

Newton Tony Primary School CE VC



Welcome to our School Evaluation

2022-2023

Our evaluation of standards is based on our own evidence
and supported by the views of our SIA and
external consultancy.



Following our Ofsted Inspection in March 2019
We remain a 'Good' school.



Our History



- ❖ Our current Head Teacher has been in post since 2017 and Leadership and Management is 'Good'.
- ❖ The Governing Body demonstrates strong leadership and a clear understanding of their accountability to monitor standards.
- ❖ In 2017, we worked closely with the LA to plan a 5 year deficit recovery plan. Staffing was re-shaped in-line with cost effectiveness. Financial recovery was achieved two years ahead of schedule in 2020.
- ❖ Prior to 2017, there were 41 children in the school. Our PAN was 8. Due to cohort sizes below 10, the schools outcomes were non comparative with national standards. We now have 88 children with an increased PAN of 12.
- ❖ Prior to 2020, there were three classes in the school: Hedgehogs (EYFS and Year 1), Squirrels (Year 2 and 3) and Badgers (Year 4,5,and 6).
- ❖ In September 2020, we opened a fourth class : Hedgehogs (EYFS), Foxes (Year 1 and 2), Squirrels (Year 3 and 4) and Badgers (Year 5,and 6).





We all share a clear understanding

Ongoing school priorities:

- To sustain the numbers of children at the school too ensure continued financial stability
 - To continue to develop a long term financial strategic leadership plan
 - To prepare for a SIAMS inspection

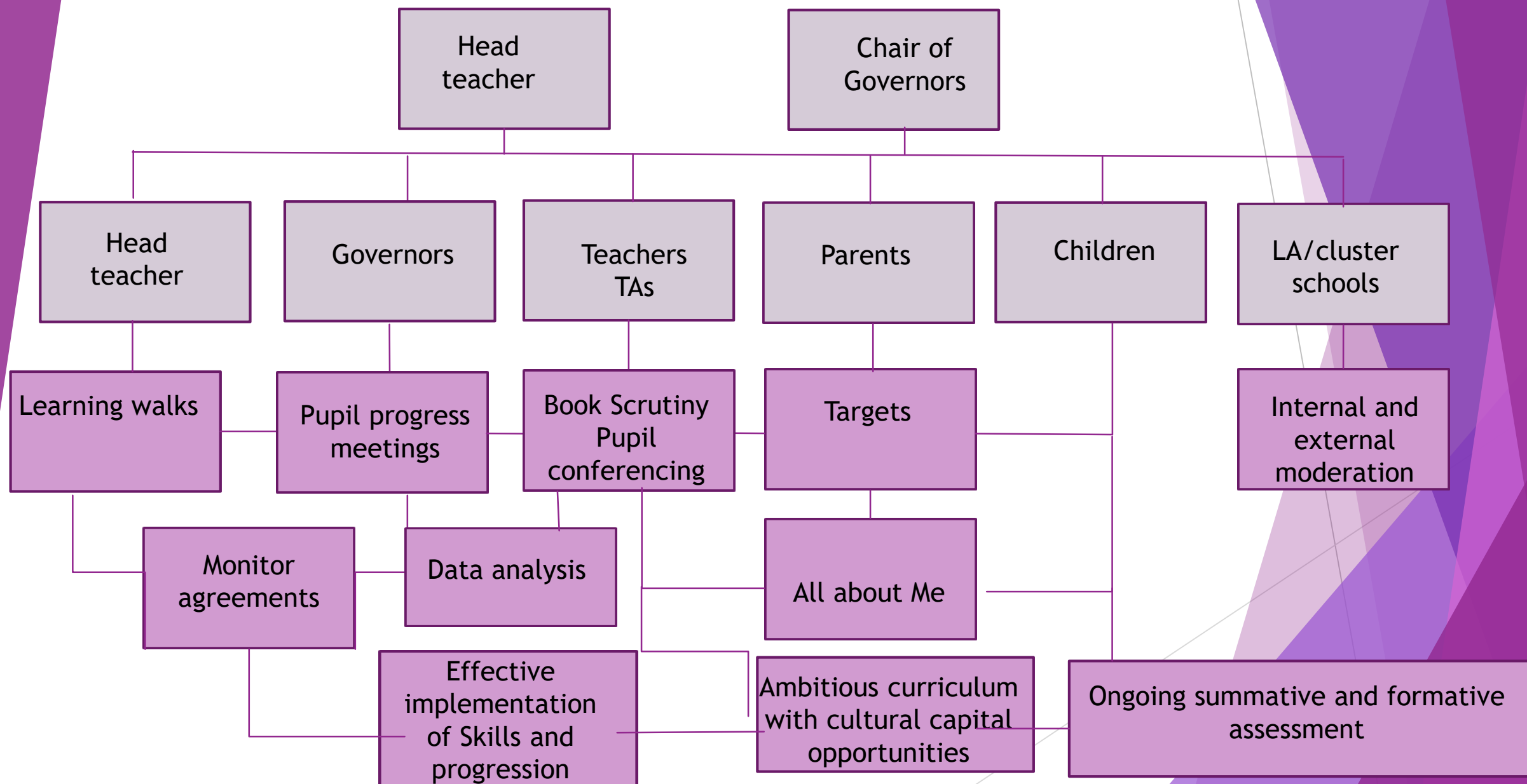
School development Plan priorities

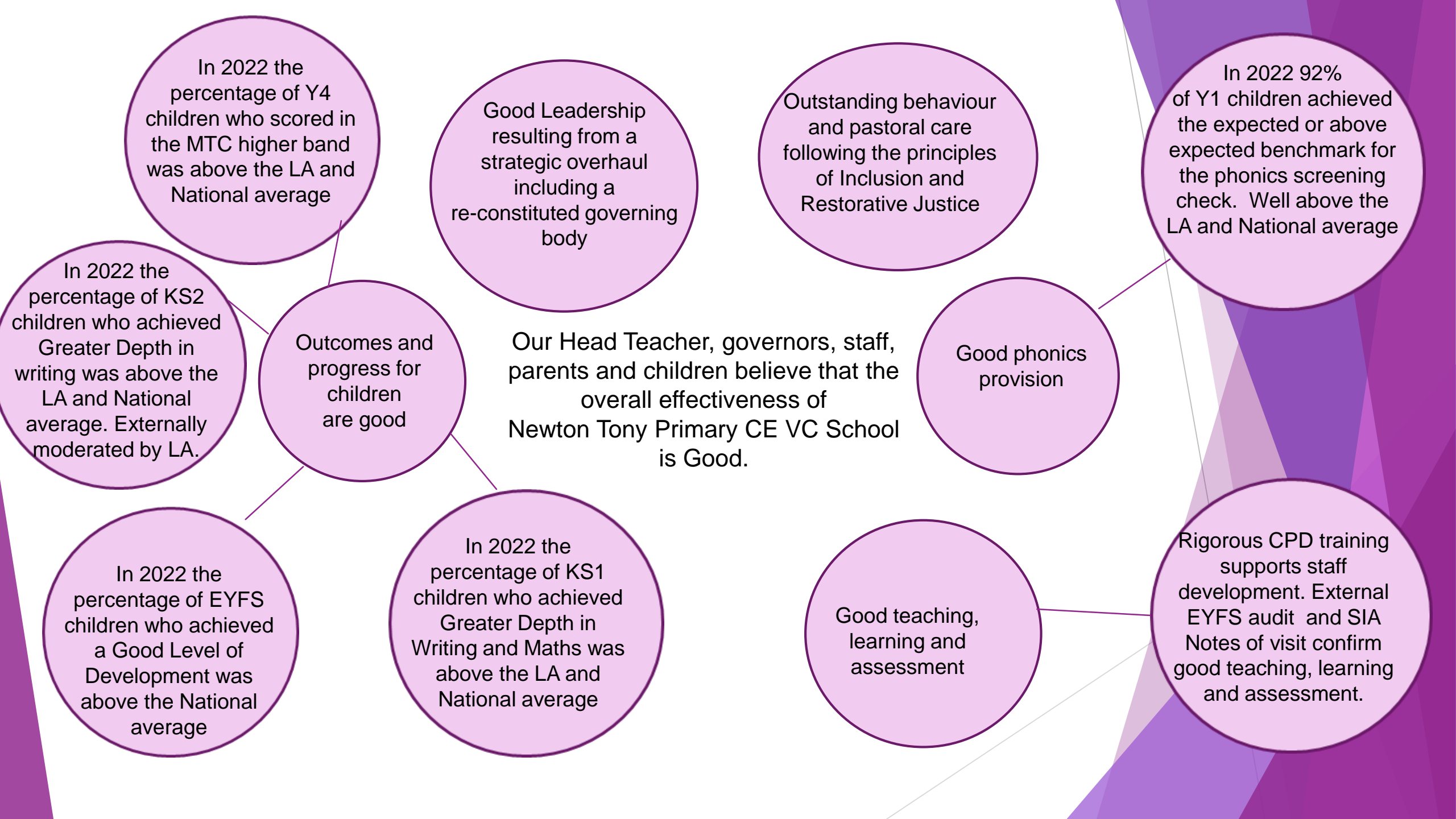
Leaders and those responsible for governance should ensure that:

- progress and achievement improve in maths so more children at the end of KS2 achieve the expected standard in maths.
- adults use their assessment of children's learning in the early years to plan activities which help them to develop their early writing and number skills effectively.
- our intended ambitious curriculum is effectively implemented to enable pupils to acquire cumulatively sufficient knowledge and skills.



Continuous self evaluation identifying school improvement priorities





Our Head Teacher, governors, staff, parents and children judge the **effectiveness of Leadership and Management** of our school to be Good because it contributes to high quality teaching and learning

- Clear priorities linked to our School Development Plan. Our plan includes precise measures for success to help leaders and governors check the impact of their plans on pupils' progress, achievement and welfare.
- A School community that understands how to support our financial strategic vision.
- In 2022, HT supported another local church primary school in the role of executive teacher
- Increasing understanding of Governor accountability and strategic involvement in monitoring standards which has resulted in increased standards in writing (linked to previous SDP aims).
- Aspirational expectations for all children resulting in good progress and outcomes.
- Effective staffing team where teaching and learning is judged as good.
- Head Teacher provides Governors with three termly reports to explain key information.
- Clarity of subject leadership and responsibilities have been reframed to provide further clarity and dispersed leadership.
- Relevant and high quality CPD drives the school forward.
- An ambitious curriculum which challenges and meets the needs of all our child and adult learners
- A cyclical monitoring programme ensuring a clear progression of skills and knowledge
- High level of parental engagement.
- Collaborative partnership between cluster schools
- Ongoing self evaluation by all stakeholders ensuring teaching and learning is consistently of a high standard.



Our Governing Body

The leadership and management ability to monitor standards is supported using a Management Information system enabling staff and governors to impart knowledge and skills is used dedicated area of pupils online governor 'sharepoint', ensuring key documents are readily available. We have two governing body sub-committees who guarantee accountability and strategic involvement in monitoring standards. Our governors are passionate about their responsibility to ensure teaching and learning is good and progress and attainment is inline with national standards. We also have three additional working parties who are developing our school travel plan and ensuring increased financial accountability.

Teaching and Learning Sub-committee

Miss Sheena Priestley (Head Teacher)

Mrs Joanna Hillier (Staff)

Mr Myles Cameron

Mr Anthony Brinkworth (Chair)

Management Sub-committee:

Miss Sheena Priestley (Chair)

Mr Stephen Warburton

Mr Anthony Brinkworth

Rev Peter Ostli-East

Finance Sub-committee

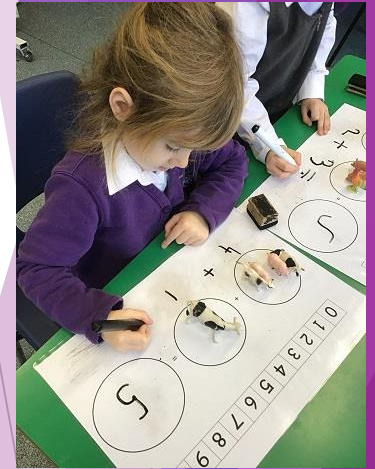
Mr Anthony Brinkworth

Miss Priestley

Mrs Jenny Paige (Finance Officer)

Our Head Teacher, governors, staff, parents and children judge the **quality of education at our school** to be good because we ensure high quality teaching and learning.

- Key Lines of enquiry across the school encourage collaboration, co-operation, communication and revisiting linked prior learning.
- Mixed age planning supports a cyclical approach to teaching and learning.
- Subject specialist curriculum planning ensures a clear progression of skills and knowledge
- Subject specialist programmes of teaching and learning have been purchased
- High quality teaching of phonics ensures good outcomes in Year 2 retest.
- Intervention programmes identify children across the school supporting rapid progress resulting in children keeping up with their peers.
- SEND Lead (Head Teacher) provides high quality training for Teaching assistants to confidently deliver intervention programmes
- Heavy investment in emotional learning support training and increased mental health provision ensures our disadvantaged and service children are ready to learn.
- External music teachers provide keyboard and guitar lessons, enriching learning.
- EYFS successful improvements (2019 OFSTED) confirmed by EYFS external audit.
- EYFS Lead supported a local school by sharing good practise with other teachers.
- Champion deeper learning and effective questioning to ensure high expectations of all children, through focused STEM questioning across the school.
- GAT children attend tailored cluster events and 'Braeside' activities.
- Computing Lead organises the cluster school coding session at local Secondary school.
- Progress in writing continues to improve through focusing on whole school spelling strategies, implementing the SCODE spelling programme.
- Driving development of reasoning through problem solving and developing language.



Closing the gap between peers



We provide high quality intervention programmes and tailored class booster sessions that underpin good teaching and learning. Our Project X intervention programmes ensure children have the opportunity to make accelerated progress in Reading and phonics. In 2022, 92% of our pupils achieved the expected Y1 phonics screening check standard. 50% of our Y2 children who participated in the Y2 phonic screening re-check reached the required standard. Above the LA and National average.



Our Intervention Maths Programme mber provides children with the opportunity to secure place value and number facts, to ensure they can access the national curriculum mathematics requirements.

Responding to the preferred learning styles of the children we have also subscribe to learning apps to encourage children to improve fluency and retention of number and spelling facts.

Disadvantaged groups 2022 2023

Total on roll: 83 pupils	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Total %
SEND					1 child (deferred)	2 children		%
Child Protection							1 child	%
Pupil Premium				1 child			1 child	%
EAL	1 child	1 child	1 child (deferred)	1 child			1 child	%
Service Ever 6				1 child				%
Service Current	7 children	3 children	6 children	5 children	3 children	3 children	4 children	%

Pupil premium and service families funding is used to support the needs of our disadvantaged children through providing high quality intervention programmes and equal access to the extended curriculum. This investment ensures their needs are met and they make good progress. Below are examples of how our allocation of expenditure:-



Providing free access to a sports club at lunchtime and mental health support sessions



Providing Service families with free access to breakfast club



Providing emotional learning support and play therapy sessions. Previously in partnership with the Armed forces education trust and MOD fund



Funding the Junior Good Citizen Award



Funding school trips and swimming lessons



Funding musical instrument tuition

End of Year Attainment 2022



Newton Tony CE VC Primary School

End of year Attainment 2022 (Teacher Assessment)

Expected or above	Reading	Writing	SPaG	Maths
Y1	61%	39%	46%	46%
Y2	78%	64%	54%	50%
Y3	40%	40%	40%	40%
Y4	84%	60%	68%	84%
Y5	77%	77%	66%	66%
Y6	89%	89%	89%	89%
EYFS	77% reached GLOD			
Progress	All children made 2.5 or more airpoints of progress			

Newton Tony CE VC Primary School
End of year Attainment 2022 (Teacher Assessment)

Disadvantaged groups

Expected or above	Reading	Writing	SPaG	Maths
Y1	PUPIL PREMIUM 0%	PUPIL PREMIUM 0%	PUPIL PREMIUM 0%	PUPIL PREMIUM 0%
	EAL 100%	EAL 50%	EAL 50%	EAL 50%
	SEND 0%	SEND 0%	SEND 0%	SEND 0%
Y2	PUPIL PREMIUM 100%	PUPIL PREMIUM 0%	PUPIL PREMIUM 0%	PUPIL PREMIUM 0%
Y3	SEND 0%	SEND 0%	SEND 0%	SEND 0%
Y4	EAL 100%	EAL 100%	EAL 100%	EAL 100%
	SEND 0%	SEND 0%	SEND 0%	SEND 0%
Y5	SEND 0%	SEND 0%	SEND 0%	SEND 0%
Y6	PUPIL PREMIUM 50%	PUPIL PREMIUM 50%	PUPIL PREMIUM 50%	PUPIL PREMIUM 50%
	EAL 100%	EAL 100%	EAL 100%	EAL 100%
	SEND 0%	SEND 0%	SEND 0%	SEND 0%
EYFSGLOD	PUPIL PREMIUM 0%			



We offer a tailored LOC curriculum responding to the high proportion of applications from forest school nurseries and Service families.





We provide an ambitious curriculum that is tailored to our children's strengths and interests with a high level of parental involvement.

Our OFSTED 2019 report comments that 'Parents and carers commend the school wholeheartedly. They speak highly of the improvements the Head Teacher has made and appreciate the welcoming and caring ethos of the school. They value the approachability of staff and your work to include them as partners in their children's education'.

Our enriched curriculum is tailored to our children's strengths and interests



KS2 children have two years of swimming lessons with extra support for SEND children to ensure every child has the opportunity to learn to swim.



Ensuring children regularly cook and experience a range of culturally diverse food eg. African food picnic event which was published by the local news paper, Jewish Passover and Chinese new year.



Current School Council focus is protecting the environment through organising the Green Tree Schools award.



Children learning first response life saving skills at Values 4 life club with trained paramedic (parent) leading the session.



Involvement in the cluster schools play leadership programme and participation in sporting events and SEND festivals. Working closely with our local secondary school to share resources to allow our children to participate eg minibus.



Forest school LOC curriculum is embedded in learning resulting in a newspaper and radio articles celebrating our successful outdoor approach when teaching phonics



Promoting healthy eating and manners with our weekly special table award and parents 2 lunch invitations.



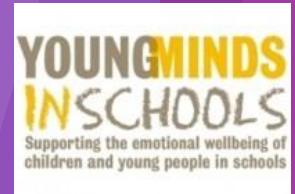
30% of our children are from a service family, celebrating centenary day with a community event involving service families eg. Making trench cake, day in the trenches, church service, planting of a tree.

We use our sports premium to provide opportunities for all children to participate in high quality sport. We encourage each other to demonstrate good sporting values when we participate in competitions.



Our Head Teacher, governors, staff, parents and children judge the **personal development and behaviour and attitudes** at our school to be outstanding because we ensure high quality teaching and learning.

- Safeguarding principles are embedded and children participate in a wide range of opportunities to develop life skills and protect themselves from harm eg. fire safety visit, drug awareness police workshops, mini-policing programme, participation in the Junior Good Citizen, Bikeability, oral health workshops.
- Our CV19 Return to school risk assessment has been agreed by Wiltshire LA.
- Bullying is rare due to the commitment to the principles of restorative justice. Any inappropriate behaviour is managed quickly, ensuring every child has a 'voice', inline with these principles.
- We value the principles of British values which are embedded in our school life eg. School council 'teddy bear picnic' for new EYFS starters, Ghana orphanage links, Head boy and Head Girl hustings, inter house sporting events, school council voting, Rotary club Young writers competition
- Ethos of older children nurturing younger children eg.buddy mentoring system for YR and Y5 children, SEND mentor programme (older SEND child supporting younger SEND child at playtimes)
- We strive for every child to be engaged and successful learners
- Learning values agreed by all stakeholders – resilience, pride and respect
- Attendance and punctuality is good and low attendance is identified and addressed quickly

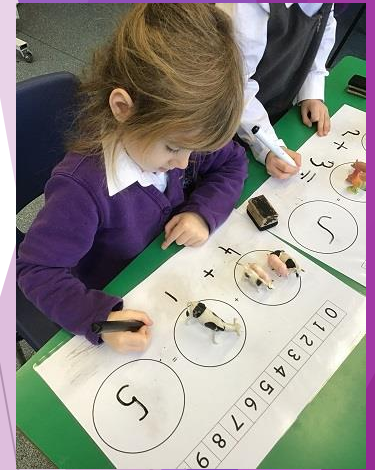


- School council is integral part of school life organising fund raising events and awards
- Outstanding emotional support so all our children can flourish and succeed
- Highly trained emotional learning support assistant (ELSA) eg, mental health training, attending ELSA network meetings
- Worry box and worry monster so that children can express their concerns and feelings
- Providing external 1:1 counselling for children with complex emotional needs
- Participation in safer internet day and anti bullying week
- We have achieved our eco-schools silver award, the silver school games award, UNICEF bronze rights respect award, the silver 'all together' anti bullying award and our healthy school partnership bronze award. All awards represent the interests of the children in our school.



Assessment without levels and pupil tracking is purposeful and rigorous

- In 2022, children made good progress from their starting points.
- 'All about me' documents ensure a personalised and tailored approach to teaching and learning for every child.
- Termly pupil progress meetings monitor the impact of intervention programmes and that the needs of every child are being met.
- Progress and attainment is moderated internally and alongside cluster LA schools to ensure consistency.
- End of KS2 writing outcomes were moderated in 2022 and judgements agreed. (above National average)
- Pupil conferencing demonstrates a firm foundation of a love of learning across the school.
- Children have regular opportunities to verbally respond to marking and feedback.
- Progress is used to inform lessons and build on prior attainment.
- Progression of skills and knowledge are monitored through pupil conferencing and book scrutiny.
- Our feedback policy ensures staff wellbeing is supported.
- Attainment, progress and targets are shared and evaluated alongside children and parents.
- Children self and peer assess regularly and can confidently discuss marking and feedback.
- Next steps and mastery leading to greater depth is promoted and evident in books.



We are proud to be judged as a 'good' school in our SIAMS Inspection 2016



- The distinctive character of our school contributes to meeting the personal development needs of all learners.
- Our school council helped design our shared understanding of spirituality
- We are a recognized UNICEF school following the principles of Restorative Justice
- Our inclusive curriculum meets the spiritual, social and moral needs of all our learners
- Leaders ensure the Christian ethos pervades all aspects of school life
- Agreed Christian values of Hope, Courage, Love and Forgiveness with all stakeholders to create our Vision Vehicle
- Christian worship has an impact on all children's lives which is evidenced in their reflective approach to learning
- Diversity is embedded in our curriculum

We value the support of our highly successful and motivated FONTS PTA. Their commitment to provide enrichment opportunities for all children is immeasurable. Below are some examples of funded activities:-

- ❖ Supporting the costs of school trips eg. Modern Slavery Art Exhibition
- ❖ The opportunity for every child to watch the Salisbury playhouse pantomime
- ❖ Annual firework display for the community
- ❖ Christmas and Summer fairs
- ❖ Easter garden and Easter hat competition
- ❖ Photography competition
- ❖ Community bake off
- ❖ Development of LOC funding resources
- ❖ World book day 'book in a jar' competition prizes



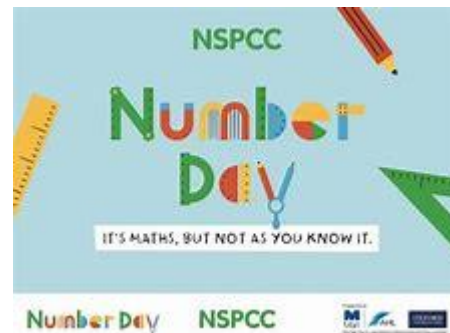
Annual Calendar of Events					
September	Jeans 4 Genes Day (fund raising)	Supporting reading/phonics evening	Harvest Service	KS1 and KS2 Curriculum Evenings	NSPCC Speak out assembly and workshops
	Head Girl and Boy Hustings	School Council RRW voting	Parents 2 Lunch (monthly)		
October	Guy making	Macmillan coffee morning	Y5/6 Football competition	Parent Consultations	Trussel Trust Appeal
	Stop Modern Slavery Exhibition	Mini policing programme			
	Divali	Black History Month	Open Morning	National Fiji Day	German Unification Day
November	Christmas Card design – (school fundraising)	Children in Need (fund raising)	Guy Making competition	Anti-Bullying week	FONTs Firework Display
	Kurling Tournament	Centenary Day (media)	High 5 Netball competition	Open morning (media)	Bags 2 School
	Flu Vaccine Spray	Oral Health Visit	St Andrews Day		
December	Carol Singing at Village Hall	St Thomas Beckett Church Christmas Tree Festival	Newton Tony Christmas Tree festival	Salvation Army Appeal	Cathedral Christingle Service
	Christmas Lunch /Jumper day	Christmas Party	FONTs Pantomime	Church Nativity Service	High 5 Netball
	FONTs Christmas fayre	SPIRE FM Sleeps till Santa	German Christmas event		
January	Open morning	Rotary Club Writing Competition			
February	NSPCC Number day	Internet Safety day	Parent Consultations	Chinese New Year	Buddy Patrol Internet Clinic
	World Thinking Day				
March	World Book Day (media)	Hockey tournament	Gymnastics competition	St Patrick's Day	Orienteering festival
	Red Nose Day (fund raising)	Sports Relief (fund raising)	St Davids Day	Holi	Ghana Independence Day
April	Easter hat/Garden competition	Easter Service	Community Police visit	Dorset Fire and rescue visit and workshops	St George's Day
May	Boccia festival	BBC Wiltshire SATS interview	Small Schools marathon		
June	Stay and Play sessions	FONTs Photography competition	Y5/Y6 residential trip	Young Citizens Award	Olympic Visit (school Sport Fund raiser)
	FONTs Summer fayre/ Bake Off	Sports Day	Drug Awareness Workshop	Soccer Aid (fund raising)	Armed Forces Day
July	Teddy Bear Picnic (media)	School production	Leavers Service	Nature Reserve Walk	Barefoot Walk for Africa
	Bikeability	EYFS curriculum evening	Slovakian Independence Day	Summer diary competition	

Rights Respect Warriors

Our school council promote a continuing commitment to fund raising which contributes to outstanding personal development, behaviour and welfare



**COMIC
RELIEF**





We celebrate our diversity
which enriches our tailored curriculum
and contributes
to high quality teaching and learning



Thank you for reading our school evaluation

