

St Nicholas CE VA Primary School

Information Sheet for Inspection

| Context | |
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| Local Authority: | Dorset |
| Type of school: | Primary |
| School category: | GOOD |
| Date of conversion to academy status: | |
| Name of academy trust: | |
| Age range: | 4-11 |
| Gender: | Male and Female |
| Number on roll: | 150 |
| Appropriate authority: | Dorset |
| Chair: | Rev Lydia Cook |
| Headteacher: | Tracy Maley |
| Telephone number: | 01258 860581 |
| Website: | www.childokeford.dorset.sch.uk |
| Email address: | office@childokeford.dorset.sch.uk |
| Date of previous inspection: | May 2014 |
| Grade of previous inspection: | GOOD |
| Ethnic backgrounds: | White British 92.5 % other 7.1% |
| Proportion of disadvantaged pupils: | 11 % |
| Proportion of disabled and SEN: | 18.6 % |
| Specially resourced SEN provision – nature, number on role | N/A |
| Childcare provision | N/A |
| Any formal support provided to other schools (and if Head is NLE/LLE) | N/A |
| Any formal support brokered through the LA | N/A |

Updated September 2017

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| or Mat provided to the school | |
| Floor standards: | MET |
| Section 48: | |
| Any alternative provision used: | N/A |

Governance

At St Nicholas, the Governors core functions are to:

Ensure clarity of vision, ethos and strategic direction;
Hold the Headteacher to account for the educational performance of the school and its pupils; and
Oversee the financial performance of the school and making sure its money is well spent.

There is a total of twelve places on the Full Governing Body. As this is a Voluntary Aided Church of England School, the majority of the places (seven) are appointed by the Church (Foundation Governors.) The Full Governing Body meets at least once a term. Two committees of the Full Governing Body also meet regularly (at least once a term). The Resources Committee deals with finance, staffing and salaries and environmental issues whilst the School Development Committee deals primarily with the curriculum development, and teaching and learning, including assessment. In addition to these committees, there is a School Improvement Group, comprising of two governors and the Head teacher. This committee monitors a variety of external data sources to help identify strengths and weaknesses in progress and attainment throughout the school. This information is fed back to the FGB and used to embed best practice and identify areas for focus in the school development plan.

Most of the governors are also actively involved in the day-to-day life of the school having specific 'monitoring' responsibilities for year groups and/or subject areas. They observe and monitor classes and engage in 'learning walks'. Please visit our website: www.childokeford.dorset.sch.uk to view further documents and information relating to the role of our Governing Body.

Safeguarding

At St Nicholas, safeguarding children and promoting their health and well – being is our top priority. We have a positive, proactive attitude towards

the teaching and pastoral support we provide for our families. The school works closely with the children, parents, carers and community, (including relevant outside agencies), in order to gain a comprehensive understanding of the issues. This allows us to target the appropriate support for the children and their families as soon as possible.

We have a comprehensive and rigorous monitoring system and all the children and staff are fully committed to following these procedures. The children are a standing item on our staff meeting agendas and information is regularly shared with **ALL** staff, in order to ensure our children, remain safe and happy. We also ensure the workforce within the school are trained in accordance with Section 175 of the 2002 Education Act. As a result, all our staff and children have a clear understanding of their responsibilities in keeping everyone in our community safe. Governors also undertake training and parents are regularly reminded through newsletters and our website, about the all-important part they play in safeguarding our children.

We complete an annual audit, in order to review the quality of our provision and constantly strive to maintain and improve our systems, by promoting positive relationships and clear lines of communication. We are never complacent and hold a 'respectful uncertainty' when it comes to safeguarding children. We currently judge our provision to be outstanding.

Curriculum

The core aim of our curriculum design and delivery is to: **to develop happy, well rounded, confident individuals who achieve their potential as a result of a wealth of experiences.** At St Nicholas, we provide a broad and balanced curriculum in line with the New National Curriculum (2014), which includes a range of enrichment activities and experiences, that enhance the academic and personal development of each child.

Each year we review our long-term provision and curriculum drivers and remain focused on: developing key skills and learning attitudes (relationships, resilience, resourcefulness, risk taking, reflection), increasing pupil engagement, utilising the strengths of staff, improving the quality of teaching and learning, ensuring the emotional, social and physical development of each child and nurturing individual strengths and aspirations.

In the Early Years Foundation Stage (EYFS) the curriculum is planned through the seven areas of learning; **the Prime Areas** (communication & language physical development, and personal, social and emotional development) and the **Specific Areas** (literacy, mathematics, problem solving, reasoning and numeracy, understanding the world, expressive Art & Design) Curriculum design and delivery is based on the four guiding principles : every child is unique, children learn through positive relationships, children learn & develop in enabling environment, children develop & learn in different ways & different rates. Choice, creativity, critical thinking and exploration, underpin our provision in EYFS and promote the development of those key learning attitudes and attributes, which we continue to develop as the children progress through the school.

Topic themes are used in Key Stage one and Key Stage Two, encouraging cross – curricular links and ensuring coverage of the of the foundation subjects. Literacy and Numeracy are taught separately; other subjects, such as ART, DT and Science maybe blocked to deepen and broaden the children ‘s understanding and enhance their ability to apply their skills in a range of contexts.

Curriculum outlines are sent out to parents termly.

Teachers carefully plan the curriculum to meet the standards and needs of all the children (**2017 SDP priority; Appraisal Focus 2017-18** Over the past 18 months we have also developed formative assessment within the school, which has increased the pupil’s engagement and responsibility for their own learning. It has also encouraged a ‘can do attitude ‘and honed those key learning attitudes and attributes that are positively impacting on learning. The children know what they have done well and how to improve. We also introduced peer mentors in 2016 -17 and this strategy had a very positive impact; we aim to develop their role this academic year. We are also seeing a decrease in drop off from EYFS to the end of KS1. This is a result of teachers increased knowledge and understanding of the revised expectations, targeted CPD and effective assessment procedures, that we have implemented. (**See Assessment Policy: www.childokeford.dorset.sch.uk**)

Moderation at school and pyramid level is carried out regularly and has strengthen our baseline. Teaching and learning lies at the heart of our development plans and we constantly seek to improve our curriculum delivery to ensure our teaching is positively impacting on learning and improving outcomes.

External support

N/A

Alternative provision

N/A