

Introduction

Feniton Church of England School currently has 8 classes which includes an FSU with preschool and two Year 3 classes. There are 228 pupils on roll: 49% boys and 51% girls. The school has a rural catchment area and the vast majority of pupils are white British. FSM is low, but incomes are very varied.

The current Executive Headteacher, took on the role in January 2023 after being promoted from Head of School. The school has been in a management partnership with a local VA Church School, Tipton St John Primary since March 2013. Following the success of this partnership, a formal federation was established in September 2013, The Otter Valley Federation; with both schools being run by one governing board and led by Executive Head, Amanda Fulford. In 2021 a SENDCo was supported to work 3 days a week across the federation to support increasing workload in this important area and this time has now been increased to 4 days a week due to the increase in workload.

The school runs a Foundation Stage Unit with approx. thirty 3-4 yr olds on roll. This opened in 2013, to replace pre-school provision for the village which had closed. It is now a highly respected setting, providing quality opportunities. Attainment on entry in Reception for all cohorts is broadly average.

Attainment Outcomes in 2022 were above national at the end of KS2 and above national in all areas at KS1 except in Maths, which will be a focus in 2022/23.

12% are eligible for Pupil Premium Grant. Disadvantaged pupils' progress and attainment has been in line or better than the progress of non-disadvantaged pupils in the school.

17.5% of pupils are on the SEND register (School Support and EHCP). This breaks down in the following categories:

- Communication and Interaction 30% including ADHD/ASC
- Cognition and Learning (SPLD) 37.5% (including dyslexia and speech and language delay)
- Physical and Sensory (HI/VI) 10%
- Social, Emotional and Mental Health 17.5%

In recent years we have seen a significant increase in the number of children starting school with delayed speech and an increase in the number of children with a diagnosis of ASC or ADHD. To address these needs, we are investing in CPD for all staff to raise awareness and understanding of these needs. We are also participating in a research study with Exeter University: Tools for Schools: Development and early testing of a school-based toolkit for children with traits of ADHD. We aim to be able to evaluate behavioural strategies and adjustments that will improve the school experience for pupils. Additionally, a member of staff is completing training on dyslexia assessments

In response to a high level of need in early years speech and language in 2018/19 we were accredited as an Elklan Communications Friendly Setting. We have built on this success to improve vocabulary development across the whole school and supporting pupils with specific language difficulties such as dyslexia and we have invested in weekly speech and language support and devised a clear pathway of assessment and support through the school.

In September 22 all teaching staff received PIPS training to support staff in positive management of challenging behaviours. This was in response to a rising number of children joining the school with challenging behaviours.

We work collaboratively within our federation to provide high quality leadership across both schools and a comprehensive programme of CPD for all staff. We work closely with local schools within the Local Learning Community, which has enabled subject leaders and teachers to collaborate. We are also outward looking in our approach to fostering links with schools wider afield and in recent years have formed The East Devon Church Schools Group with the aims of working collaboratively to further improve pupil outcomes. In 2022/23 we are bringing together a group of able pupils in Science to work together; completing a SEND Peer Review for each school and developing Coaching for Performance Management.

The school also has well-established links with teacher training provider SCITT.

In 2022/23 we are participating in Thinking, Doing, Talking Science a project being run by the EEF and Wellcome Trust. As part of the intervention group, two members of staff are receiving training and are implementing strategies to improve Science teaching which will be disseminated across the federation in 2023/24

The school was graded as 'Outstanding' in its last Ofsted (October 2008) and in January 2014 we received an Outstanding grading in SIAMs inspection, followed by an 'Excellent' SIAMs grading in 2019. We have also maintained the Basic Skills Quality Mark for 13 years and this was last reviewed in January 2021. Our commitment to high standards across the curriculum is demonstrated in our

Silver PE Mark and Silver Quality Mark in Science and we are currently working towards becoming a centre of Excellence for Financial Education.

Attendance is consistently above national and Devon figures for all groups of pupils ranging from 2nd - 12th national percentile in last 3 years and has maintained above average during the Covid pandemic.

In response to Covid19 we have been able to provide a comprehensive package of home learning. Teachers led online lesson reviews three times a day and we continue to be prepared to support children in the coming year.

As a result of the pandemic, we have seen an increase in the number of children requiring support with raised levels of anxiety and low self-esteem and in learning. To address this, we have recruited a play therapist and have introduced Boxall profiling.

We have seen a dip in attainment in literacy skills, particularly in upper KS1 and lower KS2 and this year we are focused on building on previous vocabulary enrichment to now further raise attainment in spellings and then moving on to look at sentence construction in 2023/24. This year we are also trialling Twinkl Phonics and evaluating how well it aligns with our Feniton Reading Scheme.

Progress in previous inspection key issues

Extent to which areas for development at previous inspection have been addressed.

Ensure that the curriculum is better balanced so that pupils have the opportunity to develop their skills really well in all subjects, and not just in English, Mathematics and Science. The school now ensures an even greater breadth of opportunity for the pupils: incorporating a programme of outdoor residentials in KS2; Forest School; strong links with the Solomon Islands; improved food technology; financial education; participation in a programme of competitive sports organised by our local secondary school. Since 2019 our Year 6 pupils have successfully completed their Torbay and Devon Civic Award. One of the first schools in East Devon to participate.

We take a conscious and deliberate approach to planning to help pupils make meaningful horizontal, vertical and diagonal links between their learning in all subjects. The school has also established governor-run wrap-around care to support families, and we aim to provide further enrichment through this high quality provision: e.g a homework, first aid, gardening and cookery.

Pupil's PSHRE education is an important part of our curriculum and has always had a high status. In 2018 our SENDCo at the time, now PSHRE lead completed a Masters dissertation on Autism and has developed a series of lessons to help all pupils understand autism and have a greater awareness and opportunity to celebrate and understand differences between people.

Make better use of the outdoor facilities in the EYFS to encourage children's independence and to help them make the best possible progress across all the areas of learning. The school installed an outdoor canopy to enable the pupils to be outdoors in all weather and to enable resources for all areas of learning to be accessible to the pupils. The school has bought in the expertise of Early Years Consultants to advise on the quality of continuous provision and staff from the FSU have visited other settings. Our FSU has also opened its doors to many other settings who have visited to share our good practice. This has had a noticeable impact on the overall quality of provision, which is often outstanding, and this results in EYFS results which are above Devon and National figures. During the spring term, in order to continue to develop expertise in the utilizing the outdoor area the EYFS are participating in "Let's Step Outside" run by Early Excellence. Alongside this they are developing a physical development progression document with key milestone objectives including school readiness and KS1 readiness endpoints.

In 2020/21 we developed a small forest area and invested in staff training to ensure outdoor learning plays a significant role in supporting our children's social and emotional health as well as providing opportunities to develop core skills in real contexts. All children now benefit from half a terms worth of Forest School during their PE curriculum time.

**Quality of Education
Good**

Strengths

Areas for Focus

Learning builds well on what children already know and teachers routinely use methods to help children remember more and use their assessment to adapt their teaching to targeting any gaps.

To ensure all pupils receive a broad and balanced curriculum, with a small steps knowledge progression, with a particular focus on Spelling, History and PE in 2022/23.

The work given to all pupils, over time and across our school, consistently matches the aims of our curriculum. It's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.

To further ensure all SEND pupils are successful in their learning; making good progress from their individual starting points; ensuring learning and assessment is matched to their needs in all lessons.

Pupils, including disadvantaged pupils are well prepared for their stage in education and score well where appropriate in national assessments.

To continue to improve pupil progress in reading with a particular focus on improving teaching of early reading and phonics and supporting children who are achieving below expectations and who require catch up support.

Early identification of SEND needs and deploying staff and resources to best meet the needs of pupils.

To continue to identify and make provision for children's speech and language needs.

Effective targeted CPD for staff.

INTENT

Knowledge + Skill (capacity to perform) + Attitude = PROGRESS

We place a strong emphasis on challenging and supporting every pupil to aspire and achieve academic success and mastery of the curriculum. We intend to achieve this through a well-designed, progressive curriculum which enables all children to learn a high-quality curriculum: knowing more, remembering more and being able to do more of the curriculum.

We want children to understand that our curriculum comprises of declarative, procedural, conceptual and disciplinary knowledge which is hierarchical, enabling them to build a competent long-term memory and to tackle increasingly complex tasks as they move through the school.

We want children to develop flexible knowledge that is transferable to multiple contexts.

Learning must be durable (it should last) and flexible (it should be applicable in different contexts) ... if we accept these ideas then we should always accept that learning cannot be observed in the here and now. The only way to see if something has been retained over time and transferred to a new context is to look at what students can do later and elsewhere. (David Didau)

A Relevant Curriculum

Our curriculum is designed to meet the needs of the children in the context of our locality, for example:

- We make cross curricular links with aspects of learning about Melanesian and teach about the historic links and host regular visitors at the school.
- Living close to the coast and to local rivers we ensure all children can swim by the end of KS2 with top-up swimming sessions and additional water safety lessons.
- As a Christian School we root our learning in our Christian values and expect attitudes to learning and behaviour to reflect these at all times.
- Year 6 children participate in the Torbay and Devon Civic Award and Mini Police to raise their awareness of others and develop a sense of courageous advocacy.
- Financial Education objectives are being integrated into the curriculum to ensure the children are financially literate.
- We Eat Elephants has been adopted across the school to support children’s mental and emotional well-being and links with work continued in the secondary setting.
- Residential visits are an integrated part of the curriculum throughout KS2 and enable children to grow in self-confidence and independence, away from familiar surroundings.
- Aware that children experience less diversity in the community than in other parts of the UK, in RE lessons and across the curriculum we regularly plan to make specific links between the learning that is being explored and wider current affairs.
- We seek to promote peace and reconciliation through our curriculum. We are an International Cross of Nails School.
- Our PSHRE Curriculum is informed by Church of England documentation including Valuing All God’s Children and Mental Health and Wellbeing 2018.
- Aware again that our children can be less ‘streetwise’ than their peers than in other areas of Britain, we raise the profile of internet safety through PSHRE and Computing.

Reading is at the heart of our curriculum, and we aim to foster an enjoyment of reading from the earliest age. We have the highest expectations of children’s reading at home and school and regularly hold EYFS and KS1 phonics workshops to help parents understand the principles of synthetic phonics teaching. Our curriculum has quality texts woven through to engage the children and we encourage links with our local libraries and hold regular book fayres. We promote reading mentors across the school and we have a team of volunteers who read with children of all ages. SEND and disadvantaged children receive additional reading time to ensure they have the best opportunity of meeting age-related expectations. Class story time is a precious part of our day where we can model reading for enjoyment and develop language and a deeper comprehension of the text.

IMPLEMENTATION

Our curriculum drives our school. It is focused on subject disciplines with depth and breadth of discovery. It is a progressive model which demands a deeper understanding as a child moves through the school.

We have a clear focus on assessment for learning to elicit children’s prior knowledge, summarise the progress they have made and to pinpoint next steps in development.

Last year we restructured our subject leadership to form Curriculum Action Teams. These four domain teams have been formed to further strengthen the impact we have in curriculum design and improvement. Our intention is to:

- Improved standards of teaching and learning in very specific areas
- Maintain a manageable workload for staff

- Encourage further collaborative working to build on expertise and enable staff to do fewer things in greater depth.

Reading is prioritised. A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. This is reflected in our strong results by the end of KS2. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. We continue to invest in phonically decodable reading books to connect closely to the phonics knowledge pupils are taught when they are learning to read and write. This year we are trialling Twinkl Phonics and evaluating its effectiveness.

We have a sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate which will give them the foundations for future learning. This can be evidenced in our Elklan accreditation in EYFS as a Communication Friendly Setting. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. Over the last two years we have built on teachers' pedagogical knowledge with a whole school CPD programme to develop vocabulary teaching.

The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning. Teachers have worked collaboratively to devise subject progression documents which enable effective sequencing and a richness of opportunity for the pupils.

Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve well, especially in reading. This can be evidenced in our termly data summaries.

The curriculum is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. We ensure there is space in the curriculum for teachers to address the needs and motivate specific groups of children. For example, in PSHRE long term planning / Year 5 Jet cars and glider competitions / residential visits / Forest School.

Quality first teaching is our priority supported by early intervention to meet pupils' needs. To meet these aims we have reduced the number of individual and group interventions and invested in strategies for supporting metacognition and scaffolded learning through quality first teaching, putting into practise the recommendations of the EEF's SEND 5 a day.

Teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. This is particularly effective through pre-teaching and keep up sessions in maths. In 2018 – 20200 the school participated in an LA Research Project – Jurassic Maths Hub for Mastery. This projected focused on improving teacher's skills of planning for coherence and variation in Maths to meet the needs of all pupils and raise the confidence of girls.

We are committed to meeting the needs of ALL learners. Recruiting a SENDCo for the federation in 2021 has had a significant impact on provision and early identification of need and in 2022/23 we are utilising the time of our SENDCo to evaluate the effectiveness of interventions and to lead on ADHD CPD and Boxall Profiling to support emotional needs. Teachers are reflecting on the EEF SEND 5 a day in their classrooms and making useful adjustments. Completing CPD on Smart Targets has also aided staff in pinpointing the granular next steps progress for the pupils in their care.

Basic Skills Quality Mark April 2018: *“Feniton is assiduous in its drive to raise standards for more able pupils. Talks with more able pupils have revealed a positive view to learning because of the new curriculum and greater depth. They feel there is challenge in their learning and they have ownership of what they are doing. Supporting other pupils, for example able Year 6 pupils mentoring Year 2 pupils' reading and also able Year 6 pupils creating comprehension questions for able Year 4 pupils provide very enjoyable yet challenging opportunities for all involved.”*

Basic Skills Quality Mark February 2021: *“English and maths are strong in both schools and the federation arrangements are being fully exploited to develop innovative and effective practice. The two schools work collaboratively to benefit from their complementary strengths and make very good use of their wider local partnerships to provide CPD and development opportunities for teachers at all levels. The Otter Federation has a very clear and compelling vision for teaching and learning and there is a strong sense of optimism and energy in the school leadership team.”*

IMPACT

Pupils views:

“Our residential is the best bit. We learn to look after ourselves. We have to trust each other and rely on each other like a big family.”

Art: *“We can express ourselves through art... We can make our own choices... We can be ourselves... There is no right or wrong.”*

History: *“If we learn from what has happened in the past, we could change the world now for the better.”*

“I like how the teachers help us at our level and support us to challenge ourselves and not give up if we find something difficult.”

100% staff feel the school successfully meets the differing needs of individual children.

Our Pupil Premium Funding has had a positive impact on outcomes for our disadvantaged pupils and this has mainly been achieved through the effective targeting of social and emotional interventions with individual children to improve their attitudes to learning

and keep a high level of motivation. This year we are focused on the early identification of children’s speech and language skills and supporting our disadvantaged children’s reading and those who wish to learn a musical instrument.

Changes made to our curriculum design and organisation are based on sound research which we have undertaken both through reading and discussion (EEF effective use of Pupil Premium / Effective deployment of TAs) and through our own annual cycles of lesson study and participation in local hubs and research studies.

‘Excellent attitudes to learning are nurtured, raising self-belief and challenging pupils to aim high. This is reflected in attainment which is at least in-line with expectations and frequently above. The highly personalised provision for vulnerable pupils enables them to frequently make better progress than their peers.’ SIAMS 2019

We aim for every curriculum subject to achieve the standard that was recognised of our RE teaching in 2019 SIAMS: *‘Teaching and learning is at least good and there are a significant number of examples of excellent practice. Staff questioning is a distinct strength and facilitates pupils’ discussions. The subject leader has enhanced staff subject knowledge and confidence. Moderation of work has effectively refined the accuracy of judgements. Standards of attainment are at least good in comparison with local expectations and have risen in recent years. A significant number of pupils are now achieving the higher levels, whilst vulnerable pupils are well supported and frequently make similar progress to their peers.*

97% of children report that they learn a lot in lessons.

98% of children report that the school helps them to do as well as they can.

98% of parents believe their child is taught well at school.

98% of parents believe the school offers a good range of subjects and that they are made aware of what their child is learning.

95% of parents believe their child is doing well at the school.

“My child talks enthusiastically about subjects such as Science, DT, Art, Music and topics in Geography and History.”

“They have come on leaps and bounds being at this school.”

“The school inspires my daughter to be a better learner- she loves to learn and her class teacher is a great example of what anyone with a positive attitude towards learning should be.”

Basic Skills Quality Mark February 2021: *“Intervention: Both schools have moved beyond retrospective intervention to a more proactive approach involving tracking and pre-teaching to ensure that students likely to struggle are identified and learn key vocabulary and concepts in advance of the lesson. TAs are also trained to allow students to seek solutions to difficulties before intervening, in order to build confidence and persistence in students.*

This approach to interventions is proving to be highly effective in helping vulnerable students to make good progress and, post-lockdown, there are plans to ensure this practice gains consistency across all classes.”

Devon Advisor March 2022: *“There is clear curriculum intent within PSHE, Geography, History and Maths. Subject leaders are carrying out tasks to monitor the implementation and impact of this intent. Leaders are secure in their evaluation of the quality of the curriculum within each area and key actions have been identified.”*

Behaviour and Attitudes

Good

Strengths

Areas for Focus

The children’s behaviour and the level of parental support for our school vision are both excellent. The vast majority of parents are clear that the school is a safe, caring and supportive place for their children.

To further develop consistent delivery of strategies for children with ADHD/ASC.

Very effective support and a caring environment for all pupils with an inclusive approach that aims to support pupils and parents.

To support children socially and emotionally through play therapy, Lego therapy, Boxall profiling and high quality PSHE / RSE teaching.

Staff recognise the importance of building strong relationships which can enable children to foster positive attitudes to learning in a supportive and consistent environment.

To communicate high expectations with regards to attendance and continue to close the gap between attendance for disadvantaged pupils and non-disadvantaged pupils.

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. This was celebrated in our last SIAMS Inspection (January 2019). Our Christian HEART Values provides a foundation for us to promote love and respect and an enjoyment of learning.

Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. We

have Community Champion Projects which involve the children in local and global issues which have caught their interest. E.g Year 6 Civic Award.

Pupils actively support the wellbeing of other pupils through leadership roles in the Ethos Committee, Sports Council and Reading Mentors.

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. It is most important that the children are happy and ready to learn and we personalise our approach to meet individual's needs. For example, a HLTA supported a child with anxiety who was unable to get to school on time. Through 1:1 sessions in school to build confidence and strategies to help them manage their anxieties, as well going that 'extra mile' to pick the child up from home in the morning and walk them to school. This child was supported effectively and able to improve their punctuality.

Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so; are resilient to setbacks and take pride in their achievements. Every Friday afternoon we reinforce this sense of achievement and pride in our Friday Service in which we award certificates and celebrate out of school achievements. We look to be inspired by each other.

Staff undertake regular reading and training to ensure they continually review their practice in managing behaviour and maintaining positive attitudes. Shared discussion based on EEF's research: *Improving Behaviour in Schools* has had a positive impact on the children, with staff being acutely aware of the need to foster strong relationships, maintain a consistent approach across the school and focus on positive reinforcement.

The behaviour in lessons is excellent for the vast majority of the time, so that little or no learning time is lost.

94% of pupils report that behaviour in lessons is good.

97% of children report that they feel safe in school and that adults in the school care for them.

98% of parents report that their child feels safe at school.

Our relationship with parents is honest, open and very positive. We have a successful PTA that works hard to support all of the children and has helped to develop IT resources and most recently our forest school. The PTA also subsidise our road crossing patrol and library budget.

We have excellent links with the church community and our Wednesday Service is led each week by local clergy. The whole school also enjoy fortnightly Open the Book sessions.

We have an army of regular volunteers from our community who support with reading and crafts and lead extra-curricular activities.

Parental attendance at parent evenings is close to 100%. Those that don't attend are given a further opportunity by phone. We have good levels of communication via a weekly e-bulletin, email, letter, half termly newsletter, the village parish magazine, web site and text message.

School lunchtimes have improved further with the introduction of trained play leaders and equipment to promote active play. We use the Sports Premium to employ a lunch time Sports Coach who offers classes additional physical activity sessions during lunchtime and promotes participation in cross country and netball. The premium has also enabled us to provide water safety training to our KS2 pupils, in addition to the statutory swimming tuition provided. Being a school close to many rivers and the coast, teaching this essential life skill is important. The children understand the importance of keeping themselves active and healthy.

Where children have difficulties, we always aim to contact parents and carers early to discuss issues whether of poor behaviour or concerns relating to emotional issues. The school is quick to engage with Devon SEMH Team for guidance if the need arises.

Our staff are up to date on safeguarding training and are aware of the well-established process if any question of that nature arises. Regular CAP (Child Assault Prevention) workshops and talks led by the local police on E-safety ensure that the children are confident at keeping themselves safe from abuse and exploitation. Our Christian HEART values along with an Anti-Bullying Campaign, Be the Best You Can Be and a cohesive transition programme supports children to grow in confidence and be aspirational.

"X came home today after helping at the orienteering at Killerton, with the local primary schools. First thing she said was how well behaved and polite the pupils from Feniton were."

KS2 Pupils – “I went to two other schools before coming to Feniton. I think this school is better. It has a better way of communicating and sorting out problems. In my last schools, I felt like an outcast. It’s much easier to make friends here.”

“School has helped me to make friends. We learn what we’ve done right and wrong and how to sort it out. It isn’t always easy but we usually get there.”

Speaking to a new child about their experiences at Feniton. “It is stricter than my last school, but that’s okay. Adults pick up on things more quickly here.” (Oct 22)

During the Covid Pandemic staff worked tirelessly to keep in contact with parents and to support children who were self- isolating through the use of Google Classroom and Zoom meetings.

Advisory teacher for the Deaf: “Couldn’t help noticing the low levels of background noise last time I was in school, and the difference the quiet environment was making to learning. One of my outcomes this year is to look at reducing background noise and developing listening skills in schools and it would be great with your permission to cite Feniton as an example of how it works.” (Nov 22)

Personal Development

Good

Strengths

Areas for Focus

Our teaching of SMSC / PSHE/RSE and British Values.

To embed Forest School as part of the one of Physical Education’s key curriculum offers

Our pupils engage with views, beliefs and opinions that are different from their own in considered ways.

To review further opportunities to raise the profile of pupil voice across the school community.

They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

We provide high-quality pastoral support.

To increase take-up by pupils of the opportunities provided by our school, so that the most disadvantaged pupils consistently benefit from this excellent work.

Our pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences including theatre visits; an annual arts week and STEM week; visitors from the Solomon Islands sharing their stories and songs.

Opportunities for pupils to develop their talents and interests are of exceptional quality. We look for our school community to inspire each other, with frequent musical instrument performances; a summer music festival to showcase musical talent; gymnastic demonstrations; talks to raise awareness of the charities we support etc.

The most disadvantaged pupils consistently benefit from this excellent work. The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer. PPG pupils in Y6 have been targeted to ensure they achieve their Civic Award and in a Friday Service a child was recognised for their work as a young carer. Support has been offered on an individual basis to support families in need of respite to access after school / breakfast club. Able pupils are also funded to attend enrichment courses with the University of Exeter.

Pupil Premium grant has been targeted to support children with an interest in learning a musical instrument at KS2, with the hope that they will pursue this interest beyond their years at Feniton School.

The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Feniton School shows respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society.

'Innovative approaches to explore 'differences' have transformed pupils' attitudes to one another so they show a high degree of respect and understand that each person is special.' SIAMS 2019

Children engage with views, beliefs and opinions that are different from their own in considered ways.

Our school 'vision has inspired relationships with communities in Melanesia which have transformed pupils' understanding of different cultures and deprivation leading to pupils becoming outstanding advocates for change.' SIAMS 2019

'Opportunities for spiritual reflection are woven creatively into all aspects of learning. A range of progressive experiences deepen pupils' understanding of spirituality through reflection. Pupils respond in imaginative ways such as in the spirited arts and poetry works. An excellent example is older pupils posing their own questions for class discussions.' SIAMS 2019

We Eat Elephants is a resource which we have incorporated into our PSHRE curriculum to help children with critical thinking and problem solving of social situations.

Transition to Secondary Schools is smooth due to the strong relationship forged with the secondary school. A week long transition visit helps to acclimatise the children to their new environment and further opportunities throughout KS2 participating in competitive sports with other schools and a Church School Transition afternoon and an annual Federation Day helps to prepare the children for making new friends.

The school is actively promoting British values in conjunction with school values. Regular opportunities for debate are provided in all classes to discuss events that are extreme. All staff have received Prevent training. All staff are aware that our pupils need protecting from radicalisation and extremism. They are vigilant and ready to challenge pupils' views and encourage debate. Discriminatory and prejudiced behaviour is not tolerated, and opportunities are sought by teachers to incorporate these themes into their planning wherever relevant.

Sense of community is further developed through the army of volunteer helpers which we recruit from the community. In Reception Rangers their Community Champion Project invites in senior members of our community to work alongside the children reading and enjoying craft activities together. The volunteers remark that *"it is a joy to spend time with the children and have a reason to leave the house."*

100% of children report that Feniton School helps them to be healthy

100% staff are proud to work at Feniton School

Parent comments: What difference do you think our vision statement 'Believing and Achieving... and our HEART values make?

"it is thought about and is a strong message."

"it is a great boost for the children and lets them know that it's their personal best that's important and not being as good or better than anyone else."

"It is a friendly and inclusive school where my daughter comes out smiling on a daily basis."

Leadership and Management Good	
Strengths	Areas for Focus
Staff consistently report high levels of support for well-being issues.	To continue to establish the new SMT with clear roles and responsibilities
Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they're consistently dealt with appropriately and quickly.	To embed the newly introduced online system for recording and storing safeguarding chronologies and reports.
We have a culture of safeguarding that effectively identifies risk and supports the needs of children and families.	To continue to prioritise curriculum action teams as the driving force behind curriculum improvements, enabling teaching staff to work collaboratively and feel confident in communicating the intent and progression of learning in different subjects and be able to articulate clear impact on learning.
	To utilise and empower the CATs teams by giving them regular opportunity to quality assure their curriculum areas. This will then feed into the Federation Development Plan monitoring cycle.
<p>Basic Skills Quality Mark February 2021: <i>"The Otter Federation has a very clear and compelling vision for teaching and learning and there is a strong sense of optimism and energy in the school leadership team."</i></p> <p>The SMT are ambitious and have a clear vision for the future to further raise and sustain high levels of attainment and progress for ALL pupils in all subjects. This is further enhanced by the growing expertise that the CATs have in their areas of focus. The SMT encourages an outward looking approach to development, engaging strongly with our federation partner, the Local Learning Community, East Devon Church Schools Group (EDCSG), advisory teams and other bodies including SCITT. All staff members are expected to take responsibility for school improvement and in a collaborative learning culture, play an active role in leading an aspect of school life.</p> <p><i>'Leaders are passionate for all at the school to achieve their God given potential, whether this is academic or in any of the talents pupils have.'</i> SIAMS 2019 <i>'A systematic plan enables governors to evaluate the impact of the school's vision and leads directly to significant on-going improvements.'</i> SIAMS 2019 <i>'A strong cohesive staff team share this enthusiasm and are committed to the vision. They feel valued and inspired to be role models, with numerous examples of where they have been supported to flourish.'</i> SIAMS 2019</p> <p>100% staff feel their contributions are valued 100% staff feel their views are listened to. 100% staff feel the school is well led and managed.</p> <p><i>'Staff are ambitious for pupils to flourish. There is a rich tangible culture of achieving together inspired by the vision.'</i> SIAMS 2019 <i>"The strong collaboration across the Federation continues to foster the high quality of Continuing Professional Development and the synergy of development plans and action research."</i> Basic Skills Mark April 2018</p> <p>95% parents believe the school is led and managed well and that the school listens and responds well to concerns and suggestions.</p> <p>The school community is highly cohesive and dedicated in its pursuit of excellence. Morale is high and belief in the school's success runs through all levels of staff; parents and ex-pupils run school activities and teaching assistants lead collective worship (Remembrance Service, Disability awareness)</p> <p>There is a high level of expectation communicated through weekly staff meetings, twilight training, pupil progress meetings, learning walks, pupil conversations and book looks and moderation within the federation and more widely in the LLC.</p> <p>Within the federation we are researched engaged, in particular with EEF guidance, and carefully consider how the information gathered can be used to support our pupils achieve their full potential in our local context. In recent years teachers have been involved in Lesson Study projects to further develop their practice (March 2019 use of stem sentences to teach division in mathematics).</p>	

There is an expectation that all staff, when applicable, will share their skills and knowledge beyond the school. In 2020 our Early Years Teacher invited all local schools to send along their EY practitioner to a series of 6 after-school sessions to disseminate her Communications Friendly Setting Training.

“It is clear that the association with the Kingsbridge Research School has been a rich learning experience and resulted in the more effective deployment and empowerment of teaching assistants. Because teaching assistants are now more confident to advance learning, provide accurate feedback, pre-teach and take on responsibility for assessments, teachers can decide how best to accelerate learning within their class, depending on current priorities. The assessor observed this growing confidence and expertise and observed an example of a teaching assistant with very good subject knowledge teaching the majority of the class while the teacher was freed to focus on challenging aspects of diary writing with higher ability pupils. Teaching assistants are very aware of the positive impact they have on outcomes for pupils and this is a focus for their performance management. Senior Leaders agreed that more powerful teaching teams have resulted and that pupils are responding to teaching assistants as they would to their teachers.” Basic Skills Quality Mark.

‘Leaders are passionate and dedicated to raise the impact of the school’s vision inspiring pupils, particularly vulnerable pupils, to be the best they can be so they exceed their own expectations.’ SIAMS, 2019

A priority for the SMT and Governors is to safeguard the mental health and wellbeing of all staff. Staff are regularly reminded about the NHS 10 a day guide to a healthy mind. Flexible working and phased returns have been negotiated to support individuals. There is an ‘open door’ culture where staff feel able to confide in others and seek help. Staff are also aware that the SMT have high expectations and will work to maximise attendance from all employees. All staff are encouraged to engage with the Employee Assistance Programme.

“The Governing Body and Staff involved in the financial management of the Federation are knowledgeable and clear about their roles and responsibilities. This was demonstrated through review of key documentation and discussions in relation to people Management.” Devon Internal Audit, October 2019

Devon Advisor May 2022 ‘All leaders throughout the morning were very knowledgeable about the curriculum areas they lead. They had good knowledge of strengths and areas for development. Where some areas of the curriculum had been limited by COVID-19 they were clear of how these had been/were being reintroduced. As a result of meetings today, subject leaders should feel confident in their roles and the impact of their leadership.

Planning and curriculum documentation is clear and shows clear intent, implementation and impact expectations. There is clarity seen in the journey children will make throughout the subjects looked at today from EYFS to Y6. There are clear systems for assessment which feeds into next steps for pupils.

Leaders are carrying out monitoring and are clear of the strengths and areas for development across the subject they lead. They have ensured that staff have had the necessary CPD to support them in effectively delivering the curriculum and ensuring that children make progress.

Subject leaders are well supported by the Head of School.’

Early Years Good	
Strengths	Areas for Development
	To maintain good progress for all pupils in the 2022/23 cohort based on their starting points with a particular focus on reading, speech and language and fine motor skills.
Improved moderation of assessment in pre-school has secured a reliable baseline for Reception progress tracking and smooth transition between the pre school and Reception.	To further embed the new curriculum and the transition from EYFS into KS1, by developing progression documentation; identifying small step mile stones from the start of preschool onwards
Communication Friendly Setting Accreditation: A centre of excellence for speech and language.	To ensure early identification of SEND needs and effective deployment of staff and resources to meet the pupils’ needs.
The children are highly motivated and eager to join in. They share and co-operate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties. This is evidenced through regular lesson drop-ins and talking to the children.	
The impact of the curriculum on what children know, can remember and do is strong, this is because wherever possible it is based on the children’s interests. They demonstrate this through being deeply engaged and sustaining high levels of concentration. The children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes and a readiness for Year 1.	

There's a sharp focus on ensuring that our children acquire a wide vocabulary, communicate effectively and, in reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.

Our 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, paving the way for a successful reading experience through KS1 and 2. Early identification of difficulties with reading are picked up and managed effectively with daily reading and phonics and comprehension interventions.

Our staff are knowledgeable about the teaching of early mathematics and have recently benefited from Karen Wilding Number Senses training. We ensure that children are introduced to the "big ideas" of maths (cardinality, comparing, composition, part/whole, counting, subitising) and secure firm foundational knowledge to support our ambitious curriculum moving forwards. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders and is currently being developed and evaluated in line with the Early Years Reforms 2021

Our staff provide information for parents about their child's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read, for example a parent workshop is held in the first couple of weeks of term to teach all parents about synthetic phonics.

Our children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it's time to move on. By the end of reception our children achieve well, particularly those children with lower starting points. Transition begins at the start of the summer term with supervised playtimes with the rest of the school and reading time with their Year 1 teacher.

"My child loves coming to school - she does a mixture of short and long days and particularly looks forward to staying the whole day. We have seen her develop socially and academically while she has been at the school and we have been consistently impressed with the level of care and kindness shown by staff and other children."

"Updates are given over tapestry and in parents evening conversations. We always know what our child has been doing each week and feel comfortable discussing her progress with her teachers (who have been very helpful)."

In March 2022, a Devon Education Advisor visited the setting and met with our EYFS Lead. She reported on the following strengths:

- all EYFS staff have received training linked to the new EY framework and there have been regular meetings to implement changes
- planning has been revised to reflect changes
- the EYFS leader has mapped out individual subject areas with the EY areas for learning and there is clear progression identified from YR to Y6 in all areas of the curriculum
- children's learning in EY is broad and balanced and links are made through a creative curriculum approach linked to texts
- Phonics and early Maths are taught daily and continuous provision enables children to apply this learning
- there are clear approaches to assessment and the tracking of 'notice and focus' pupils; there are a number of pupils in the YR cohort who have speech and language needs and these children are being closely monitored and intervention provided; this will impact on the number of pupils likely to attain a good level of development at the end of the year in comparison with previous years
- the school has invested in an expert class teacher in speech and language to be released for a half day a week to support speech and language needs and mentor staff across the school.
- the school is a recognised Elklan Communications Friendly EY Setting.
- the school has a range of opportunities for parents to be informed and involved in the learning of pupils.

In October 2022 and January 2023 these strengths continued to be reflected in advisor reports:

- All children were engaged in learning
- The interactions between staff and children were strong
- The children were secure with routines within the setting and the atmosphere was very calm and settled

There were a range of learning opportunities inside and outside linked to the 7 areas of learning. Children were seen to be making links to prior learning, e.g., a pupil in YR involved in the 'theatre' was retelling the story of the Little Red Hen and using the story map to support this; 3 children outside walking with dolls, explained how the dolls weren't babies but were toddlers, they could explain the difference between a baby and a toddler Children could explain the purpose of what they were doing. There was evidence of positive relationships being developed, both adult and child and child to child.

Overall Effectiveness

Feniton Church of England Primary School is a happy, busy and caring environment in which to learn and play. As a result of our self-evaluation we judge the school to be at least good in all aspects.

Safeguarding is highly effective, and pupils thrive. The support we provide our SEND and disadvantaged pupils is demonstrated in their good progress and positive attitudes. The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development continues to be as strong, in-line with the outstanding judgement awarded by SIAMS in 2019. Children leave Feniton confident and prepared for their next stage of education.

Feniton School is always striving to be the best it can be. We are uncompromising in our drive to maintain high standards and improve learning, building well on what children already know. Teachers routinely use methods to help children remember more and use their assessment to adapt their teaching to target any gaps.

We recognise that there are areas to develop further in 2022/2023 and these will include reviewing our teaching of spelling and creating a seamless link between this and our phonics approach, independent recording of learning in Maths and developing staff expertise in developing pupils factual fluency of core number facts. We will also build on our strengths in supporting SEND pupils with a detailed review of assessment and quality of SEND provision, including a focus on the use of Smart Targets. We will continue our Covid recovery by providing high quality staff CPD and regular monitoring of teaching and learning in the classroom, with a particular focus on pupil talk.

After the retirement of Mr Butler in December 2022 we are now developing a new SMT which will continue to build on the highlighted successes and provide the best education and experiences that we can for all the children.