

Holt CP School Self-evaluation Sept 2017

The context of the school

NOR – 182 This has increased steadily over the past 5 years (2011 –NOR 161)
Boys 52.4% Girls 47.6%

The school is situated in an area with significant rural deprivation

Education Acorn (2013) shows

Far more households labelled:

Contextually Challenged 23.4% (Nat 12.7%)

Educationally Hesitant 50% (Nat 32.6%)

But far fewer households labelled:

Aspirational Families 11.4% (Nat 23.2%)

Affluent Established 1.6% (Nat 12.8%)

Eligible for Free School Meals 28.3% (Nat 25.2)

% of pupils at school with SEN support 20.9 (Nat 12.1)

There is clear evidence that the majority of pupils start below the Norfolk average, with significant weaknesses in early literacy and maths. – Ofsted 2014

The school was last inspected in June 2014 and rated as Good.

School SEF judgement - Good

Improvement Partner (Dec 2016) - Agreed with the schools SEF judgement of Good

Education Challenge Partner (Jan 16) - Agreed with the schools SEF judgement of Good

SEND Audit (Oct 16) – Effective

The school is currently considering several options for joining/forming a Multi Academy trust.

Due to the expansion of Holt (600+ houses due to be built) the school is currently investigating the possibility of building a new school.

Effectiveness of Leadership and management

School grade: 2 (Ofsted Jun 14 =2, Improvement Partner Dec 16 = 2 Education Challenge Partner Jan 16 = 2)

The HT has completed The Headteacher Support Programme(Feb15) and System Leader training (Mar 16)
 The Headteacher has joined a group of local Headteachers (Cromer Ridge Hub) to provide support and Challenge.
 The aim is to share good practice and carry out joint observations, joint training and moderate standards.
 The school is a member of a cluster which provides effective support for SEN and funds the Parent Support Adviser, Educational psychologist, Speech and language therapist and play therapy.
 Improvement Partners moderate SEF judgements and conduct joint observations with Headteacher.
 Ofsted Jun 14- 'School improvement planning is based on accurate evaluation of the school's strengths and weaknesses.'
 The SLT comprises HT, KS1 leader, SENCO and Office Manager.
 Other staff have subject leadership responsibilities. Subject leaders are given non-contact time to monitor subject.
 Improvement partners works with Maths, English and Science subject Leaders to review the provision of subjects.
 Leaders of Maths, Literacy, Science, Early Years, Humanities, Art, and RE all attend subject leader network training.
 All subject leaders report back to governors each year at curriculum meetings.
 Ofsted Jun 14 -"The headteacher has established an effective team approach to school improvement; everybody shares the aim that the school's curriculum and teaching should inspire high ambition and aspiration in pupils."
 Response to staff questionnaire (Jun 14) show morale is high.
 Governors regularly visit the school and undertake learning walks, meet children, teachers and subject leaders.

Pupil premium – See Pupil Premium Strategy Statement

Key barriers identified include: PP children : start school with poor Literacy skills, Speech + Language skills and poor social/emotional skills , poor independent learning skills, weaker core skills throughout school, poor home learning environment – parents often had poor experience of education, limited experience of world outside Holt.
Quality teaching for all targets include : SEND audit and action plan (Jan 17), , PATH training (Sept 17), Literacy and Maths Catch up training (Jun 17), international schools award and measures to increase parental involvement with the school and offer parenting support.
Targetted support include :Increased contact with Preschool with emphasis on Early Literacy skills (Sept 16), boys writing club with a local poet (Sept 16), HLTA to improve phonic skills in KS1 (Sept 16),1-1 tuition for 8 children in KS2 (Sept 17), nurture group (Sept 17), ELSA training for 3 TAs (Apr 17), playtherapy, speech and lang therapist.
P.E money has been used to fund:
 Specialist P.E teacher to provide demonstration lessons, lead after school clubs, organise intra sports competitions.
 Achieved Gold Award School games mark (2016), The school provides a wide range of sports clubs 80% of KS2 children attended at least one sport club - on average pupils attended 1.3 sports clubs. (2016/17)
 Subscription to Cluster Competitions and travel to sports competitions with other schools.
 94% of KS1/KS2 children competed against another school (2016-17)
 We reached 8 County finals (July 16)and were runners up in Norfolk Sports School of the Year 2016
Action : Restart intra school house competitions (Oct 17)

The school is good at working with parents to support pupils:
 Parent Questionnaire(2016) – I feel I can approach the school with problems, questions or complaints. – 100% agree.
 Parent questionnaire (2016)- I would recommend this school to another parent – 100 % agree
 ECP (Jan 15) "The school has a rich curriculum" "It provides a variety of opportunities to develop SMSC and links closely to the outdoor environment through an interesting range of school visits."
 International Schools Award (July 2014) - We have Pen pals with a school in USA **Action: Reapply 2017-18**
 Arts Mark (Jul 2014) **In 2016/17we intoroduced whole class ukulele teaching, Cromer Ridge Drama project, Carnival of the animal arts project, Angels art project, Sing Up group. Action : Reapply for Artsmark July 2017**
 Winner of the Guardian Newspaper Young Critic School of the Year competition(2016) **Introduced: Night Zoo Keeper**
 Maths: **Almost all teachers have received IMP/OMP training, Whole school numicon training, Sumdog introduced**
 History : Close contacts with Cromer museum/ Henry blog museum/ Tide and Time museum - Regular visititors
 Geography : Chalk River project/ Norfolk Rivers trust Project/ workshops with Holt Hall.
 Science : Introduced hands on activities –**In 2017 we held British science week, Science bus, Space seeds, Eels project**
 Eco school Bronze award (2012), Woodland trust – Green tree Silver award (2015) /Forest school I/ Beach school.
 Each year we hold Prayer Space led by religious leaders from the community. Held Multicultural week (July 16)
 Open the book - lead a weekly assembly retelling stories from the bible.
 All pupils take part in a wide range of visits to enhance the curriculum including residential visits to Derbyshire and Horstead. (The school subsidises trips by paying for transport) - **Ch attended an average of 6.6 school trips last year**
 The school offers a large number of after school clubs.:**On ave ch attended 1.3 sports clubs and 3.1non sports clubs.**

Outcomes for pupils

School grade: 2 (Ofsted Jun 14 =2, Improvement Partner Dec 16 = 2 Education Challenge Partner Jan 16 = 2)

Standards

The school has met the Primary Floor Standards in 2014, 2015, 2016 and 2017.

The school has met Coasting school standards in 2014, 2015, 2016 and 2017.

KS2 (2017) – Broadly at National Average Improved Maths and GPS results but Reading declined slightly.

Maths+ Reading+ Writing %Exp = 63% (Nat 61%)(Threshold 65%)

Reading Exp = 67% (Nat = 72%)Higher = 19% (Nat = 24) Average scaled score =103 (Nat =104)

Writing Exp = 78% (Nat = 76%)Higher = 26% (Nat = 18%)

Maths Exp = 85% (Nat = 75%)Higher = 26% (Nat = 23%) Average scaled score =104 (Nat =104)

GPS Exp =74% (Nat 77%) Higher =19% (Nat 31%) Average scaled score =104 (Nat 106)

Science = 81% (Nat 82)

Year 6 (2018) Targets – Slightly above National Average with good progress

Maths = EXP+ =19/24 = 79% (Nat = 75%)

Read = EXP+ =19/24 = 79% (Nat = 72%)

Write = EXP+ 18/24 = 75% (Nat = 76%)

GPS = EXP+ 18/24 = 75% (Nat = 77%)

Maths+ Reading+ writing = 75% (Nat 61%)

Action : 1-1 tuition with 10 children (Whole year), Mock assessments every half term, Holiday writing school. English subject leader to attend Raising attainment in Reading Course, Y6 teacher to attend Y6 Writing project

KS1 2017 – Well Below Nat Ave (High number of SEND children in this year group)

Maths Exp+ 64% (Nat 75%) GD 11% (Nat 21%)

Reading Exp+ 57% (Nat 75%) GD 18% (Nat 25%)

Writing Exp+ 57% (Nat 68%) GD 7% (Nat 16%)

KS1 Targets 2018 – Needs updating (Oct 17)

Year 1 phonics screening test (2017) 90% (Nat 81%) improved rapidly and now above Nat Ave

Y1 Phonics Screening Test Target (2018) = Y2 Phonics Screening Recheck target (2018) = Needs updating

Action :Continue emphasis on teaching of phonics in KS1 – Use HLTA as specialist teacher of phonics groups

Analysis of Groups Standards – Sept 17- Some concerns about standards in current Y3 and Y4.

More Boys are below and more girls above. More PP are below in most Year groups and EAL above.

	All			Boys			Girls			Pupil Premium			EAL		
	Below	Expected	Above	Below	Expected	Above	Below	Expected	Above	Below	Expected	Above	Below	Expected	Above
Y6 Read	5	12	7	2	5	2	3	7	5	3	2	1	0	0	1
Y6 Write	5	14	5	2	4	3	4	9	2	3	3	0	0	0	1
Y6 Maths	4	13	7	1	5	3	3	8	4	2	4	0	0	0	1
Y5 Read	5	15	7	4	11	1	1	4	6	1	6	2	0	2	1
Y5 Write	2	14	11	2	10	4	0	4	7	1	5	3	0	2	1
Y5 Maths	3	14	10	2	10	4	1	4	6	2	3	4	1	1	1
Y4Read	6	19	3	3	7	2	3	12	2	2	6	1	0	1	0
Y4 Write	10	16	2	4	7	1	6	9	1	5	2	1	0	1	0
Y4 Maths	3	19	6	1	7	4	2	12	2	2	5	1	0	1	0
Y3 Read	12	11	5	8	6	2	4	5	3	4	0	0	0	3	0
Y3Write	12	14	2	8	8	0	4	6	2	4	0	0	0	3	0
Y3Maths	10	15	3	6	9	1	4	6	2	4	0	0	0	2	1
Y2 Read	4	15	10	3	3	4	1	12	6	4	4	2	0	3	1
Y2 Write	3	19	7	3	6	1	0	13	6	3	6	1	0	4	0
Y2Maths	5	15	9	3	4	3	2	11	6	4	4	2	0	4	0
Y1 Read	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Y1Write	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Y1 Maths	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Action : Catch up intervention groups in Y3,4,5 (training completed July 17)

Action : Path introduced across the school, KS2 patrol / nurture groups, Elsa intervention groups (Sept 17)

Action : Year 3/ intervention groups – Speech/ Language, Phonic, Reading, handwriting, memory – (ongoing)

Action : Maths leader to split Year 3 maths (Sept 17) and lead maths intervention

Action: SCITT Teacher in Year 4 to allow additional intervention groups

Closing the gap FSM/Non FSM – Gaps remain large at all stages of the school. Gaps tend to be Extremely large at EYFS/ KS1 and reduce as they progress through the school. Gaps in 2017 were distorted due to high number of SEND PP children in Y2 and Y6 last year.

EYFS	2014	2015	2016	2017
	-22	-58	-69	-60

	2014	2015	2016	2017
Year 1 Phonic screening	-45	-20	-43	

KS1	2013	2014	2015	2016	2017
Reading Exp+	-50	-44	-24	-15	-67
Writing Exp+	-50	-44	-24	-20	-67
Maths Exp+	-30	-44	-29	-27	-75

KS2	2013	2014	2015	2016	2017
Maths Exp+	-16	-18	+13	-32	-26
Reading Exp+	-16	-30	-4	-14	-41
Writing Exp+	-49	-30	-4	-8	-56

Whole school PD day on Barriers to learning / PP Self evaluation and Action Plan (April 17)

Action :Introduction of PATHS (Sept 17), Introduction of ELSA (Sept 17), Catch Up intervention (Sept 17)

Pupil Premium Plan – PP ch make good Value Added / greater progress last year

Progress

KS2 Progress –Above National Average and trend improving.

Levels progress	2015	2015 VA	2016 Progress	2017 Progress
Maths 2 levels progress	88% (Nat 90%)	100.3	-0.9	+1.5
Maths 3 levels progress	38% (Nat 34%)			
Reading 2 levels progress	92% (Nat 91%)	99.7	+1.2	+0.9
Reading 3 levels progress	46% (Nat 33%)			
Writing 2 levels progress	100% (Nat 94%)	99.8	+1.0	+2.0
Writing 3 levels progress	27% (Nat 36%)			

Value Added	2013	2014	2015	2016	2017
All Subjects	99.4	99.8	100.0	+0.4	+1.5

KS2 (July 2017) All groups made good progress

KS2 Prog	All	Boys	Girls	PP	PP High	SEND	High	Mid	Low
Reading	+0.9	+0.6	+1.4	+0.7	+7.7	+2.2	+1.2	0	+2.2
Writing	+2.0	+1.0	+4.0	+0.8	+7.7	+0.5	+2.6	+2.6	+0.5
Maths	+1.5	+0.7	+0.8	+2.9	+4.5	+0.4	+0.7	+0.7	+0.4

KS1 Progress – Expected progress (Large n.o of SEND in Year 2 last year)

KS1 Progress	2014		2015		2016		2017	
	FSP % 6+	KS1 % 2b+	FSP % 6+	KS1 % 2b+	FSP % 6+	KS1 Exp	FSP% 6+	KS1 Exp
Reading	58%	82%	23%	86%	63%	69%	52%	57%
Writing	58%	68%	23%	64%	63%	66%	52%	57%
Maths	65%	73%	50%	75%	77%	62%	66%	64%

Current Value added – Good progress - slight concern about Y5

Progress (July 17) VA Pupil Asset	Maths	Read	Write	All
Year 6	100.7	100.5	100.0	100.4
Year 5	99.6	99.3	99.6	99.5
Year 4	99.9	99.6	100.2	99.9
Year 3	100.4	99.9	99.9	100.1
Key Stage 2 Ave	100.2	99.8	100.0	100.0
Year 2	99.9	100.1	100.0	100.0
Year 1	99.5	99.9	99.9	99.8
Key Stage 1 Ave	99.7	100	99.9	99.9

Current VA in KS2 - Boys make slightly more progress than girls / PP ch make similar Value Added.

Progress (July 17)VA Pupil Asset	All	Boys	Girls	PP	SEND	EAL
Year 6 - All subject	100.4	100.5	100.4	100.9	101.3	
Year 5 - All Subject	99.5	99.4	99.6	100.0	97.2	
Year 4 - All Subject	99.9	99.9	99.9	99.8	99.3	100.8
Year 3 - All Subject	100.1	100.3	99.9	100.2	100.7	100.2
Key Stage 2 Ave	100.0	100.1	99.9	100.2	100.0	100.7
Year 2 – All Subject	100	99.9	100.1	99.4	99.7	100.6
Year 1 – All Subject	99.8	99.7	99.8	99.9	100	100
Key Stage 1 Ave	99.9	99.8	99.9	99.7	99.8	100.2

Progress last year 2016-17

Ave points progress (All Subjects) 2016-17 – Boys, SEND, PP, EAL made higher progress

Points Progress	All	Boys	Girls	PP	SEND	EAL
Year 6	7.2	7.5	6.4	8.5	10.0	
Year 5	5.5	5.3	5.7	5.0	3.2	
Year 4	6.2	6.3	6.1	6.1	7.2	7.1
Year 3	6.1	6.5	5.9	6.3	7.1	6.3
Ave KS2	6.3	6.6	6.0	6.5	7.2	6.9
Year 2	6.0	5.9	6.2	6.1	6.0	6.2
Year 1	5.8	5.7	5.8	5.9	6.0	6.0
Ave KS1	5.9	5.8	5.9	5.9	6.0	6.1

Ave Points Progress	Maths	Reading	Writing
Key Stage 2 average	6.6	6.2	6.1
Key Stage 1 average	5.8	5.9	5.9

Boys made greater progress than girls in KS2 last year. Boys tend to start at a much lower level than girls
PP children made more progress than non PP last year. PP children tend to start at a much lower level - this needs to remain a key priority for the school.

SEND and EAL children made higher progress last year.

Progress in Maths has improved rapidly due to high priority in development plan/large amount of training last year

Progress in reading has declined last year – **Subject leader/ class teachers to attend reading training (Oct 17).**

Slight concern on progress in Year 5 last year – **Will assess with old Sats paper before half term to identify needs**

High Ability made good progress 2016/17

Action:

Continue emphasis on Early intervention in KS1- Nurture groups / Play therapy / Speech and Lang therapy - Sept 17
 Review of end of year assessments to be inline with Y6 Sats. Smarter targeting of 1-1 tuition and other interventions.
 Higher emphasis on test preparation – practice paper termly/half termly. Commenced Oct 16
 1-1 teaching for 10 child in Year 6 , Holiday writing school - for 8 children –Commenced June 17
 Ammend calculation policy / introduce Sumdog – Commenced Oct 16 – 800,000 questions completed
 5 teachers have attended Maths OMP or IMP / Whole staff Maths training Sept 17
 Maths leaders to lead Maths intervention groups across school– Commenced Sept 17
 Continue the emphasis on boys literacy. (Boys writing groups, writing trophy, competitions etc) - Sept 16
 Daily 1-1 reading set up for lower ability children. Commenced Sept 16
 Carry out Pupil premium Audit (N2BB) – Self evaluation completed Oct 16
 Catch up intervention groups to be introduced across KS2 – Sept 17

SEND Audit (Nov 16) Overall Evaluation : Effective Compile SEND Action Plan Feb 17

Compliance : Effective –
 Confidence and Collaboration : Effective +
 Knowledge and Expertise : Effective
 Quality Intervention and Assessment : Effective
 Progress and Impact : Effective –
 Action – See SEND Action Plan

Standards across the curriculum

% Y1-Y6	Below	Just Below	Expected	Just Above	Above
Science	4	12	65	19	
Computing	4	12	50	34	
P.E	1	8	70	21	
Geography	12	18	45	23	2
History	6	13	52	27	1
R.E	6	14	69	10	
Music	3	7	89	1	
Art	6	5	77	13	
MFL	0	4	87	9	
VPGS	13	20	33	22	12

The quality of teaching, learning and assessment

School grade: 2 (Ofsted Jun 14 =2, Improvement Partner Dec 16 = 2 Education Challenge Partner Jan 16 = 2)

The headteacher has carried out regular observations for performance management appraisal. Headteacher carried out joint observations with the School Improvement Partner to moderate his judgement. The headteacher undertakes a Learning Walk on most weeks. Since Oct 15 these have included: 6 learning walks with governors, 2 learning walks with the School Improvement Partner, 1 with Cambridge Education Challenge Partner and 2 with Cromer Ridge Hub Head teachers. The Maths + English leaders have carried out a learning walk with the Maths/ English Improvement Partner. The governors regularly observe lessons/trips/assemblies/playtime/dinnertime –

Quality of teaching

Summary of Observations of Teaching carried out Oct 15- July17

Stimulating displays and excellent working environment.
Improving presentation in books show higher expectation of work.
Literacy and Maths working walls show well planned sequences of work.
Class rules and prompts on display in every classroom. **Action : Visual timetable in each classroom Oct 16**
Clear evidence that teaching has improved due to attending Outstanding/ Improving teaching Programme.
Highly Creative curriculum observed - Literacy/maths /science linked to topics - Lots of drama / performances
Differentiated activities - TAs used well to support and extend learning.
Good use of questioning to assess learning.
Up to date marking giving feedback about how to improve work. (Moderation of marking June 17)
Evidence of use of pink pen show that children are given opportunities to respond to marking. (Moderation of marking June 17) **I know how to improve my work =95% (Pupil Questionnaire July 17)**
High expectation of behaviour for learning observed in all classrooms

The majority of teaching observed was judged to be good or better (Oct 16)
Parent Questionnaire 2016 My Child is taught well at school 100% agree
Pupil Questionnaire 2017 Teaching at this school is good 97% agree

Three teachers have completed the Improving Teacher Programme, One teacher completed Outstanding Teacher Programme (2013/14), Five teachers have completed Improving Maths teaching Programme (2014-16), Two teachers completed Outstanding Maths Programme (2015/16).

Action : Whole school Maths PD day lead by Maths Improvement partner

Whole school training on Calculations, Numicon, Grammar and spelling (2015/2016).

Whole staff - Mantel the expert training completed Oct 2016

Two HLTAs have completed Improving Maths Programme (2016)

Five TA's have received Sound discovery training (2015/16) and 3 have received Letters and Sounds training 2015

Three TA's have received Catch up training (2017)

Two HLTAs have received ELSA training (2017)

Marking policy updated 2015 with emphasis on giving good quality feedback to pupils and responses - Improved marking has been moderated by Maths and English Improvement Partner, ECP and Cromer Ridge Heads.

The school has employed 3 additional HLTAs to allow teachers more time to give effective feedback – 2015/16

School Emphasis on presentation in books 2015 - Improved presentation has been moderated by Improvement Partner, ECP and Cromer Ridge Heads.

The school has introduced Pupil Asset to track progress (Sept 2015). All teachers have received Pupil Asset Training..

The school has a wide range of interventions in place to address some of the key areas of underperformance.

These include:

YR/1 speech and Language, YR/1/2 phonics groups using letters and sounds, Y3/4/5 Sound discovery groups, Catch up intervention groups, KS1/KS2 Nurture groups, KS1 play therapy groups, ELSA support, KS2 handwriting groups, Boys writing group, G&T writing groups, Y6 Maths group, Y6 English group, 1-1 reading groups across the school, 1-1 tuition, holiday writing school.

Personal Development, Behaviour and welfare

School grade: 2 (Ofsted Jun 14 =2, Improvement Partner Dec 16 = 2 Education Challenge Partner Jan 16 = 2)

The majority of class observation by Headteacher rated behaviour for learning as excellent.

Governor feedback from class observations and school visits was very positive about behaviour (See visits book)

Improvement Partner/ Mock Ofsted feedback from learning walks rate behaviour for learning as very positive.

Cambridge Education Partner (Jan 15) "In the classrooms the pupils all seemed thoroughly engaged in their learning and the atmosphere was calm and purposeful. The staff make very good use of available space to create exciting, bright and positive learning environment."

Parents Questionnaire – Pupils behave well at school – 100% agree.

The school has introduced a behaviour panel to help monitor the behaviour in the playground (Sept 12)

88 % of pupils said 'Behaviour is good in lessons' (Pupil questionnaire July 2017)

Recorded Behaviour incidents 2016/17 (pupil asset)

	Level 3	Level 2	Level 1	Total
2015/16	2	16	40	58

% behaviour incidents	Boys	Girls	PP	EAL
2015/16	76%	24%	40%	0%

Boys are responsible for three quarters of all the behaviour incidents logged. PP children are involved in a higher proportion of behaviour incidents but this has reduced from over 50% last year.

All staff have received PATH training (Sept 17)

Action : Implement PATH across the school, PATH noticeboard, Pupil of the Day(Sept 17)

The school has a PSHE (SEAL) assembly each week and circle time in every class. This includes a weekly sessions with PSHE specialist teacher in KS2. (Sept 12)

PSHE teacher holds weekly drop in session during playtime.

The school has Introduced Nurture Groups in KS1 and KS2 – Sept 15

The cluster finances play therapist to provide counselling for approx 10 children

3 members of staff are ELSA trained (July 17) - **Action introduce ELSA intervention across the school**

Impact : 97% of children said I am happy to come to school (Pupil questionnaire July 2017)

Impact :96 % of children said there is an adult I can talk to (Pupil questionnaire July 2017)

The school has a close relationship with outside agencies – Norfolk Family focus, Holt youth project, Young carers Regular input from outside agencies including Crucial Crew, Road Safety, Cycling Proficiency, CEOP, Stranger Danger, School nurse - Sex Education, Matthews project - drug education, NSPCC.

All staff have received Children's emotional health training 2012.

The cluster finances a Parent Support Advisor.

Impact :95% of pupils said that 'they feel safe at school' (Pupil questionnaire July 2017)

All teachers have completed step up training (2016)

Healthy schools award - 2015-16

Attendance – Long term trend improving /lower in 2016-17 remains a Key issue

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	current
Attendance	93.2%	94.2%	96.4%	95.4%	96.7%	95.8%	
PA	10.8%	8.1%	2.6%	4.3%	4.2%	5.9%	

	All	Boys	Girls	PP	SEND	EAL
2016-17	95.8%	95.8%	95.7%	94.1%	94.7%	96.0%
Summer term	96.2%	96.2%	96.2%	95.1%	96.0%	98.2%
PA	11/187	5/93	6/94	6/52	4/36	1/14

Attendance rate was lower in 2016/17 due to 35 children had chicken pox in Autumn term

PP/SEND attendance rate was lower (mainly due to one family with 3 children)

Each term all PA parents sent letters /arranged meetings with Teacher with responsibility for Attendance
Attendance Officer involved with 3 families (Including fast track). Early help involved with 3 families.

Parent questionnaire – My child is happy to come to school - 100% agree (July 2016)

I am Happy to come to school = 92% (Pupil questionnaire 2017)

Remains a top priority : A large number of initiatives were introduced aimed at improving attendance(Sept 12)

Teacher appointed with responsibility for attendance (TG) appointed (Sept 12)

Impact: Attendance improved largely due to the attendance owl and the introduction of the attendance lottery.

88% of children said Attendance Owl made them want to attend school more (Pupil questionnaire July 2014)

96% of children said Attendance lottery made them want to come to school more (Pupil questionnaire July 2014)

Considerable increase in contact with Attendance Officer and High school (Summer 13)

HT is designated teacher and there is an additional teacher trained to deputise. All teachers and support staff are level A trained as are all the volunteer helpers. (Training log). There is a named governor with responsibility of

Safeguarding Self evaluation –Sept 16 **Action : produce safeguarding report to governors Sept 17**

Single central record is up to date. (checked Sept 2016)

Headteacher has completed Evolve training

All staff have first aid training.

Headteacher has attended all relevant Health and Safety training

Transition from primary to secondary school is well established with strong links with Sheringham High school. The transition programme includes curriculum days (DT/ science comp) and visits from the high school teachers. High school Teacher taught Year 6 Grammar/ guided reading

Year 6 teacher coordinates closely with high school.

100% of Y 6 pupils said that the transition days helped them prepare for high school. (pupil questionnaire 2015)

90% of year 6 pupils said that 'They are looking forward to High School. (pupil questionnaire 2016)

Early Years Provision

School grade: 2 (Ofsted Jun 14 =2, Improvement Partner Dec 16 = 2 Education Challenge Partner Jan 16 = 2)

Standard on entry – Usually well below National Average but improved dramatically in Sept 2015 - Key issue
Ofsted June 2014 - ‘Children begin school in Reception with skills well below those typically found for their age, especially in speech and language’.

Over the past year a high priority has been placed on establishing constructive links with pre-school groups. Reception teacher spends one day each week liaising with Preschool.

Weekly sessions with Reception class and preschool children in wildlife area ([commenced 2012](#))

Pre-school teachers observing letters and sounds lessons in Reception class ([commenced Jan 13](#))

Reception teacher arranged visits to Pre- school / introduced reading café ([commenced Mar 13](#))

We provided each new child with a book bag full of books and numicon on entry([June 13](#))

Action: Reception teacher attends EYFS Network training with Preschool leaders

Target : Early Literacy skills

Impact : Standard on entry in Sept 2016 appears to be Typical in all strands with girls well above boys and PP children well below the class average.

Standard on entry (FSP)- % children working 40-60 months				
	Sept 2013	Sept 2014	Sept 2015	Sept 2016
Listening & attention	7%	53%	53%	48%
Understanding	24%	43%	67%	79%
Speaking	14%	50%	63%	74%
Reading	0%	17%	23%	23%
Writing	3%	10%	3%	6%
Number	0%	27%	57%	68%

Large number of children start school with Social needs - Trained TA leads daily nurture group/play therapy

High number of children start school with speech, language, communication needs - daily speech therapy intervention following guidance by speech and language therapist.

Children start with weak reading and writing skills

2 TAs and a large number of adult helpers in Reception class - In all activities adults actively facilitate the children’s speaking and listening skills and act as a model for early literacy skills.

The reception teacher has attended Early writing, early maths training 2015

The Reception teachers are members of EYFS Network

Teachers/ TAs have received Numicon, Letters and sounds, Talk Boost training

All children are regularly assessed and impact reviewed each term.

ECP Jan 2015 ‘ The learning environment of EYFS has varied and rich opportunities for the promotion of Literacy and Numeracy using both inside and outdoor areas’

ECP Jan 2015 ‘There are opportunities for the pupils to undertake a variety of teacher and pupil initiated activities and good use is made of the learning environment.

The school has developed good relationships with parents - story cafes, coffee mornings, class assemblies, parent involvement in the learning journeys.

Standard at the End of Reception – Improving rapidly / Now at National Ave

	2014	2015	2016	2017	Nat 2016
EYFS GLD	60 %	52 %	70 %	71%	69 %
EYFS CL	73 %	55 %	90 %	100%	82 %
EYFS PSE	83 %	79 %	100 %	94%	85 %
EYFS Lit	63 %	52 %	70 %	71%	72 %
EYFS Maths	77 %	66 %	83 %	82%	77 %

End of Reception Target 2018 % Exp/Exc in all strands = [Needs updating](#)