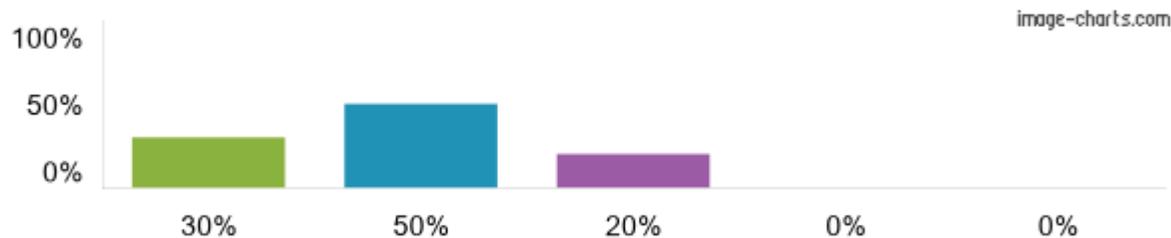
“There are pupil teaching and learning ambassadors – they are spoken to about driving what they would like to see in their school, they encourage reading at home, they support school initiatives, local litter picks.”

Ofsted Parent View Survey Results



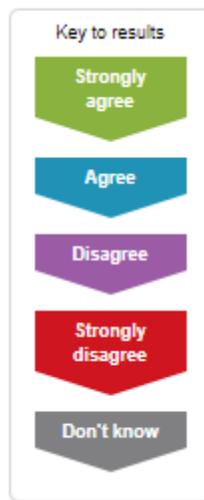
> 11. There is a good range of subjects available to my child at this school.

> 12. My child can take part in clubs and activities at this school.



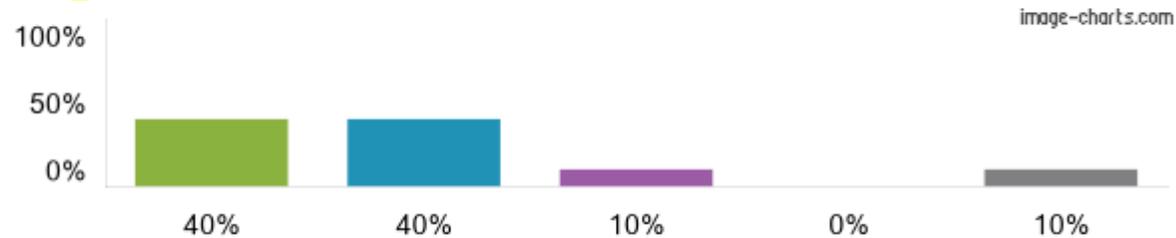
> [View results as text](#)

Figures based on 10 responses up to 14-04-2023



> 12. My child can take part in clubs and activities at this school.

> 13. The school supports my child's wider personal development.



> [View results as text](#)

Figures based on 10 responses up to 14-04-2023

Leadership and management

Self-evaluation grade: Good

Guiding principle: 'Leadership is the most important school-level factor in most effectiveness studies'

D Reynolds, S Sammons, B De Fraine, J Van Damme, T Townsend, C Teddlie and S Stringfield, 'Educational effectiveness research (EER):

- The school as an organisation learns its way forward, building in time for collective enquiry, reviewing evidence and continually striving for betterment. Research review and book study has recently been implemented across the school and Federation (May 22) . An approach to assessment (recording and reporting) has been shared with staff which will support the school to improve in both knowledge and skills in interpreting data and planning for improvement.
- We can show clear evidence of improvement based on actions taken as a result of self-evaluation. We can demonstrate the impact of improvement arising from monitoring of books (cross federation) Presentation, quality of marking , and longer extended pieces of writing are now evident in books as a result of this work (May 22)
- Through the curriculum highly trained leaders ensure there is a high-quality education for all.
- The chosen scheme for our foundation curriculum is based on four distinct stages and built on a variety of different aspects of educational and [cognitive research](#). Concept-led approach (H.Lynn Erickson) Cultural capital (P. Bourdieu) Knowledge (E.D Hirsch) Retrieval (H.L Roediger and J.D Karpicke) Cognitive Load theory (J. Sweller) Dual Coding (A. Paivo)
- Pedagogy (B Roshenshine) within our curriculum has been carefully constructed evident within the four stages of learning. These stages are Engage, Develop, Innovate and Express, also known as the Four Cornerstones. These four distinct stages give clear direction for both teaching and learning. The EPIC curriculum drivers ensure that across the curriculum, details of content are adapted to meet a school's context.

Engage

Engage is a short stage in which children take part in a memorable experience to stimulate their curiosity, ask questions and make links to their prior learning. It provides an opportunity for cultural and real-world experiences and promotes discussion about the concepts introduced in each lesson or project. This stage also includes an introductory knowledge session where children are taught new knowledge or are asked to recall prior knowledge.

Develop

Develop is a longer stage of learning, where children delve more deeply into the knowledge and skills required to understand and build their conceptual understanding. Learning is well-sequenced and interconnected.

Innovate

The Innovate stage provides crucial opportunities for children to retrieve previous knowledge and skills in order to apply them in new contexts.

Express

Express gives children a structured opportunity to reflect on their learning, test their knowledge and celebrate their achievements.

- The rich and varied curriculum in both formal lessons and extra-curricular activities has a substantial and positive impact on pupils' spiritual, moral, social and cultural development (see surveys, website, displays etc).
- The school projects an inclusive culture across the school and wider community.
- A rolling programme of curriculum maps has been carefully designed by each subject leader so that topics complement each other as the children move up through the school.
- We have created a new knowledge and progression map to emphasise these drivers, the end points and the elements we consider fundamental to learning (eg, retrieval and curriculum concept revisiting, addressing social disadvantage /cultural capital, outdoor learning, universal themes, involvement of aspirational adults)
- Workload and staff wellbeing are always a key area of concern for the leadership and when considering tasks, only those that are going to benefit the staff and the children are requested.
- All leaders have high ambition for every pupil.
- Excellent teaching is ensured through high quality professional development, including for ECTs. We implement a peer research review and observation schedule focused upon 'Embedding Formative Assessment'. Outcomes from monitoring demonstrate that this is having a positive impact on the quality and consistency of teaching and learning. Additional release time is provided for teachers to observe, critically reflect and feedback to their observation partner.
- Leaders of all subjects support staff well to ensure there is coherence and consistency in the delivery of the curriculum. This is demonstrated by the release time schedule and curriculum review timetable as well as subject leader SEF statements and action plans.

Governance and stakeholder involvement

- Governors have the range of skills and competencies to effectively challenge leaders and hold them to account for the performance of the school. They have high expectations that all pupils – including those who are disadvantaged - will achieve their best.
- Governors have a clear understanding of the school's strengths and weaknesses: they ensure there are well-focused plans and priorities for continuous school improvement and have dedicated much time and effort to refining their strategy document (school development plan) .
- The school actively seeks to involve stakeholders at every level (curriculum consultation, parent view survey, curriculum showcase events, SEND drop in sessions, and parent friendly school improvement plans)
- Parental engagement is achieved by involving parents in their children's learning. Curriculum showcase events, weekly retrieval practice grids and curriculum information (knowledge organisers and unit plans) are some ways in which we achieve this.
- For those who are harder to reach, including our disadvantaged children/families tailored weekly text messages have been effective in improving attendance (see behaviour and attitudes > attendance)
- Weekly parent newsletters also inform parents about learning and life in school. The proportion of parents who are engaging with this are significant.

Safeguarding and staff well-being

- Safeguarding is at the heart of the school's provision and we are fully compliant with statutory regulations. Leaders have created a culture that ensures all stakeholders are vigilant in keeping pupils safe and secure. Digital online recording and reporting procedures are in place (MyConcern) . Safeguarding concerns cases are low though we ensure that the 'loop is closed' ensuring that concerns are categorised so that emerging themes can be quickly identified. Safeguarding meetings are planned as part of the monitoring schedule so that staff can be kept up to date with actions arising and the DSL has updated and current information.
- There is no negative information, safeguarding or otherwise of which we are aware, on the internet or in the local press from the local authority, Department for Education or police concerning our pupils.
- The school website is checked for compliancy regularly. The [safeguarding page](#) contains information relating to policy, procedures and resources for children and parents. During the period of collaboration with the Federation , we are in the process of reviewing all policies to ensure that a single policy is in place for all three schools and personalised where relevant for each setting.

Professional development

- Leaders have created a strong culture of team-work whereby staff constantly strive to improve their practice (additional subject leader release time, peer observation release time across the Federation/collaboration, 2 x NPQLT professional learning programmes)
- The curriculum increasingly encourages the children to take responsibility for their own well-being; and that of others; so that they become mature and responsible young citizens who are able to contribute effectively to British society (evident through the pupil Ambassador roles)
- The school maintains a balance of staff engagement, workload and well-being. In the summer term (2023), the school plans to take part in the wellbeing charter and will be working towards The Wellbeing Award for Schools.
- Autonomy and agency are fostered within the peer observation model and through the performance management system whereby teachers are able to co-construct areas for improvement.
- Subject leaders are well supported and given opportunities and time to monitor and develop their subjects. The INSET day training (September 22) saw the launch of the new subject leader model shared across the Federation. Enabling a sharper focus on the intent, implementation and impact of each curriculum area, teachers are no longer expected to lead 3 or 4 subjects. Feedback from staff has been very positive.
- Regular additional release time enables subject leaders to spend time with SLT, plan staff meetings, attend cluster meetings or training, time with pupils to discuss their learning and then feeding this back to the staff team in weekly staff meetings and our half termly Federation TeachMeet sessions.
- Continuing professional development for teachers and staff is aligned with the curriculum. Effective CPD should foster teachers' metacognitive skills (Education inspection framework: overview of research January 2019) . Retrieval practice, cognitive load theory, and Assessment for learning link to the curriculum intent focusing on ways in which teachers can help children to remember more and know more. The teaching and learning communities (peer observation model) supports teachers to deliver an ambitious curriculum and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver high quality teaching for pupils (see curriculum implementation > quality of education)

- Formative assessment (half termly TLC meetings, peer observation linked the AFL strategies) is not just about what learners know or can do, but also about the way that teachers themselves use assessment. Teachers at our school use assessment to help them plan lessons, adapt lessons to measured gaps in knowledge and skills, and if necessary re-teach where problems persist. To do this effectively pupils are assessed at the start of a unit of learning, so that instruction can be adapted to the level that pupils are starting from. Assessment needs to be regularly repeated, and instruction adapted to the results of each assessment.

Pupil premium

- At the forefront of selecting the Cornerstones Curriculum (see curriculum intent) , the school has considered the research and evidence highlighted in the Sutton Trust relating to Pupil Premium children and curriculum narrowing sighted in the EIF , that humanities subjects have been reduced or squeezed out of the primary curriculum (J Barnes and S Scoffham, ‘The humanities in English primary schools: struggling to survive’, in ‘Education’, Volume 45, Issue 3, 2017, pages 3–13; ‘The curriculum in successful primary schools’.
- At our school, ‘main’ topic projects are either History or Geography based and supplemented with ‘mini projects’ for the other curriculum areas. Equally broad and knowledge rich, these projects ensure that our curriculum is broad and ambitious, specially supporting our Pupil Premium children.
- Curriculum narrowing has become the norm across the United States in response to the pressures of high-stakes testing. The test anxiety felt by teachers and school administrators is leading to the study of the arts becoming increasingly diminished. This is why, as a school, we have decided to focus CPD on Assessment for Learning and low stakes testing to measure the impact of the foundation curriculum. End of unit reflections ensure that workload in terms of assessment is kept manageable for teachers and that assessments for children are not overwhelming and do not diminish their interest and enthusiasm for each subject.
- Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Our job is to educate our children so that they can make the world a better place. It is our intent that the curriculum, and the teaching and learning within it, meets the needs of all pupils, regardless of their ability or background, so that all children develop academically, culturally, physically, socially and creatively (see curriculum intent)
- Following the guidance of the Education Endowment Foundation, we adopt a tiered approach to our expenditure, which prioritises quality first teaching, ensuring an effective teacher is in front of every class, and that every teacher is supported with appropriate CPD to keep on improving. Evidence of our approach ‘lived out’; Peer observation and research review to improve teacher quality and consistency, smaller mixed age classes and over staffing.
- Where pupils are at risk of falling behind and not making at least expected progress from their key stage 1 starting points, school implements a range of targeted academic support in order to ensure disadvantaged pupils move back on track. Evidence of our approach ‘lived out’ (provision map, class teacher action plans for QFT, data commentaries and end of unit reflections, appointment of a teaching assistant to deliver interventions)
- A range of wider strategies are implemented to identify and overcome non-academic barriers to success in school. Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:
 1. Ensuring all students receive quality first teaching each lesson
 2. Closing the attainment gap between disadvantaged pupils and their peers
 3. Providing targeted academic support for students who are not making the expected progress
 4. Addressing non-academic barriers to attainment such as attendance, behaviour, well -being and cultural capital
 5. Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Our strategy is integral to wider school plans for education recovery, notably through engagement with the School Led Tuition for pupils that have been worst affected, including non-disadvantaged pupils. (see pupil premium report)

Gaming and off-rolling.

The practice of off-rolling, whereby pupils are removed from school rolls before they can take part in national examinations, has no place in our school. Removing children purely for the purposes of boosting results is illegal furthermore, our ambitious and accessible curriculum is designed to give all learners the passion for individual and communal pursuit of

wisdom (see curriculum intent) School results are important to measure the extent to which the curriculum has been remembered and to assess the impact of teaching. Progress for children, closing attainment gaps is always balanced with aspirational outcomes, ensuring that emphasis on SATS results by the time children reach Y6 is proportional and fair.

Evidence to support the evaluation of Leadership and Management

[See the staff newsletter for evidence of TLC communities](#) scroll down to week five See staff newsletter for evidence of release time for [TLC meetings](#)

[Subject Leadership Model](#)

[Assessment, monitoring, safeguarding, Governance schedule](#)

[ECT mentoring schedule](#)

[Teacher data commentary form](#)

[Parents friendly school improvement plan](#)

[Parent View \(invitation\)](#)

Local Authority Monitoring comments relevant to the evaluation of Leadership and Management (December 2022)

“Subject leadership roles continue to develop across the three schools and subject leads for early reading and phonics and mathematics showed a good understanding of their subject areas and the need for progression across the curriculum”

“This remains an exciting time for the school and the clarity of thinking shown by the executive headteacher has brought about a number of significant improvements”

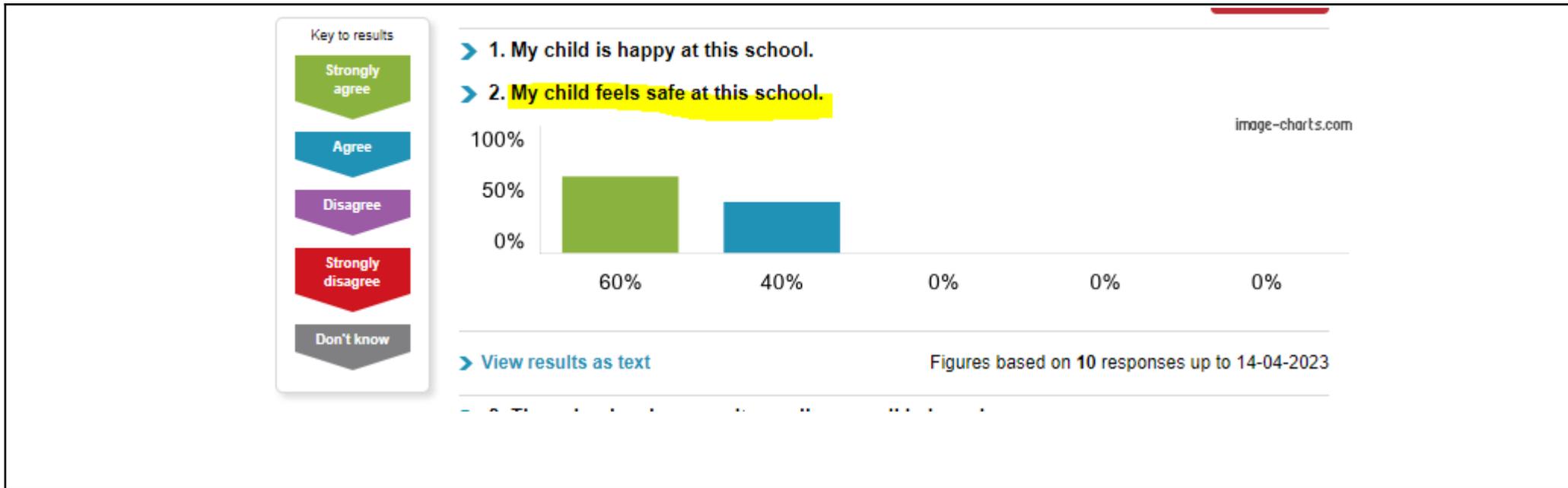
“The continuing professional development of all colleagues is increasingly secure within the learning community, made up of the three schools. Colleagues have opportunities for reflection and improvement within this challenging yet safe environment”

“There are grounds for considerable optimism and the executive headteacher has a clear strategic vision of what needs to be done to ensure improvements across the three schools”

Local Authority Monitoring comments relevant to the evaluation of Leadership and Management (March 2023)

- School leaders are aware of the current challenges within the school.
- They have identified the correct areas for improvement and have plans in place to address these.
- Continuing professional development (CPD) – school leaders have an emphasis on CPD based on research that is delivered collaboratively. As a result of this, leaders have seen a greater use of AfL in lessons.
- Subject leads based across the federation hold staff meetings so that the progress of the subject action plan is discussed collectively with all staff.

Ofsted Parent View Survey results



Effectiveness of Early Years Provision

Self-evaluation grade: Good

See also previous section for pupil outcomes in the EYFS (quality of education)

- As a result of highly effective leadership, provision in the EYFS is good as evidenced by the significant improvements in pupil outcomes over time.
- The Federation has appointed a TLR for an Early Years Leader across the Federation. They have an uncompromising and resolute drive for excellence, starting on initial entry to Reception – this vision is shared by all members of the senior team and staff.
- The curriculum is challenging and broad, built on the highest expectations and resourced appropriately. Expectations for a curriculum which excites and challenges are cultivated from Reception onwards.
- The curriculum planning is progressive and follows a clear sequence. It ensures key skills and concepts are taught. The curriculum is constantly reviewed to ensure it meets the needs of all pupils.
- Additional teaching capacity in the Reception – Y2 class ensures that Reception children follow a tailored and bespoke curriculum.
- Communication and language underpins our curriculum. Alongside teaching key skills and concepts.
- Children make good progress from their starting points because of the coherently planned and sequenced curriculum leading to meaningful learning and by the support and challenge they receive from staff who have created an environment that supports the aforementioned curriculum.
- Our Early Years practice demonstrates a balance between play and formal teaching.
- The key focus for the school is the development of independence.

- Safeguarding is excellent and children learn how to keep themselves and their peers safe.
- Assessment procedures track progress accurately and efficiently and this informs planning to support the needs of different children.
- We have high expectations of achievement for all pupils, including disadvantaged children and those with SEND.
- The early years environment and teaching is tailored to meet the needs of all our learners.
- High quality teaching delivers good outcomes for learners.
- Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. We recognise that phonics knowledge is key to reading and writing therefore we carry out daily phonics sessions.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of reception using Little Wandle Letters and Sounds systematic phonic teaching.
- Children are regularly assessed to ensure that the next steps in learning are appropriately planned and that children make good progress from their starting points.
- Parents are encouraged to be closely involved in their child's learning and are welcomed into the setting on a regular basis. I
- Induction meetings and home visits are used as a successful strategy to engage parents from the earliest start. Parents continue to be encouraged to be active in their child's education through the open start to the day, parent workshops as well as informative meetings
- All staff are instrumental in fostering positive relationships with parents, who now have a better understanding of how to help their children at home.
- Practitioners' subject knowledge is kept up to date through constant CPD.
- On entry to Nursery: children's skills are below expected when compared to age-related expectations. Pupils routinely arrive with weaknesses in communication, language and literacy. GLD at the end of EYFS is improving and is predicted to be above national (2023) showing outstanding progress.