



**TITTENSOR CE (VC) FIRST SCHOOL**

**SCHOOL SELF EVALUATION**

**2024-2025**

**Updated September 2024**

**Context**

We are a church of England first school under the Diocese of Lichfield and are linked with St. Luke’s Church in Tittensor.

Our children are aged from 3 to 9. They transition to either Walton or Christchurch Academy middle schools,

We network with the local Stone Cluster of first schools.

**Vision**

*At Tittensor, we nurture wonder and faith and are full of hope and enthusiasm, as we worship together. We encourage all to persevere and grow in learning to our God-given potential. We look after one another and our world, with love and respect, seeking the common good for all.*

**Values** – Love, Faith, Hope

		<i>National Data</i>
<b>Number on roll</b>	85	227
Male %	58.8%	50.9%
Female %	41.2%	49.1%
Ever 6 FSM %	8.2%	25.5%
PP	9.4%	21%
Minority Ethnic Groups %	14.1%	35.2%
SEN EHCP %	3.5%	2.3%
SEN Support %	7.1%	13%
English as an additional language %	5.9%	21.3%
Stability %	83.9	76.6%
School deprivation indicator	0.09	0.18%

<i>Ethnic Background</i>	<i>School Percentage</i>
White	78.8%
Black	-
Any other white background	11.8%
Other mixed background	7.1%
Asian	2.4%

July 2024 Attendance

All pupils between dates	Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence
<b>Tittensor CofE (C) First</b>					
☒ Overall No EYFS	96.7%	0.6%	0.8%	2.5%	3.4%
☒ Overall	96.3%	0.7%	1%	2.7%	8.5%
☒ Nursery	88.9%	5.3%	1.1%	10%	100%
☒ Reception	95.3%	0.7%	2%	2.8%	25%
☒ Year 1	95.8%	0.4%	0.9%	3.2%	6.7%
☒ Year 2	97.8%	0.6%	0.9%	1.4%	0%
☒ Year 3	97%	1.1%	0.7%	2.3%	5.6%
☒ Year 4	96.3%	0.2%	0.6%	3%	0%

Reported incidents 2023-24	
Bullying	0
Homophobia	0
Racism	0
Peer-on-Peer Abuse	0
Low-level Safeguarding Concerns	4
Exclusions	0

Recognised awards:



## Progress against previous inspection

### Areas to improve Progress

**Last inspection: July 2023**

**Grading: Good with Outstanding**

<https://reports.ofsted.gov.uk/provider/21/124279>

- Leaders have not identified the key component knowledge and vocabulary they want pupils to learn in a small number of subjects. Pupils' knowledge is not built upon over time in these subjects as a result. Leaders should ensure that they identify the specific knowledge and vocabulary they want pupils to learn and remember over time in these subjects.
- Leaders' use of assessment is not precise enough in a small number of subjects. They do not have a clear enough understanding about what pupils know and remember in these subjects. Leaders should ensure that they can accurately assess pupils' knowledge in all subjects
- Learning plan targets for pupils with special educational needs and/or disabilities (SEND) are too broad. Staff do not break down broad aims into small, achievable steps as a result. Leaders should ensure that staff can support pupils with SEND to be as successful as they can be.

<p><b>School improvement priorities</b></p>	<p><b>Area of Priority 1: Quality of Education</b> <i>All children make outstanding progress</i></p> <p>1.1 Teaching expectations for all children are high 1.2 Adaptive teaching ensures learning is appropriate to children's needs 1.3 Highly effective use of feedback and assessment of explicit knowledge 1.4 The explicit knowledge and vocabulary is taught in each subject</p>	<p><b>Area of Priority 2: Behaviour and Attitudes</b> <i>Children are happy and safe in school</i></p> <p>2.1 All staff model highly effective/respectful relationships at all times 2.2 Effective transition at all stages ensures children are happy and ready to learn 2.3 Safeguarding remains at the forefront of everything that we do 2.4 Encourage children to be committed to their learning, resilient to setbacks and take pride in their achievements</p>	<p><b>Area of Priority 3: Personal Development</b> <i>We have happy learners, inspiring great achievers for independent learning for life</i></p> <p>3.1 Further develop strategies, including ELSA interventions, to support both children and staff emotional and social wellbeing 3.2 To further develop pupils understanding of what it means to live in a diverse community 3.3 To prepare learners for future life: equipping them to be responsible, respectful, active citizens who contribute positively to society</p>	
	<p><b>Area of Priority 4: Leadership and Management</b> <i>Leadership shapes the culture at Tittensor</i></p> <p>4.1 Maintain effective monitoring of subjects across school to ensure high quality of education is provided for all pupils, including SEND/ disadvantaged 4.2 Quality CPD to ensure knowledge of staff is always current and dynamic 4.3 Teacher's professional development is at the forefront of improvement</p>	<p><b>Area of Priority 5: Quality of Education in the Early Years</b> <i>Children to make excellent progress towards a good level of development by the end of Reception</i></p> <p>5.1 To continue to ensure communication and language is screened on entry so that any needs can be identified early 5.2 Early intervention is at the forefront of development so that chn have all needs met from the start of EYFS 5.3 To ensure more pupils enter Year 1 with GLD</p>	<p><b>Area of Priority 6: Christian Distinctiveness</b> <i>Our school community upholds the Christian values and teachings</i></p> <p>6.1 Embed strategic planning through Christian Distinctiveness Governor meetings so that chn have a better understanding of the World 6.2 More Faith visits and visitors to be introduced to enhance the RE curriculum 6.3 Ensure that the school meets the required standards for the SIAMS Framework</p>	
	<p><b>Area of Priority 7: Health and Safety</b> <i>Our school complies with the legal duties under the Health and Safety Act</i></p> <p>7.1 The school has a Health and Safety Policy in place 7.2 The school has evaluated the possibility of risks in everyday school life 7.3 All staff receive the relevant CPD regarding Health and Safety</p>			
<p><b>Quality of Education - Good</b></p>				
<p><b>Strengths</b></p>	<p><b>Intent:</b> The aim of our curriculum is to provide opportunities for children to develop as well-balanced, independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. Our curriculum is organised in a manner that is progressive and builds on prior knowledge through each area of the curriculum. We have collated progression documents, covering all topics in the national curriculum, showing purpose and progression across our curriculum through a high quality of sequenced lessons.</p> <p>We wish to deliver a curriculum that is ambitious and challenges the children, teaching them the fundamentals of our history, geography and general knowledge of the world so that they are appropriately set up for later life with the key knowledge that can support them.</p> <p>Our curriculum is built on the Four Cornerstones of Learning through the themes: Engage, Develop, Innovate and Express. Each aspect of the curriculum topic begins with a 'memorable experience' that stimulates children's curiosity.</p>			

We ensure that a diverse and broad range of topics are covered through progression of knowledge and skills documents. We also communicate with Middle schools to ensure the children’s learning allows for progression in the next phase. Our curriculum progression documents show each year group and the coverage across the curriculum. It is broad and balanced. Foundation subjects are covered and linked to the NC. Learning enables children to become life-long learners and provides them the skills to succeed in later life.

**Implementation**

- Teaching and learning in all subjects is at least good or better.
- Teachers have good subject knowledge of what they are teaching.
- Lessons are structured around a ‘Flashback’ to promote retrieval practice, a recap of previous learning, new learning, practice and feedback, test and review.
- Teachers use skillful questioning techniques to check for understanding. Teachers phrase questions to deepen pupils understanding and challenge their thinking.
- Key knowledge is identified in each lesson and assessed against.
- Teaching is adaptive to ensure all children can access the learning. Children with additional needs and SEND are supported and scaffolded with their learning where needed or their work is adapted throughout the lesson so that they can achieve.
- Chn identified as needing extra support receive pre/post teaching, interventions and catch-up sessions.
- Presentation is excellent.

**Assessment**

- Staff use Feedforward Marking to give in the moment feedback. This informs the teacher’s planning for the next session.
- End of unit assessment take place in all subjects.
- Retrieval practice such as quizzes and Brain Dumps assess chn’s learning.
- Standardised testing in reading and maths happens at the end of each term.
- Children develop knowledge and skills across the curriculum and, as a result, achieve well.

**Impact:**

	GLD Communication & Language	GLD Personal, Social, Emotional Development	GLD Physical Development	GLD Literacy	GLD Maths	GLD Achieved Early Years Foundation Stage	National	Expected in all 17 ELGs Early Years Foundation Stage	National
2022	100%	100%	100%	76%	100%	76%	65%	76%	65%
2023	93%	100%	100%	86%	93%	79%	67.2%	79%	67.2%
2024	85%	92%	92%	77%	77%	62%		62%	

**Year 1 Phonics Screening Summer 2024**

Working towards	0	-
Working at	15	100%
Disapplied	0	-

**Phonics Screening Over Time**

	Year 1	National data	Year 2	National data
2022	85%	76%	100%	87%
2023	100%	79%	94%	89%
2024	100%		-	

**Phonics screening Year 1 and Year 2 retakes**

	Year 1	National data	Year 2	National data
2021	80%		100%	
2022	85%	76%	100%	87%
2023	100%	79%	94%	89%
2024	No retakes			

**KS1 Assessment Data**

**Non-Compulsory KS1 Assessment Data Summer 2024 \* *National Average 2023***

	Working Towards	National Data	Expected Standard	National Data	Greater Depth	National Data	EXS+GDS
Reading	10%	23%	45%	68%	45%	19%	90%
Writing	10%	32%	73%	60%	18%	8%	90%
Maths	10%	14%	64%	70%	27%	16%	90%

**KS1 Assessment Data Over Time**

	Reading		Writing		Mathematics	
	EXS/GDS	GDS	EXS/GDS	GDS	EXS/GDS	GDS
<b>2022</b>	85%	15%	85%	7.5%	85%	15%
<b>2023</b>	94%	33%	84%	17%	83%	11%
<b>2024</b>	90%	45%	90%	18%	90%	27%

**Y4 Multiplication Check 2024**

School Average: 21.3  
National Average: 20.2

	2022		National Data 2022	2023		National Data 2023	2024		National Data 2024
	<b>Chn Scoring 25/25</b>	5	33%	27%	4	25%	29%	6	40%
<b>Chn Scoring 20-24</b>	4	27%		3	19%		6	40%	
<b>Chn Scoring 15-19</b>	4	27%		5	31%		2	13%	
<b>Chn Scoring &lt;15</b>	2	13%		4	25%		1	7%	

- Teaching is ambitious for all groups of learners
- There is an assumption that all children can succeed and staff lead children to believe they can reach the highest of standards
- Staff accept responsibility for pupil outcomes
- Change is embraced and challenged professionally
- Staff take responsibility for improving own teaching through appropriate professional learning, responding to advice and feedback from colleagues
- Staff reflect on their own practice and work collaboratively with others to build their capacity to meet the needs of all children
- SEND targets are broken down into smaller steps of learning
- Staff strategically adapt learning to meet the needs of children, and open up further learning opportunities
- Staff deliver highly effective instruction which is directed at eliciting deep pupil engagement.

- **Impact of actions:**
- **Leaders and staff have high expectations for what pupils can achieve. The work pupils produce show they rise to these expectations.**
- **Pupils take pride in the presentation of their work. They do not give up easily when they find learning challenging. They always seek ways to improve their work further.**
- **Reading is promoted from the start in early years. Pupils and staff speak about books enthusiastically.**
- **Parents are invited into school to share books and reading opportunities with their children. Pupils are excited by this. They have a wide range of books available to them.**
- **Phonics is taught consistently well across all classes. Misconceptions are picked up most of the time. Pupils who are falling behind catch up quickly., Ofsted July 2023**
  - SEND staff meeting on Pupil Passport targets- All targets now have to go through GC (SENDCO)

- Staff skillfully manage their own input to optimise pupil participation and response
- Staff use a range of questioning techniques effectively for a variety of purposes including stimulating substantial pupil responses, facilitating deeper engagement with lesson content and extending learning beyond the lesson
- Lines of questioning are pursued skillfully to deepen thinking
- High quality demonstration and modelling of skills and processes exemplify and scaffold the learning process
- All children (including SEND, PP) are challenged by the learning activities and experience success as learners
- Staff integrate relevant literacy and numeracy skills into the lessons
- Staff enable children to make meaningful links between lesson material and their learning in other subjects and to transfer their learning to unfamiliar experiences
- Teaching assistants are used effectively to move learning on
- Assessment of the explicit knowledge is accurate, is focused on next steps and is consistently used to inform planning in line with the school's feedforward policy
- The progress of individuals and groups is tracked and analysed regularly through half-termly Pupil Progress meetings and termly data analysis through the use of DC PRO
- Children's work shows regular, specific and focused feedback in line with the school's feedforward policy
- Retrieval practice and flashbacks are used to make learning 'stick'
- Timely intervention and catch-up sessions match children's needs and moves learning forward
- Explicit knowledge and vocabulary in each subject is identified
- Planning shows explicit knowledge and vocabulary that needs to be taught in each subject

- Monitoring shows teaching is always good or outstanding – SIP report supports this
- All teachers have completed an Academic Inquiry to improve own practice through engaging with current education initiatives. Good practice examples have been shared with all staff and will feed into SIP for Sep 2024.
- Staff are planning together and working collaboratively to improve their practice
- CPD on Adaptive Teaching has enabled teaching to challenge all children with scaffolding for all to achieve – evident in learning walks and lesson observations.
- Monitoring shows that all teachers are outstanding around questioning techniques – SIP report supports this.
- Monitoring shows that teaching assistants are used effectively to support learning in the classroom.
- Monitoring of teaching assistants has supported targets for their performance management cycle to improve the outcomes for children.
- SEND progress is good.
- Retrieval practice is embedded and reflected in pupil outcomes; children remember more.
- Feedforward sheets embedded so that planning can be altered to meet the needs of all children instantly. The explicit knowledge is included on all feedforward sheets to ensure assessment is accurate across the curriculum
- Explicit knowledge and vocabulary have been mapped out on a long-term plan, a term in advance to support planning.
- Flashbacks are evident in all lessons and are used consistently
- Pupil progress meetings are taking place at the end of each half term: chn are making good progress (data termly)
- Retrieval Practice is evident at the end of each sequence of learning in all subjects: testing, quizzes, what do I now now...?- chn remember more
- Interventions are meticulously planned for, daily, to ensure in the moment catch up sessions are available instantly. EEF guidance used to support best practice.
- The explicit knowledge and vocabulary are included on all feedforward sheets for every lesson and area of the curriculum. These are completed a half-term in advance alongside planning. Time has been given for all staff to complete this task
- All planning outlines the explicit knowledge and vocabulary that is needed in each lesson across the curriculum.



- Teaching is now more focused.
- Long-term plans for the teaching of explicit knowledge and vocabulary are in place.

**Areas for development** All Pupils make outstanding progress

**Next steps**

- Teaching expectations for all children are high
- Adaptive teaching ensures learning is appropriate to children’s needs
- Highly effective use of feedback and assessment of explicit knowledge
- The explicit knowledge and vocabulary is taught in each subject

**Behaviour and Attitudes - Outstanding**

**Strengths**

Reported incidents 2023-24	
<b>Bullying</b>	0
<b>Homophobia</b>	0
<b>Racism</b>	0
<b>Peer-on-Peer Abuse</b>	0
<b>Low-level Safeguarding Concerns</b>	4
<b>Exclusions</b>	0

Pupils make a positive contribution to the life of the school and the wider Christian community. Many pupils help to maintain the gardens in Tittensor. All pupils understand what it means to support those in need and offer support to others less fortunate, they work hard to raise funds for, and awareness of, a wide range of charities and organisations.

**Attendance and punctuality data**

All pupils between dates	Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence
<i>Tittensor CofE (C) First</i>					
☒ Overall No EYFS	96.7%	0.6%	0.8%	2.5%	3.4%
☒ Overall	96.3%	0.7%	1%	2.7%	8.5%
☒ Nursery	88.9%	5.3%	1.1%	10%	100%
☒ Reception	95.3%	0.7%	2%	2.8%	25%
☒ Year 1	95.8%	0.4%	0.9%	3.2%	6.7%
☒ Year 2	97.8%	0.6%	0.9%	1.4%	0%
☒ Year 3	97%	1.1%	0.7%	2.3%	5.6%
☒ Year 4	96.3%	0.2%	0.6%	3%	0%

**Attendance of groups**

	Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence	
					Number	Percent
<b>Pupil Premium</b>	<b>91.9%</b>	<b>2.37%</b>	<b>0.99%</b>	<b>7.11%</b>	<b>1</b>	<b>33.33%</b>
<b>SEND</b>	<b>94.57%</b>	<b>0.99%</b>	<b>0.99%</b>	<b>4.44%</b>	<b>1</b>	<b>16.67%</b>
<b>SEND Monitoring</b>	<b>97.53%</b>	<b>0.39%</b>	<b>0.20%</b>	<b>2.27%</b>	<b>0</b>	<b>0%</b>
<b>Non-SEND</b>	<b>96.76%</b>	<b>0.88%</b>	<b>0.45%</b>	<b>2.79%</b>	<b>1</b>	<b>1.41%</b>

Our school has a supportive, friendly atmosphere that ensures that all children have the optimum conditions to facilitate learning. There is a shared understanding of what constitutes 'good' behaviour. We use our Christian values of: Love, Faith, Hope to ensure that they are embedded into our actions and our words and pupils learn to celebrate their differences and similarities. Incidents of bullying are very rare.

Our pupils are polite, respectful and courteous and have an excellent attitude to learning – They are motivated to learn. Vulnerable pupils are identified, their emotional well-being and academic progress carefully monitored and their needs addressed. Pupils with SEND are supported and suitably challenged so that they may have the same learning opportunities as their peers. Through our links with the Stone Cluster of schools, pupils have the opportunity to develop friendships with pupils from a wide range of cultural and ethnic backgrounds. *Ofsted February 2018 states: The school is proud of its Christian ethos and has strong links with the local church. Pupils learn about all faiths and religions and say that it is 'OK to be different' at their school.*

Children with other agencies involved			
Early Help	CIN	CP	CIC
1	0	0	0

**Actions from previous year:**

- Staff model positive behaviours continuously and professionally build a climate of trust
- Interactions among children and between children and teacher are very respectful and positive, and conducive to wellbeing
- Relationships and interactions in classrooms and learning areas create and

**Impact of actions:**

**Ofsted 2023:**

- **Leaders and staff have high expectations of pupils' behaviour. Pupils across school display exemplary behaviour. They are explicitly taught what good behaviour looks like.**
- **Pupils accurately display the school's values of 'love, faith and hope'.**

sustain a cooperative, affirming and productive learning environment

- Transition to Nursery, Nursery to Reception, Reception to Y1, Y2 to Y3 and Y4 to Middle school
- Continued & regular safeguarding, e-safety & PREVENT training for pupils & parents - improve the whole school community's understanding of safe online behaviour for our children
- Update safeguarding policies and procedures are robust and effective (KCSIE updated Sep 2023)
- Engage with NSPCC safeguarding programmes
- DBS checks for students and volunteers taken place
- September Inset- KCSIE, Prevent, safeguarding recaps
- Staff embrace an open, transparent, supportive and respectful ethos
- School safeguarding audit
- Monitoring of SCR
- DSL minutes show robust and timely approach to monitoring of actions
- Safeguarding is a regular agenda item at briefings, staff meetings and Governor meetings to ensure ongoing compliance of policy into practice
- Safer recruitment procedures followed at all times
- Governance undertakes regular training cascaded to all GB

- **Pupils are taught how to show acts of kindness. Staff and pupils are kind to each other as a result.**

- No unmet behavior needs.
- Caring school ethos ensure behaviour and behaviour for learning across the school is outstanding.
- Chn have a clear understanding and appreciation of the impact of behaviour on learning and on others.
- SEMH intervention supported chn with regulation so no reported behaviour incidents.
- Pupil voice for PSHE and wellbeing shows good understanding of emotions and feelings.
- A good SEMH provision has meant chn are settled and ready to learn.
- Lesson observation show outstanding behavior in lessons and chn show resilience in their learning.
- Staff knowledge through CPD around relationships and safeguarding means an ethos where chn behave and know how to stay safe.
- The school ethos is positive and based on effective role-models and praise resulting in outstanding behavior.
- Attendance is historically good. Attendance for 2023/24 was 96.7%. Attendance is better than national average.
- Pupils continue to develop effective strategies to combat bullying and to manage risk in a range of situations.
- Pupil voice - 100% that say they feel safe.
- We have extremely low exclusion rates- nil.
- Continued and regular safeguarding, e- safety and PREVENT training for all staff results in no recorded incidents of online safety breaches of on-line bullying.
- Safeguarding, Prevent and KCSIE Updates training for all staff took place during Sep 2023 Inset. New staff have this training as part of their induction
- 7-minute safeguarding briefings weekly for all staff
- Safeguarding is an agenda item for the weekly staff briefing
- Completed the Staffordshire 175 Safeguarding Audit Feb 2024
- Lunchtime supervisors effectively lead behavior outside the classroom.
- Staff/pupil relationships are excellent and conducive.
- Transition in September 2023 was well-planned resulting in children settled, happy and ready to learn.
- Transition has taken place across all levels.
- Staff have met to plan transition for all chn.

	<ul style="list-style-type: none"> <li>• Extra transition is in place for any chn that may need more time to settle in September.</li> <li>• SCR monitored weekly by GC/VL using the online SCR system</li> <li>• Governors received Safeguarding, Prevent and KCSIE Updates training during Sep 2023</li> <li>• Updated the Volunteer Policy in line with KICSIE Updates 2023</li> <li>• Staff training around the NSPCC and their website has taken place for all teachers, so that knowledge around current agendas/initiatives is understood.</li> </ul>
<b>Areas for development</b>	Children continue to feel safe and happy at school
<b>Next steps</b>	<ul style="list-style-type: none"> <li>• All staff model highly effective/respectful relationships at all times</li> <li>• Effective transition at all stages ensures children are happy and ready to learn</li> <li>• Safeguarding remains at the forefront of everything that we do</li> <li>• Encourage children to be committed to their learning, resilient to setbacks and take pride in their achievements</li> </ul>
<b>Personal Development - Good</b>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Pupils of all ages enjoy school life – lessons, breaks and lunchtimes, clubs, extra-curricular competitions, indoor and outdoor environments - and are proud to be a member of Tittensor CE (VC) First School. Pupils are confident learners, and demonstrate excellent manners, respect and attitudes. This creates a positive learning environment for all. Pupils are provided with opportunities to assess and manage risk – physical, online safety, emotional and social and have a developing understanding of different behaviours and how to respond to these including when it is appropriate to involve an adult. There is a positive culture of respect. Our ‘Kindness Ambassadors’ spread positive messages and kindness across the school.</li> <li>• Staff and pupils enjoy positive relationships. Teachers welcome pupils into the class each morning with a smile and a personal greeting – This sets a happy, purposeful tone for the day.</li> <li>• Our curriculum reflects our commitment to the spiritual and personal development of our pupils, and of our community. SMSC and ‘British Values’ are interwoven throughout our ‘Tittensor Values’. Chn learn about Global Citizenship and British Values through Picture News, Worship and formal lessons so that they have a better understanding of the world around them. PSHE is closely mapped with On-line safety and RSE so that children have a holistic approach to staying safe and understanding</li> <li>• Our Wellbeing Team supports pupils and parents/carers in developing positive mental health.</li> <li>• Pupils have a positive attitude to learning and enjoy school. They know they are valued and that their achievements will be celebrated. During lesson observations, pupils consistently display good positive attitudes. There is an increasingly strong SMSC focus across the curriculum and in all worships and celebrations. Our school recognises it has a low number of pupils from an ethnic minority background and provides pupils with opportunities to learn about other cultures both in the local area and further afield. We are keen to collaborate with a variety of different schools and academies. We play an active role in the Stone Cluster of schools</li> <li>• The learning environment is stimulating, purposeful and supports learning. Pupils have the opportunity to interact with children from different backgrounds and cultures through the Stone Cluster.</li> <li>• Tittensor curriculum extends beyond the classroom and supports the education of the whole child, placing an emphasis on wellbeing and mental health.</li> </ul>

- Chn are taught about mental health and wellbeing, how to keep healthy, building up resilience, how to be independent through the PSHE/RSE curriculum. They are taught mindfulness strategies to support their own mental health.
- Transition is effective from each year group to ensure that there is no lost learning opportunities and staff understand the needs of the child. Success is planned for and celebrated at every stage. Lessons on careers and vocations give chn the opportunity to have aspirations and goals from an early age.
- Pupil voice is important to the school. School council work closely with the Headteacher and children to ensure pupils are being heard.
- Educational visits and visitors play an important role in educating the whole child.

#### Actions from previous year:

- Chn leaders are all levels: Kindness Ambassadors, School Council, Reading Ambassadors, Prayer Ambassadors, Eco Warriors.
- Bee Active offered enrichment activities: Circus Skills, Glow Sports.
- Bee Active offering a range of after school sports.
- Bee Active deliver a PP session on healthy lifestyle and fitness
- Enrichment days (Number Day, World Book Day, Black History Month) have reinforced other areas of learning.
- Outside gym to promote healthy lifestyles.
- Outdoor tables and benches, as well as an outside classroom, for outdoor learning and are being used by classes.
- Wellbeing Lead worked with a focused group of chn around anxiety and emotional issues.
- Mindfulness taught to all chn.
- Virtual wellbeing library on website for parents to access with their chn
- School wellbeing library in entrance hall 'Calm Zone'
- Visit from Severn Trent Water, Chinese New Year Workshop, Dog's Trust, Staffordshire Road Safety, a local vet, Paralympian, illustrator, reptile handler, local Reverend, parents and family members as mystery readers, Stone Rotary Club, visits to Lichfield Cathedral, St. Luke's Church, New Brighton, Amerton Farm, Chester, Potteries Museum, residential at Stanley Head, local schools for sports events.
- Parent workshops, Parent making Mornings, Family Reading Breakfasts and Mystery Readers all took place.
- We have successfully ensured that there is a highly effective culture of safeguarding. From the moment visitors arrive at school, our high expectations for the safeguarding of pupils are made very clear to them.
- CPD is a priority. Leaders audit the skills and knowledge of all staff so that they can tailor ongoing training to meet needs.
- Teaching consistently captures pupils' interest – Pupils have a good attitude to learning. They enjoy coming to school, work hard and join in enthusiastically.
- Pupils appreciate how teachers check that everyone understands what is

#### Impact of actions:

- Chn are empowered and take responsibility for each other.
- Chn gain an insight to activities they do not normal access so they are confident to try new things.
- Chn understand how to stay healthy and take ownership of this as much as they can.
- Families and chn access the outside gym and exercise regularly.
- Chn enjoy learning outside – pupil voice.
- Website supporting and signposting families. No unmet needs.
- Staff knowledge improved around delicate subjects through use of Calm Zone texts to support chn.
- Chn enriched through visits, visitors, parent interaction- Pupil Voice.
- Pupils speak clearly, oracy / opportunities for quality talk and debate
- Pupils are explicitly taught vocabulary for all areas of the curriculum, making them eloquent and proficient learners
- Pupils feel safe and happy at school
- Forest schools/Outdoor learning has a positive impact on staff and pupils' wellbeing
- Staff early identify the wellbeing and mental health needs of pupils. Profiling and interventions are put into place to ensure that all children's needs are met.
- Staff CPD provides staff with the knowledge about identifying those with poor mental health and where to signpost for support.
- Chn understand the beliefs and cultures of others and are tolerant.

#### Ofsted 2023:

- **Pupils are well cared for at Tittensor. They are met with smiles and warm greetings by staff and leaders every day.**
- **Pupils are happy and attend school regularly.**
- **Pupils' mental health and well-being are top priority. Pupils know who to speak to if they have worries or concerns. All pupils are taught different ways to manage their thoughts and emotions. Leaders know each pupil's strengths and what they may need further support with.**
- **Parents and carers are overwhelmingly positive about the education and care their children receive at this school.**

<p>being taught.</p> <ul style="list-style-type: none"> <li>• The ‘whole-child’ is educated and nurtured.</li> <li>• There is regular teaching and reinforcement of social behaviour and behaviour that maximises learning.</li> <li>• Resilience is promoted. Pupils are happy to share their ‘mistakes’ with others and to discuss what they have learned from their ‘mistake’.</li> <li>• Online safety – regular PD agenda item as well as for pupils.</li> <li>• Extra-curricular offer is strong with good links with external agencies to provide a wide range of expertise. Pupils’ participation is tracked and pupils who are less likely / willing to join in are encouraged to attend Bee Active Festivals and Sports4All meetings which are non –competitive/ non-threatening – opportunities to try different sports with other pupils from different backgrounds.</li> <li>• Staff wellbeing a high-priority so that all staff are able to support the SEMH of the learners.</li> <li>• Bi-annual wellbeing audits for both staff and chn.</li> <li>• Visit to Derby Open Centre to learn about multi-faiths</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Systems for identifying pupils with SEND are effective. Pupils with SEND work alongside their peers very well. They receive effective support to access the full curriculum. Pupils’ needs are regularly reviewed in partnership with parents and pupils.</b></li> <li>• <b>Pupils are given a wide range of opportunities beyond the curriculum. For example, pupils create an energetic rock band and perform in front of parents.</b></li> <li>• <b>Pupils with SEND and those who are disadvantaged attend a wide range of after school clubs regularly.</b></li> <li>• <b>A very active parent group regularly raise funds for pupils to access wider opportunities. All pupils have equal access to extra-curricular activities, such as residential visits as a result.</b></li> <li>• <b>Pupils are highly motivated and make a positive contribution to their local community. For example, they work alongside the local village gardener and take care of the village planters.</b></li> <li>• <b>The arrangements for safeguarding are effective.</b></li> <li>• <b>Leaders and staff take their safeguarding responsibilities seriously. They are aware of the risks associated with their local area. Leaders ensure that staff receive weekly updates on how to keep pupils safe. As a result, staff can quickly identify the signs for when pupils may be at risk of harm. Leaders seek advice regularly from external agencies. Governors thoroughly check the school’s safeguarding procedures, such as when recruiting new staff.</b></li> </ul>
<b>Areas for development</b>	Continue with the ethos of happy learners inspire great achievers and independent learning for life
<b>Next steps</b>	<ul style="list-style-type: none"> <li>• Further develop strategies, including ELSA interventions, to support both children and staff emotional and social wellbeing</li> <li>• To further develop pupils understanding of what it means to live in a diverse community</li> <li>• To prepare learners for future life: equipping them to be responsible, respectful, active citizens who contribute positively to society</li> </ul>
<b>Leadership and Management - Good</b>	
<b>Strengths</b>	<p>The effectiveness of leadership and management in embedding ambition and driving improvement is good because the relentless pursuit of school improvement is shared by all stakeholders. The Headteacher has high ambitions and a clear focus on pupils’ achievement and attainment.</p> <p>Strategic planning reflects and promotes ambitions and goals within all key areas. The Headteacher inspires, motivates and influences staff and pupils to work towards achieving the goals of the school. Leadership is increasingly devolved and draws on the strengths and expertise of staff at all levels in order to maximise pupils’ achievement. Staff opinions are regularly sought and used to inform and develop provision. Best practice is modelled and shared resulting in good opportunities for pupils to learn.</p> <p>Consistently high expectations and the positive learning culture of our school have enabled pupils to make good progress, have high expectations of their own and of others behaviour and have the confidence, skills and knowledge so that they are ready for Middle School when they leave us.</p> <p>CPD is linked to staff ‘performance development’ and to school improvement priorities. Leaders at all levels have a good understanding of their role and are empowered to continually search for ways to improve the outcomes for pupils. The curriculum is constantly evolving to ensure that it</p>

	<p>meets the specific needs of our pupils. There is a clear rationale for the curriculum and for each subject. Our curriculum is broad and balanced and is enriched through a full range of visits and visitors.</p> <p>Leaders and governors are committed to ensuring that pupils develop a strong code of Christian values.</p> <p>Workload and wellbeing of staff is high on the Headteacher’s agenda and a number of initiatives have been introduced to support staff, including training a staff mental health first aider and significant changes to marking and feedback expectations.</p> <p>Pupils and staff feel safe at Tittensor. Safeguarding is paramount and is constantly reviewed.</p> <p>Governors are highly effective in their role, asking challenging questions and effectively analysing information. They are knowledgeable about the school’s strengths and areas for development. Finances are monitored carefully and the impact of spending is carefully evaluated. The school has strong links with parents and the local community, including the ministry team at St. Luke’s Church Tittensor.</p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Health and safety, including premises</li> <li>• Governance</li> <li>• Policies</li> <li>• School improvement plan</li> <li>• Continuous professional development</li> <li>• Staff mental health and wellbeing</li> <li>• Parents and local community</li> </ul>
<p><b>Actions from previous year:</b></p> <ul style="list-style-type: none"> <li>• Quality programme of CPD aligned to performance development, school improvement priorities and curriculum needs/subject knowledge</li> <li>• Subject leaders ensure a logical progression of knowledge and content are taught over time</li> <li>• Effective links established with our colleagues from the Stone Cluster have enhanced our CPD provision, provided additional support in some curriculum areas and facilitated ‘wow’ events linked to our curriculum</li> <li>• Workload and wellbeing initiatives have been received positively by all staff.</li> <li>• Headteacher completed NPQH.</li> <li>• Staff and governors collaborate on school improvement; they evaluate performance regularly, agree priorities and performance indicators and monitor these robustly</li> <li>• Self-evaluation is seen as the responsibility of all stakeholders</li> <li>• Staff take full accountability for children’ standards and progress within a subject and hold others to account</li> <li>• Ensure consistent focus on high pupil achievement</li> <li>• Ensure high quality of teaching and learning within the subject</li> <li>• Use a wide range of monitoring strategies to monitor progress</li> <li>• Ensure actions on subject plan are completed and impact evaluated</li> </ul>	<p><b>Impact of actions:</b></p> <p><b>Ofsted 2023:</b></p> <ul style="list-style-type: none"> <li>• <b>Governors place high importance on their statutory duties.</b></li> <li>• <b>They provide support and also appropriate challenge to school leaders. They ensure that provision for pupils’ education is continuously improving.</b></li> <li>• <b>Since the appointment of the headteacher there have been many positive changes. Leaders and governors have focused on improving the curriculum. They have created a broad and balanced curriculum. It is ambitious for all learners, including pupils with special educational needs and/or disabilities (SEND).</b></li> <li>• <b>Leaders work closely with local schools to ensure pupils’ learning continues smoothly as they move to the next stage of their education.</b></li> <li>• <b>Leaders have a sharp focus on creating high quality writing opportunities in English and across all subject areas.</b></li> </ul> <ul style="list-style-type: none"> <li>▪ Leadership is consistently good on all levels</li> <li>▪ Staff workload is conducive to support a work-life balance and promote positive mental health</li> <li>▪ Pupils have a relevant curriculum through excellent subject leadership</li> <li>▪ Visits and visitors enrich the learning opportunities of the pupils</li> </ul>

<ul style="list-style-type: none"> <li>• Are collaborative, proactive in advising and supporting colleagues in curriculum planning and delivery</li> <li>• HM to complete NPQSL</li> </ul>	<ul style="list-style-type: none"> <li>▪ The school is led strategically and purposefully to maximise the learning opportunities for all pupils</li> <li>▪ Leadership opportunities have been put in place for leaders at all levels : NPQH, NPQSL, strengthening leadership styles and confidence.</li> <li>▪ Headteacher awarded NPQH and had embedded this knowledge into the strategic leadership role</li> <li>▪ Termly governor meetings have taken place to support school improvement and strategically move the school forward</li> <li>▪ Termly Headteacher's reports show school improvement and excellent pupil outcomes</li> <li>▪ Monitoring shows teaching is always good or outstanding</li> <li>▪ Monitoring timetable ensures that monitoring by all leaders takes place and is robust</li> <li>▪ Termly pupil progress meetings show that progress across the school is good</li> <li>▪ Interventions have shown positive progress for chn in focused areas</li> <li>▪ Staff understanding around assessment and moderation is excellent</li> <li>▪ Moderation with EYFS and Barlaston taken place to ensure pupil outcomes are reported accurately</li> <li>▪ Whole school moderation with All Saints and Oulton taken place to ensure pupil outcomes are reported accurately</li> </ul>
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<b>Areas for development</b>	<b>Ensure that leadership shapes the culture of excellence at Tittensor</b>
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<b>Next steps</b>	<ul style="list-style-type: none"> <li>• Maintain effective monitoring of subjects across school to ensure high quality of education is provided for all pupils, including SEND/ disadvantaged</li> <li>• Quality CPD to ensure knowledge of staff is always current and dynamic</li> <li>• Teacher's professional development is at the forefront of improvement</li> </ul>
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**Quality of Education in the Early Years - Good**

<b>Strengths</b>	<p>Leadership and management in EYFS is good. The Key Stage Leader, provides a model of high-quality teaching and learning. There is a clear vision for how children will succeed and a practical understanding of what children need to experience. The Leader of the early years and staff have worked together to transform the indoor classrooms.</p> <p>The Early Years' curriculum is based on the new EYFS framework and enhanced to meet the needs of pupils from the school community. As such, there is a focus on developing relationships, targeting communication and language skills and understanding the world. Curriculum planning for each area includes planning for Reception so that the significant gaps identified on entry are addressed and pupils are ready for transition into Year 1.</p> <p>The learning environment, including continuous outdoor provision, is organised to allow children to explore and learn securely and safely in a variety of different ways. Learning opportunities are designed to encourage pupils to develop the use of their imagination and creativity, and develop curiosity in all aspects of their learning. We nurture the skills of resilience and resourcefulness aiming to empower / support children in overcoming barriers to learning.</p>
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Our EYFS children are highly motivated and keen to learn. They are inquisitive and keen to join in new activities. They develop a good understanding of how to keep themselves safe and manage risks and challenges.

Learning through play is combined with systematic and effective 'next step' teaching of basic skills. Staff plan provision to build on pupils' interests and meet their needs. Assessment arrangements are thorough and accurate and feed into planning including interventions.

Children in the early years, including boys, are encouraged to learn in the exciting and inviting indoor and outdoor classrooms. Muddy activity and construction areas are used well to encourage early writing skills. Secret words and sounds are used to fascinate and engage boys effectively.

Vocabulary development and the steps to ensuring personal and emotionally secure learners is at the core of our Early Years curriculum. Books and stories are carefully chosen to help pupils identify themselves in the story setting and we place a greater emphasis on mark making and formation of letters and numbers in our EYFS curriculum.

Adult interactions with pupils are effective at enabling learning and consequently pupils are eager to join in and demonstrate curiosity and the ability to sustain concentration in play. Adults explain clearly, set learning in context, model language and ask questions. Adults in the setting know that they are crucial to the learning and interact in a meaningful way. Staff develop children's ability to regulate, to talk and to reason with their peers.

Parents are regularly updated with progress via home-school communication books/letters, informal communication at the start and end of each day and via more formal parents' evenings and numerous updates on Classroom Dojo.

	GLD Communication & Language	GLD Personal, Social, Emotional Development	GLD Physical Development	GLD Literacy	GLD Maths	GLD Achieved Early Years Foundation Stage	National	Expected in all 17 ELGs Early Years Foundation Stage	National
2022	100%	100%	100%	76%	100%	76%	65%	76%	65%
2023	93%	100%	100%	86%	93%	79%	67.2%	79%	67.2%
2024	85%	92%	92%	77%	77%	62%		62%	

**Actions from previous year:**

- The Headteacher monitors EYFS provision in a variety of ways including: lesson visits, work scrutiny, planning scrutiny, data analysis, discussions with pupils, discussion with the EYFS staff and drop in visits.
- A comprehensive transition programme is in place to support
- children's social and academic transfer into school. This enables us to encourage independence from the start.

**Impact of actions:**

- The number of children reaching a good level of development at the end of Reception is above the national average.
- Children have a good level of communication skills upon transition to KS1.
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- Informative baseline in EYFS ensures rapid and sustained progress for all groups to attain National levels at end of Reception year, particularly for SEND starters.

<ul style="list-style-type: none"> <li>• Staff consistently follow behaviour and safety policies to ensure the children’s health, safety and well-being. Safeguarding and pastoral systems ensure that children are well supported and concerns are acted upon immediately.</li> <li>• New equipment has been purchased to enhance outdoor provision: EYFS furniture to enhance motor skills, outside furniture for chn to work on, new playground equipment.</li> <li>• School has effective arrangements for children starting at the school; EYFS Lead links with local nurseries for a smooth transition. Teachers ensure that both indoor and outdoor areas are enticing and are very well planned.</li> <li>• The quality of teaching is good; all staff share a strong knowledge of the ‘early years’ curriculum.</li> <li>• A long-Term Plan has been produced, identifying subject specific areas so that subject leads can track progression of their subject.</li> <li>• Records of children’s learning demonstrate the good progress they make from their individual starting points</li> <li>• Staff establish effective routines so that children behave well and move safely in both indoor and outdoor areas</li> <li>• All chn have a S&amp;L screening on entry to EYFS</li> <li>• Appropriate interventions in place for identified chn</li> <li>• Regular monitoring and review of chn’s S&amp;L targets</li> <li>• September Reception Baseline for all Reception aged chn</li> <li>• Interventions identified for chn with any unmet needs</li> <li>• Teaching is ambitious for all groups of learners</li> <li>• There is an assumption that all children can succeed and staff lead children to believe they can reach the highest of standards</li> <li>• Staff accept responsibility for pupil outcomes</li> <li>• Staff reflect on their own practice and work collaboratively with others to build their capacity to meet the needs of all children</li> <li>• SEND targets are broken down into smaller steps of learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quality outdoor provision results in excellent development of the whole child.</li> <li>▪ Transition is effective, chn settle well and quickly.</li> <li>▪ Teaching is good or better so outcomes for children are excellent.</li> <li>▪ The curriculum is progressive so that learning builds on previous knowledge.</li> <li>▪ Chn behave well due to clear routines.</li> <li>▪ There are no unmet needs.</li> <li>▪ Speech and language skills are excellent.</li> <li>▪ EYFS standards are good in all areas.</li> </ul>
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<b>Areas for development</b>	<b>All chn to make excellent progress towards a good level of development by the end of Reception</b>
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<b>Next steps</b>	<ul style="list-style-type: none"> <li>• To continue to ensure communication and language is screened on entry so that any needs can be identified early.</li> <li>• Early intervention is at the forefront of development so that chn have all needs met from the start of EYFS.</li> <li>• To ensure more pupils enter Year 1 with GLD.</li> </ul>
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<b>Christian Distinctiveness - Good</b>	
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<b>Strengths</b>	Pupils achieve high standards of teaching and learning in a positive, Christian environment encouraging high levels of confidence, self-esteem and independence. Our Christian ethos ensures children are educated for the ever-changing world and are future well-rounded citizens.
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Pupils receive an enriched curriculum, welcoming everyone from all walks of life. We embrace differences and love each other using God's teachings to guide us. We have strong links to St Luke's Church, Tittensor, where Reverend John leads family worship and also leads a fortnightly worship at our school.

We care for health, safety and the environment, respecting the community locally, nationally and globally. We reach out to the local community by sending cards, letters, supporting the local food banks and inviting the community to our events.

Pupils put our shared motto into practice: Learning and growing together as we follow Christ. Our children are kind and kindness is promoted throughout the curriculum.

All stakeholders share the vision biblically rooted in the parables of the Good Samaritan and the Prodigal Son

• **Actions from the previous year:**

- Ensured succession planning enabled staff to have a deeper understanding of Church school education
- Christian Distinctiveness Governor meetings supported succession planning and all stakeholders contributed to a deeper understanding of Church School education.
- Support meetings with Diocese to ensure that the school's Christian Distinctiveness is good.
- More focused worship opportunities in place for staff to follow across
  - the whole school.
- More focus on other faith festivals: Chinese New Year workshop, purchase of One Day Creative interactive workshops to promote other cultures.
- Celebration worship taking place fortnightly with parents and End of term church services have taken place.
- School prayer introduced
- Spiritual garden made with the children
- The school's motto permeates the school ethos and children flourish
- Good Samaritans identified to promote kindness and compassion; weekly certificates
- A weekly worship dedicated to the school's values takes place
- Vision and values are embedded
- Prayer Ambassadors support worship
- Christian Lunch Club to promote Christianity
- Christian Distinctiveness meetings to brainstorm ideas to offer chn a better understanding of the world
- Involve chn in planning own charity causes
- Picture News used weekly to educate chn in global issues
- Chn visit other faith centres
- Staff plan in a calendar of festivals to promote other cultures and beliefs
- RE curriculum monitored to ensure chn are immersed in a range of religions
- Differences are acknowledged and celebrated

• **Impact of actions:**

- Ofsted 2023: Pupils talk about the bible story of the 'good Samaritan'. They are eager to receive the weekly good Samaritan certificate for showing are and love to one another.
- Improved staff knowledge and planning, this improved the outcomes for the chn
- Governors have a clearer understanding of a Christian School education
- CD Advisor found that the school's Christian distinctiveness was good and highly praised the school
- Worship provision was much improved and reflects our Christian vision.
- RE books shown a clear progression in knowledge
- Chn's retrieval of knowledge is improved
- Chn have a better understanding of other faiths and festivals
- The families of Tittensor have supported worship and understand the Christian ethos of the school
- Chn know the school prayer and collectively use this prayer
- Chn have an outdoor prayer area and have used this to reflect
- Christian vision and values are embedded into all aspects of our children's actions
- Chn show kindness to each other and behaviour is outstanding
- The school's CD Advisor has provided training around spirituality. Spirituality areas in all classrooms.
- Picture News supported chn's knowledge around Global Citizenship Global citizenship
- Prayer Ambassadors received training and have planned ideas for good causes
- Visit from St Anne's Prayer Ambassadors to lead worship
- Open Faith Centre at Derby allowed the chn to visit a Gurdwara, a mosque and a Sikh Temple giving them a better understanding into other faiths and cultures
- Ramadan and countdown to Eid calendars in every class to promote an understanding of other cultures
- Calendar planned alongside the wider curriculum promoted diversity and gave chn an understanding of other faiths and cultures

	<ul style="list-style-type: none"> <li>• Visit from a Christian Indian Missionary to share what Christianity looked like in other countries gave children an understanding about  Christians around the world.</li> </ul>
<b>Areas for development</b>	<b>Chn to be aware of the cultures and beliefs of other people in the world.</b>
<b>Next steps</b>	<b>Next steps:</b> <ul style="list-style-type: none"> <li>• Embed strategic planning through Christian Distinctiveness Governor meetings so that chn have a better understanding of the World</li> <li>More Faith visits and visitors to be introduced to enhance the RE curriculum</li> <li>Ensure that the school meets the required standards for the SIAMS Framework</li> </ul>