

Cam Hopton Church of England Primary School (Voluntary Aided)

Life in all its fullness



School Self Evaluation Form 2025-26

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SCHOOL	Cam Hopton C of E (Voluntary Controlled) Primary School		
HEADTEACHER	Mrs Becky Harris	Last Updated	September 2025
URN DFE	115676 9163313	MISSION STATEMENT	<i>'Life in all its fullness'</i>

SCHOOL CONTEXT

Cam Hopton Church of England Primary School is a long-established school, dating to back 1730. It is located in the heart of Upper Cam, a semi-rural community in Gloucestershire. The school values its strong links with St George's Church and the wider Christian community. It seeks to provide high quality education and promote its Christian Values through offering 'Life in all its fullness'.

Contextual Data

- The socio-economic circumstances of most children are higher than national averages (NA). Stability is above average at 91%.
- The percentage of children entitled to free school and/or PPG funding (FSM/Ever 6) is 10.0% which is lower than NA
- Children from minority ethnic groups is lower than NA at 7.0%.
- Percentage of children with SEND support is 12.0% (14% NA). Children with an EHCP 2.4% (5.3% NA).
- 2.4 % (21% NA) of children do not have English as their first language
- Attendance at the end of 2024-25 was 95% (national 93%)
- The school population by gender is 50% girls (105) and 50% boys (103).

The school was last inspected by Ofsted in December 2024 and SIAMS in May 2019 and retained grades of GOOD.

1. INCLUSION

Cam Hopton has a highly inclusive culture where leaders have a strong vision and drive to continually improve provision and outcomes for all children across the curriculum. The curriculum at Cam Hopton is personalised and adapted for all children as needed, including those with SEND. There are skilled adults throughout the school and specialised SEND assessments allow for carefully planned alternative curriculums where needed. The school follows a number of adaptive approaches e.g. total communication, trauma informed, ADHD strategies and there are high expectations for children to access the curriculum with their peers. The school has worked hard to develop high quality adaptive teaching and learning which was mentioned as a strength by Ofsted (Dec 24).

The SENCO is very experienced and is able to support and signpost parents of children with SEND and staff working with children within school. The school employs a Family Support Worker, ELSA and TEAA to address Early Help, social, emotional and mental health needs.

Areas for further development in Inclusion

- Continue to develop teams amongst the skilled support staff so that they can draw on their specialisms and knowledge to benefit children within classes and across the school.
- Develop a dedicated space in school as an in-house resource base so that the provision for SEND children is enriched.

2. CURRICULUM AND TEACHING

Cam Hopton's ambitious, coherently planned and sequenced curriculum, reflects the vision of the school to experience *life in all its fullness* and to *be the best we can be*. It promotes mastery of National Curriculum subjects including reading, writing and maths and the accumulation of knowledge. Where published schemes are used e.g. Cornerstones and Can Do Maths, they are linked directly to the National Curriculum and make use of current resources and ideas with clear progression and sequences. Within each lesson there are opportunities to explore prior learning and next steps with the flexibility to personalise and adapt teaching and learning, including remotely when necessary. Regular professional development for all staff ensures that they have high expectations of children and themselves. E.g., GLOW maths, shared phonics and adaption training within a hub of local schools. The school has also written its own 'Life in All its fullness' supplementary skills curriculum to enrich personal development. The environment reflects the Christian character of the school and is used as a developmental tool to support and enhance the learning taking place e.g., working walls and reading zones. This focus on important vocabulary is also a feature of the wider curriculum subjects. There has been regular investment in the range and quality of reading materials and in the school Library which reflects and encourages immersion in exciting and informative texts for all ages. Staff have strong subject knowledge. Cam Hopton focuses on resources and training to provide staff with the skills and knowledge required for the subjects they teach. It has developed a bespoke approach to how staff design lessons. It enables children to recall what they already know and apply it to new knowledge. They feel supported because teachers check on their learning during lessons. This approach ensures that misconceptions are addressed quickly and effectively. 100% of parents would recommend the school (Ofsted Parent View Dec 24).

Areas for Further Development in Curriculum and Teaching

- Embed outdoor learning across the school curriculum.
- Introduce the new Gloucestershire RE syllabus to the curriculum.
- Develop techniques for retrieval practice so that 'work provided helps children to think **deeply** and apply their knowledge across the curriculum' (Ofsted Dec 24).

3. ACHIEVEMENT

Evidence from book looks and work scrutiny shows that children have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce. Children in Key Stage 1 achieve highly in phonics and staff are skilled in teaching it. Children with SEND, those who are disadvantaged or face other barriers, progress well from their starting points, they develop skills and knowledge to keep progressing and gaps in learning are closed. There is a *Reading Spine* running through the centre of the curriculum, providing a wide choice and rich quality of books in every year group; for learning to read, for pleasure and for every topic. As a result, children gain important skills by unpicking and exploring the text. They then use these well in their own writing across the curriculum. Children are successful in tasks because they understand how lessons build over time. Achievement is celebrated in assemblies, collective worship and newsletters. Children leave Key Stage 1 and 2 with expected outcomes for attainment and progress at or above National Averages. Children are ready for the next stage of education and transition confidently to secondary school.

Areas for Further Development in Achievement

- Continue to focus on high expectations and strategies for higher achieving children.
- Aim for consistently above average outcomes at the end of key assessment points.

4. ATTENDANCE AND BEHAVIOUR

At the end of 24-25 whole school attendance was above N.A and within national for all SEND. Persistent absenteeism was below N.A. There are multiple home-school links and swift, proactive strategies for monitoring attendance and supporting families where it may be appropriate. Behaviour is consistently very good. There are clear school rules which lead to high expectations and a calm, positive environment. Children have good routines and are kind and respectful. The school is a friendly community. Children of all ages get along well and consistently meet high expectations of them. The curriculum provides children with rich opportunities to learn about music, art and beliefs from around the world. As a result they respect each other's differences and they are well prepared for life in modern Britain. The school's Christian values of *respect, creativity, trust, forgiveness, generosity and perseverance* compliment British values and are threaded through the fabric of the school. Values are linked to gem powers and are celebrated when evident in learning and behaviour. They help children to support each other as Learning Partners and to persist when they face difficulties. Reading about *Kevin the Can do Koala* reminds children that learning happens when they make mistakes and perseverance can lead to achievement. The school regularly revisits the *3 Bs for Bullying* (Blow the Whistle, Ban Bullying and Believe in Yourself). Children from the School and Worship Councils, play a highly positive role in shaping the school learning and play environment.

Areas for further development in Attendance and Behaviour:

- Continue to embed *Zones of Regulation* across the school to help children to manage their own feelings and emotions.
- Integrate the above approach into the school's Behaviour Policy.
- Introduce Study Bugs integrated online system to streamline attendance registering and monitoring.

5. PERSONAL DEVELOPMENT AND WELLBEING

The school provides effective support for any pupil who struggles with their self-esteem or social interaction. This has a profound impact on the attendance and learning. Children are encouraged at all ages to develop their leadership skills as Playground Leaders and be responsible, respectful and active citizens as members of the School Council and Worship Council. They show a clear willingness to participate in and respond positively to artistic, sporting and cultural opportunities. In addition to the *Life in all its fullness* curriculum, the school has adopted the *5 Ways to Wellbeing*: connect, be active, take notice, keep learning and give. On a termly basis classrooms open up to parents/carers for 'Showcase' afternoons where children share and explain their learning. A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to children and enables them to develop spiritually, morally, socially and culturally. Their development of SMSC awareness is well established through the school's PSHE and RE curriculums, and the interlinking of Christian/British values. Children have an understanding and appreciation of the range of different cultures within school and further afield. School staff go beyond the expected, to offer rich planned experiences which are accessible to all children. These include diversity and culture weeks, residentials, church visits, well-being and mindfulness, peripatetic music lessons, concerts, community projects, extra-curricular and sporting competitions. The school places a high priority on its pastoral responsibilities to children, families and staff and employs a Family Support Worker, ELSA and TEAA, to address early help social, emotional and mental health needs.

Areas for further development in Personal Development and Wellbeing

- Develop children leadership skills further so that they regularly plan and independently lead whole school acts of worship (SIAMS 2019 priority).
- Work with Young Minds Matter (NHS) to identify and quickly offer professional support to children and training for school staff.

6. EARLY YEARS

The Early Years environment is organised to support children's development and promote learning. Leaders prioritise the early years to give children a successful start to their education. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements. For example, teachers adapted the curriculum for the Reception cohort when it identified the need to prioritise listening and attention as well as their ability to share and turn take. The decision has paid off because children in Reception listen well to adults. They use the environment independently and interact with one another well. Children have the focus and skills to be able to learn phonics successfully, reading well-matched books with words. Twinkl phonics ensures that phonics outcomes are good and children learn to read words and simple sentences by the end of Reception. Staff have bespoke and whole school professional development to ensure that they are confident teaching for example, early mathematics which integrates new learning into the wider Can Do scheme of work. There are high expectations of parents/carers to collaborate with school to support learning at home. Staff provide information to parents through the *Class Dojo* platform, which also enables them to record outcomes and communicate children's understanding, development and misconceptions. The school's PSHE curriculum supplements the Early Years Framework and children develop skills, knowledge and understanding in readiness to enter Key Stage 1. NELLI intervention is used where a language need is identified and complements *Drawing Club* so that children make good progress in learning to play and learn.

Areas for further development in EYFS

- Introduce new guidance for food safety during lunchtime.
- Set up a buddy link between Reception and Year 6.
- Introduce Early Talk Boost as an additional catch-up programme for children with Speech & Language difficulties.

7. LEADERSHIP AND GOVERNANCE

Cam Hopton has a highly inclusive culture where leaders have a strong vision and drive to continually improve provision and outcomes for all children across the curriculum. Schemes of work are chosen and/or developed with a view to workload and staff are able to collaborate across the hub of schools to monitor, moderate and keep knowledge and skills up to date; sharing good practice and enhancing their teaching. Resources and skills in school are focused on being able to act swiftly for children and their families who may need early help or are at risk of harm.

The school works within a hub of seven schools, focused on providing highly effective professional and wider school development aligned with the curriculum. The engagement of staff is high. Staff and governors are given regular opportunities for development. Staff are proactive in identifying their own needs and wishes and many have attained additional National Qualifications, which have had a positive impact on their practice in school and progression. Senior leaders support other schools and sit on the boards of other organisations to influence decision making and keep up to date with local and national developments. Leaders have challenging conversations with school governors in order to support the development of the school and foster high levels of well-being, accountability and expectations. Governors fulfil their statutory responsibilities well. They keep a clear oversight of the school's strategic direction. They take decisions rooted in the school's values. Relationships between staff and governors are productive. Governors receive valuable information from the school. They carry out a range of well-chosen activities to check the accuracy of this information.

Areas for further development in Leadership and Governance

- Set-up links so that there are shared opportunities for governors across the hub of schools.
- Deepen opportunities for peer working amongst school staff across the hub of schools.

8. SAFEGUARDING

Safeguarding is effective and robust, for children and families needing early help or at risk of harm. Cam Hopton has an open and positive safeguarding culture that puts children's interests first. Resources and skills in school are focused on being able to act swiftly for children and their families, therefore escalation to wider agencies is often reduced. However, where necessary, timely referrals are made to multi-agency partners to get children the support they need. Focused training means that adults in school know, understand and uphold their safeguarding duties. They are empowered to identify and report concerns. The school has clear and accessible policies and procedures that keep children safe and these are kept under regular review so that the right decisions can be made. Safer recruitment procedures are robust, with checks and risk assessments being carried out effectively.

Areas for further development in Safeguarding

- Use the LA Assurance Declaration portal on a regular basis to record and update safeguarding self-evaluation.