

# Holt CP School Self-evaluation

## Sept 2019

### The context of the school

NOR – 182 Boys 51% Girls 49%, Pupil Premium = 23% , SEN = 23%, EAL = 6%

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

The school is situated in an area with significant rural deprivation

Education Acorn 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%)

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

The school was last inspected in June 2018 and rated as Good.

Ofsted Strengths : Safe and welcoming environment, curriculum is well planned and vibrant, well rounded education, Time is taken to treat everyone as individuals, teaching is stronger because all staff have had the opportunity to attend specific courses, overwhelming majority of parents are positive about the school, high level of pastoral care, pupils are positive about their learning.

Ofsted Areas to improve:

Ensure high expectations for how pupils present their work in all subjects. **Action : Update presentation policy and Teaching and Learning policy**

Improve pupils' attainment in reading. **Action : Targetted 1-1 reading, training for volunteer reading, Review of guided reading, More Able Reading group.**

Clear plans to support the progress of the most able disadvantaged pupils. **Action : Introduce more able Maths and Reading groups, Pupil Premium mentors**

Governing body are clear on the key priorities of the school

School SEF judgement – Good

Improvement Partner (Dec 2018/Dec 2017) - Agreed with the schools SEF judgements

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

SEND Audit – Effective

LA Category (Oct 19) – Category 2

Key Data issues

KS1 Reading, writing and maths results are below national average for both exp and higher.

KS2 Higher/GD results are below national average in all subjects

Key Data Strengths

KS1 Reading and Maths results show an upwards trend

KS2 Reading, Writing and Maths results show an upward trend.

Arts mark Gold Award (Oct 17), International Schools Award (July 19)

Gold Award - School Games Mark (2016), Runner up – Norfolk Sports school of the Year (2016/17)

Guardian Newspaper Young Critic School of the year (2016/17)

## 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 HT carries out Data Analysis meetings for other schools in the Cromer Ridge Hub.

Improvement Partners moderate SEF judgements and conduct joint observations with subject leaders (2018)  
Ofsted Jun 18 'leadership team have an accurate view of the school's strengths and priorities'  
The SLT comprises HT, KS1 leader, SENCO and Office Manager.

Other staff have subject leadership responsibilities.

Improvement partners has worked with Maths, English and Science subject Leaders (2015-18)

Leaders of Maths, English, Early Years, PSHE attend subject leader network training.

All subject leaders report back to governors each year at curriculum meetings.

Subject leaders meet with counterparts from local schools to moderate standards and share ideas

Ofsted -"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 show morale is high.

Governors regularly visit the school and undertake learning walks, meet children, teachers and subject leaders.

Parent questionnaire – The school is well managed - 96% agree (Apr 2018)

### **Pupil premium – See Pupil Premium Strategy Statement**

Key barriers identified include: PP children start school with poor Social/emotional skills, Literacy skills, Speech + Language skills and, poor independent learning skills, High proportion of PP on SEND register, poor home learning environment – parents often had poor experience of education, limited experience of world outside Holt.

Quality teaching for all targets include : [introduction of PATHs across the school](#), [Literacy Catch up](#), [Maths Catch up training](#), [SEND audit and action plan](#), [Pupil premium mentors](#), [International schools award and measures to increase parental involvement with the school \(Maths/ reading cafe\)](#).

Targeted support include: [Increased contact with Preschool with emphasis on Early Literacy skills](#), [daily 1-1 reading for PP children](#), [boys writing club with a local poet](#), [HLTA to improve phonic skills in KS1](#), [1-1 tuition for children in KS2](#), [nurture group](#), [ELSA groups](#), [More able Reading and Maths groups](#).

### **P.E money has been used to fund:**

Subscription to Cluster Competitions and travel to sports competitions, purchase additional equipment, pay for additional swimming lessons and other sports activities for targeted pupils.

Achieved Gold Award School games mark (2016), runners up in Norfolk Sports School of the Year 2016/17.

The school provides a wide range of sports clubs multi sports, football, girls sport, running, netball, yoga

80% of KS2 children attended at least one sport club - on average pupils attended 1.3 sports clubs.

94% of KS1/KS2 children competed against another school in football, rugby, cross country, golf, netball, athletics, swimming, tennis, orienteering, basketball, dodge ball, hockey, sports leaders and cycling

We are currently cluster champions in Rugby (U11), Golf (U9,U7), Cricket, Hockey, Cycling

**English:** subject leader has worked closely with the Improvement Partner in the past 3 years.

Winner of the Guardian Newspaper Young Critic School of the Year competition(2016)

Each year we have Shakespeare days in Year 5 and 6 followed by Shakespeare in the woods. **Action : Repeat June 20**

A Poet volunteers every week to work with reluctant writers. We hold poetry recitals with parents each year.

We were part of a Performance Poetry Slam competition last year. **Action: Repeat Poetry Slam competition (June 20)**

We have regular visits to authors – Cressida Cowell, Alexander Gordon Smith, Elen Caldecott

We celebrate World Book day each year. We have close ties with Holt Library. We hold regular Story cafes.

Teachers meet regularly with Cromer Ridge and Sheringham cluster schools to moderate writing.

Catch up Literacy intervention throughout KS2. A HLTA teaches phonics in small groups in KS1.

**Action: Improve reading results – See Reading Action plan (Sept 19)**

**Action : Targeted daily reading, training for volunteers, More able Read group, Introduce new Guided reading format**

**Action Improve presentation of books – update presentation policy (Sept 19)**

**Maths:** subject leader has worked closely with the Improvement Partner in the past 3 years Almost all teachers have received IMP/OMP training, Whole school numicon training,

Each class completes a written calculation exercise on Fridays in KS2, Sumdog is used widely across the school.

We compete in World Maths Day. **Action : Prepare for timestable assessment (Jun 20)**

**Arts** – Art/DT/Music/Dance/Poetry are embedded in all topics –

Arts Mark Gold Award (Sept 17) **Action : reapply for Arts Mark (July 20),**

We have introduced whole class Ukulele, Recorder and Drumming lessons in KS2. Violin lessons are available.

We have a popular Sing Up Choir who regularly perform in the local community.

Musicians perform to the whole school each term - violin/ piano/ clarinet, Holt Community Choir, Wyndonham Band

Wide range of musicians lead workshops on Make Music Day and Multicultural Day,

Trips to The Nutcracker at The Royal Opera House, Matilda, Lion King and School of Rock in London. We visit the

cinema and theatre in Norwich each year. We have a film club and a drama and dance club. **Action : Albert Hall trip**

We have regular artist visit the school / Painted Mural with children / Held Workshops with children/ trained staff

We have been part of many big Arts projects – Go Go dragons/ Angel project/ Carnival of the animals project / Cley

arts Project /Go Go Hare (Mar 18)/ Holt Owl project( July 18)/ Love Holt Project (July 19) **Action : Resident Artist**

**Modern Foreign Language** – We teach Spanish in Year 3/4 and French in 5/6 and language linked to topics in KS1  
International Schools Award (July 2019)

We hold a multicultural week each year where each class chooses a country and makes a interactive display of

food/language/landscape/wildlife/history etc **Action : Multicultural week June 20**

We have had Pen pals with a schools in Australia and Japan. **Action: Link with school in Malawi (Dec 19)**

**History** : Each class has 2 big history topics each year / We hire Roman, Viking, Stone Age actors and visit Tudor day

at kentwell, World war 2 day on North Norfolk railway, Roman exhibits at Norwich castle to enhance the topics

We have close contacts with several museums/ Gresham's WW1 project, Regular visitors including archaeologist

**Geography**: Each class has 2 big geography topics each year which end in class performance or museums.

We are involved in Chalk River project/ Norfolk Rivers trust Project/ workshops with Holt Hall + Kelling Heath/

Digi maps/ Each class participated in World Orienteering Day activities/ micro plastic survey

**Science** : Science is taught in separate units or as part of bigger topic. Each class holds a science museum each year.

Introduced hands on activities –Each year we hold British science week, Science bus, , Eels project.

Visitors include Vet, Palentologist, fossil expert. Trips to Holkham food science , Snettisham farm park, Spout Hills

Subject leader has worked with the Improvement Partner to improve planning and assessment in science.

**Computing**: Coding is delivered using Espresso Coding. G suite for education is used throughout the school,  
alongside other tools to nurture and develop digital literacy. We have a strong emphasis on Online Safety and use the  
SWGfL/Common Sense Education scheme of work. We participate in Safer Internet Day every year.

**RE**: is taught in separate units or as part of bigger topics.

Each year we hold a multicultural week with each class making a presentation about a different religion.

We use festivals as a stimulus - Diwali day, Chinese New year, Harvest assembly, Remembrance day parade.

Each year we hold Prayer Space led by religious leaders from the community. **Action Prayer Space Mar 20**

Open the book - lead a weekly assembly retelling stories from the bible.

**PSHE** : Each class has dedicated PSHE lessons – PSHE leader teaches PSHE in KS2 each week, Weekly PATHS/PSHE  
assembly.The school has introduced PATHs last year.

Regular input from outside agencies including Crucial Crew, Road Safety, CEOP, Stranger Danger, RNLI, Matthews  
project - drug education, NSPCC, HLTA attended sex education training. **Action : review Sex Education curriculum**

We have an active School Council.

Whole school fundraising ( We raised money for 6 charities in 2018/19)

Santander money wise workshops (2017/18)

Woodland trust – Green tree Silver award /Forest school training

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**

ECP “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.”

The school offers a large number of after school clubs. **On Ave ch attended 1.3 sports clubs and 3.1non sports clubs.**

Other clubs include: Gardening, Den building, Spanish, Origami, History, Film, Science, Cross Stitch, Cooking, Art,  
Cross stitch, Drama, Dance, Choir, Writing, Story club, Craft, Yoga, Map club, mindfulness club.

Each class invites parents to a Class Assembly/ performance/museum at least once a term. Parents are also invited  
to Reading /Maths cafes, prayer space, multicultural week, poetry recitals, talent shows, choir and coffee mornings.

Reports are sent out twice each year and parents are invited to a Parent/Teacher meeting each term.

Parent Questionnaire (2018) – I feel I can approach the school with problems or complaints. – 100% agree.

Parent questionnaire (2018)- I would recommend this school to another parent – 96 % agree

## 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 passed the Primary Floor and Coasting School standards every year (2014-2018)

Key stage 2 – Broadly National Ave – Maths has improved rapidly and is now above Nat Ave. Reading and GPS have improved in 2019 and are closer to Nat ave. A lower n.o of ch achieve Higher in Maths and GPS.

Keysatge 2 progress is close to National Ave.

Key stage 2 – Below National Ave but improved in Maths and Reading in 2019.

Year 1 Phonic Screening Check is usually above Nat ave but is lower in 2019.

EYFS – Close to Nat Ave

Key Stage 2 – Standards	Holt CP 2017	Holt CP 2018	Holt CP 2019	3 Year Ave 2017-19	Norfolk Ave 2019	Nat Ave 2019
Maths + Read + Write % EXP+	63%	65%	69%	66%	59%	65%
Maths + Read + Write % High	7%	0%	8%	5%	7%	11%
Reading % EXP+	67%	65%	77%	70%	69%	73%
Reading % Higher	19%	17%	19%	18%	23%	20%
Reading Scaled Score	103	102	103	103	103	104
Writing % EXP+	78%	78%	77%	78%	74%	79%
Writing % GD	26%	17%	12%	18%	16%	20%
Maths % EXP+	74%	74%	96%	85%	74%	79%
Maths % Higher	26%	9%	23%	20%	21%	27%
Maths Scaled Score	104	102	106	104	104	105
Grammar, Punct + Spell % EXP+	68%	65%	85%	75%	71%	78%
Grammar, Punct + Spell % High	19%	13%	19%	17%	26%	26%
Grammar, Punct + Spell % SS	104	102	104	104	104	106

Key Stage 2 – Progress	Holt CP 2017	Holt CP 2018	Holt CP 2019	3 Year Ave 2017-19	Norfolk Ave 2019	Nat Ave 2019
Reading Progress	+0.9	-1.3	-0.4	-0.2	-1.0	0
Writing Progress	+2.0	+0.9	-0.9	+0.7	-1.0	0
Maths progress	+1.5	-0.3	+1.3	+0.9	-1.1	0

Key Stage 1 – Standards	Holt CP 2017	Holt CP 2018	Holt CP 2019	3 Year Ave 2017-19	Norfolk Ave 2019	Nat Ave 2019
Maths + Read + Write % EXP+	54%	57%	52%	54%	61%	65%
Maths + Read + Write % GD	4%	7%	0%	4%	8%	11%
Reading % EXP+	57%	64%	74%	64%	73%	75%
Reading % GD	18%	21%	17%	19%	23%	25%
Writing % EXP+	57%	61%	57%	58%	66%	69%
Writing % GD	7%	11%	0%	6%	11%	15%
Maths % EXP+	64%	68%	70%	67%	74%	76%
Maths % GD	11%	25%	13%	17%	20%	22%

Year 1	Holt CP 2017	Holt CP 2018	Holt CP 2019	3 Year Ave 2017-19	Norfolk Ave 2019	Nat Ave 2019
Phonics screening	90%	95%	77%	87%	79%	82%

Foundation Stage	Holt CP 2017	Holt CP 2018	Holt CP 2019	3 Year Ave 2017-19	Norfolk Ave 2019	Nat Ave 2019
EYFS GLD	71%	75%	67%	71%	73%	72%

### **Year 6 (2020) Targets – Set Oct 19**

Maths = EXP+ = 22/28 = 76% (Nat = 79%) Higher = 6/28 = 21% (Nat=27%)

Read = EXP+ = 22/28 = 76% (Nat = 73%) Higher = 8/28 = 29% (Nat 20%)

Write = EXP+ = 21/28 = 75% (Nat = 79%) Higher = 0/28 (Nat 20%)

GPS = EXP+ = 21/28 = 75% (Nat = 78%) Higher = 4/28 = 14% (Nat 26%)

Maths+ Reading+ writing = 20/28 = 71% = (Nat 65%)

**Action: 1-1 tuition with 16 children Maths+ Reading(Whole year), More able Reading and Maths groups, Mock assessments every half term, Holiday writing school.**

### **KS1 (2020)Targets – (Needs reviewing Dec 19)**

Maths Exp+ = 21/27 = 77% (Nat 76%)

Reading Exp+ = 20/27 = 74% (Nat 75%)

Writing Exp+ = 14/27 = 52% (Nat 69%)

**Action: Year 2 teachers to attend assessing writing and maths training**

### **Y1 Phonics Screen Test Target (2019) = 23/30= 77% (Nat 82%) Set Sept 19**

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

### **Current Standards Sept 19- Some concerns about standards in current Y4/5.**

Standards – Sept 19	Maths (NFER/TA)	Reading (NFER /TA)	Writing (TA)
Year 6	103.7	103.6	5 Beg
Year 5	96.4	101	3 Emb+
Year 4	97.4	98.3	3 Beg+
Year 3			
Year 2	1 Beg+	1 Beg+	1 Beg+
Year 1			

	Standards in each class – Sept 19				
	Below	Just Below	Expected	Just Above	Above
Y6 Maths	1	10	6	8	2
Y6 Read	1	4	21	1	0
Y6 Write	2	3	13	5	4
Y5 Maths	5	7	8	5	4
Y5 Read	9	6	9	5	0
Y5 Write	6	8	9	4	2
Y4 Maths	6	8	7	3	4
Y4 Read	1	6	17	4	0
Y4 Write	4	12	7	2	3
Y3 Maths	3	5	13	0	2
Y3 Read	2	8	13	0	0
Y3 Write	1	6	13	0	3
Y2 Maths	1	5	16	4	0
Y2 Read	1	12	13	0	0
Y2 Write	1	4	22	0	0
Y1 Maths					
Y1 Read					
Y1 Write					

**Action : Literacy Catch up intervention groups in Y3,4,5,6 (training completed July 17)**

**Action : Nurture groups, Elsa intervention groups (training completed July 18)**

### **Standards across the curriculum – Sept 19**

Y1-Y6	Below	Expected	Above
Science	15	61	54
Computing	12	85	29
P.E	10	88	29
Geography	14	87	25
History	14	86	26
R.E	17	94	14
Music	11	106	9
Art	9	91	26
MFL	5	69	3

We test at the end of each term in reading, maths and grammar using Nfer tests

We have introduced new assessment /planning grids in the Foundation Subjects (Sept 17)

We have moderation meetings with subject leaders from cluster schools each term in Foundation subjects (Jul 19)

Subject leaders report on progress in their subject to governors



**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.**

PP Gaps	2014	2015	2016	2017	2018	2019
EYFS	-21	-69	-22	-47	+28	-42
Year 1 Phonics	-28	-9	-43	-3		-1
KS1 Reading Exp+	-42	-22	-15	-78	-25	-21
KS1 Writing Exp+	-39	-20	-20	-70	-20	-41
KS1 Maths Exp+	-44	-24	-27	-77	-13	-36
KS2 Maths Exp+	-20	+2	-33	-13	-35	+14
KS2 Reading Exp+	-22	-17	-1	-34	-46	-15
KS2 Writing Exp+	-19	-15	-8	-41	-35	-33

Whole school PD day on Barriers to learning / PP Self evaluation and Action Plan (April 17)  
 Introduction of PATHS (Sept 17), Introduction of ELSA (Sept 17), Catch Up intervention (Sept 17)  
 Introduce 1-1 tuition into Year 5,4 and 2 – commenced Feb 18  
 Pupil Premium Plan – PP ch usually make good Value Added / greater progress each year.

## Progress

**KS2 Progress – 3 Years Ave slightly above National Average in Maths and Writing**

Levels progress	2017 Progress	2018 Progress	2019 Progress	3 year Ave
Maths	+1.5	-0.3	+1.3	+0.9
Reading	+0.9	-1.3	-0.4	-0.2
Writing	+2.0	+0.9	-0.9	+0.7

**KS2 (July 2019) progress- PP and Higher ability ch made less progress**

KS2 Prog	All	Boys	Girls	PP	SEND	High	Mid	Low
Reading	-0.4	-0.1	-0.9	-1.1	-3.9	-1.5	+0.3	-1.6
Writing	-0.9	-1.2	-0.6	-4.3	-6.1	-2.2	+0.2	-1.7
Maths	+1.3	+3.0	-1.4	+0.3	+12.2	+0.2	+1.5	+4.8
Ave	0	+0.6	-0.9	-1.7	+0.7	-1.2	+0.7	+0.5

**KS2 3 Year Ave progress (2017-19) – EAL and Mid ability made more progress**

KS2 Prog	All	Boys	Girls	PP	EAL	SEND	High	Mid	Low
Reading	-0.2	0	-0.4	+0.7	+3.2	-0.2	-1.3	+0.2	+0.5
Writing	+0.7	+0.2	+1.3	-0.2	+1.1	-1.3	0	+1.4	-0.5
Maths	+0.9	+1.4	+0.1	+0.9	+3.6	+0.5	+0.5	+1.2	+0.5
Ave	+0.5	+0.5	+0.3	+0.5	+2.6	-0.3	-0.3	+0.9	+0.2

Action: Higher Reading group SS (Jan 20), Higher maths group SW (Jan 19)–

**KS1 Progress – Some concern in writing and maths**

KS1 Progress	2015		2016		2017		2018		2019	
	FSP % 6+	KS1 2b+	FSP 6+	KS1 Exp	FSP 6+	KS1 Exp	FSP 6+	KS1 Exp	FSP 6+	KS1 Exp
Reading	23%	86%	63%	69%	52%	57%	70%	64%	71%	74%
Writing	23%	64%	63%	66%	52%	57%	70%	61%	71%	57%
Maths	50%	75%	77%	62%	66%	64%	83%	68%	82%	70%

**Current Value added in KS2 – Expected Progress in most years**

Progress (Sept 19) VA Pupil Asset	Maths	Read	Write	All
Current Year 6	101.3	99.9	99.8	100.3
Current Year 5	99.8	100.3	99.2	99.8
Current Year 4	99.6	99.7	99.9	99.7
Current Year 3	100	100	100	100
Key Stage 2 Ave	100.2	100	99.6	99.9

### Current VA in KS2 – Boys, girls, PP and EAL ch have all made similar progress.

Progress (Sept 19)VA Pupil Asset	All	Boys	Girls	PP	SEND
Year 6 - All subject	100.3	100.6	100.1	99.4	100
Year 5 - All Subject	99.8	99.5	100.2	100.4	99.8
Year 4 - All Subject	99.7	100.6	99.2	100.9	101.1
Year 3 - All Subject	100	100	100	100	100
Key Stage 2 Ave	99.9	100.1	99.8	100.2	100.2

### Progress (in scaled score) – Last year Girls, SEND ,PP, made higher progress

Progress Last Year Scaled Score	All	Boys	Girls	PP	SEND
KS2 Maths	+2.8	+2.3	+3.6	+2.8	+3.6
KS2 Reading	+5.3	+8.4	+1.9	+6.9	+1.2

#### Action:

Continue emphasis on Early intervention in KS1- Nurture groups, Speech and Language, Phonic intervention 1-1 teaching for 15 child in Year 6 (English + Maths) and 6 Year 5 ch, Easter Maths school - for 10 children  
 Continue the emphasis on boys literacy. (Boys writing groups, writing trophy, competitions etc) -  
 Daily 1-1 reading set up for lower ability / PP children.  
 More able Reading and Maths groups in KS2

### Progress across the curriculum – July 19

Y1-Y6	Below	Expected	Above
Science	17	71	39
Computing	17	66	43
P.E	11	84	31
Geography	8	34	58
History	12	61	53
R.E	1	12	13
Music	6	70	27
Art	14	72	40
MFL			

### SEND Audit Overall Evaluation : Effective [Action Plan compiled Jan 17](#)

Compliance : Effective –  
 Confidence and Collaboration : Effective +  
 Knowledge and Expertise : Effective  
 Quality Intervention and Assessment : Effective  
 Progress and Impact : Effective –

#### Actions following the Audit

Update Provision map, Update Equality scheme (completed Jan 2017)  
 Introduced reading age tests (Jan 2017)  
 Skills audit of staff, SEND – Catch up training, ELSA training IDP training (July 2017)  
 Coffee morning with parents and governors (2017+ 2019) – Action Repeat in 2020  
 Regular SEND learning walks – Commenced (Jan 18) – Action repeat in 19/20  
 Catch up intervention groups to be introduced across KS2 – Commenced (Sept 17)  
 ELSA 1-1 sessions to be introduced - Commenced (Sept 17)  
 Introduce PATHs across the school –Commenced (Sept 17)  
 Set up Pupil focus group / learning interviews (Dec 17) – Action Repeat in 19/20  
 Introduce Boxall Profile online (Jan 18) –Commenced (Jan 18)

## 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 (2016)  
 The headteacher undertakes a Learning Walk on most weeks including learning walks with governors, learning walks with the School Improvement Partner and 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 17- Oct 19

Stimulating displays and excellent working environment.  
 Improving presentation in Literacy books show higher expectation of work. **Action :Presentation policy**  
 Literacy and Maths working walls show well planned sequences of work.  
 Class rules and prompts on display in every classroom /PATH notice board in each classroom  
 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.  
 Wide range of interventions led by TAs – Nurture, ELSA, Catch up, Phonics,  
 Good use of questioning to assess learning.  
 Up to date marking giving feedback about how to improve work.  
 Evidence of use of pink pen show that children are given opportunities to respond to marking. ([Moderation of books Oct 18/ Feb19/ June 19](#)) [I know how to improve my work =95%](#) ([Pupil Questionnaire July 18](#))  
 High expectation of behaviour for learning observed in all classrooms.  
 PATHs lessons and displays observed  
 Presentation in books appears to have improved dramatically in June 19/ Oct 19

The majority of teaching observed was judged to be good or better (Oct 16- Oct 19)  
 Parent Questionnaire 2018 My Child is taught well at school 98% agree  
 Pupil Questionnaire 2018 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), and Two teachers completed Outstanding Maths Programme (2015/16).  
 Whole school Maths PD day lead by Maths Improvement partner Completed Sept 17  
 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 2017 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 - Improved presentation has been moderated by HT, Gvs 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.  
 YR/1 speech and Language, YR/1/2 phonics groups using letters and sounds, Y1/2 Memory, KS2 Sound discovery groups, KS2 Catch up intervention groups, KS1/KS2 Nurture groups, KS1/2 play therapy, ELSA support, KS2 handwriting groups, Boys writing group, G&T writing groups, Y6 more able Maths group, Y6 more able English group, 1-1 reading groups across the school, 1-1 tuition, holiday writing/maths school.



## Personal Development, Behaviour and welfare

School grade: 1/2 (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 outstanding.  
 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 (Apr 2018) – Pupils behave well at school – 93% 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 (pupil asset)

	Level 3	Level 2	Level 1	Total
2016/17	2	16	40	58
2017/18	2	9	45	56
2018/19	0	3	35	38
Aut 19		1	4	5

% behaviour incidents	Boys	Girls	PP	EAL
2016/17	76%	24%	40%	0%
2017/18	64%	36%	58%	5%
2018/19	76%	24%	68%	0%

Boys are responsible for three quarters of all the behaviour incidents logged. PP children are involved in a higher proportion of behaviour incidents. A small number of children are responsible for a large proportion of Behaviour incidents.

All staff have received PATH training (Sept 17)

[PATHs implemented successfully across the school, PATH notice board, Pupil of the Day \(Sept 17- Sept 19\)](#)

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. (since Sept 12)

PSHE teacher holds weekly drop in session during playtime.

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

3 members of staff are ELSA trained (July 17)

[Impact : 97% of children said I am happy to come to school \(Pupil questionnaire July 2018\)](#)

[Impact :96 % of children said there is an adult I can talk to \(Pupil questionnaire July 2018\)](#)

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, RNLI, Dental talk, Matthews project - drug education, NSPCC.

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

All teachers have completed step up training (2016) **Action: repeat training (2019)**

Healthy schools award - 2015-16

### **Attendance – Long term trend improving but poor last year due to severe sick bug in Aut term**

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Attendance</b>	93.2%	94.2%	96.4%	95.4%	96.7%	95.8%	96.3%	95.1% (Nat 95.8%)
PA	10.8%	8.1%	2.6%	4.3%	4.2%	5.9%	6.2%	11.3% (Nat 8.7%)

	All	Boys	Girls	PP	SEND	EAL
2018-19	95.1	95.2	95.1	93.1	94.0	96.8
PA 2018-19	11.3%	9.5%	13.1%	20.1%	19.6%	0
Aut 19	95.6%	94.6%	96.6%	93.6%	94.0%	95.9%

Attendance rate was lower in Aut 18 due to sickness bug in Oct 18 – Equivalent to over 0.5%

Each term all PA parents sent letters /arranged meetings with Teacher with responsibility for Attendance

Early help involved with 3 families. **Action : Attendance leader to attend attendance network**

All parents sent Attendance Holiday letter (Sept 19)

Parent questionnaire – My child is happy to come to school - 98% agree (Apr 2018)

I am Happy to come to school = 92% (Pupil questionnaire 2018)

Attendance remains a top priority : A large number of initiatives were introduced aimed at improving attendance including Weekly attendance lottery prize, Attendance Owl awarded to class with best attendance each week, Big attendance prize each term, Certificates for 100% attendance each term, Badge for 100% attendance each year.

Teacher appointed with responsibility for attendance (TG)

**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)**

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

HT is the Designated Safeguarding Lead and the Senco is the Alternate DSL – Both have attended DSL training and Multi Agency training . DSL to attended FSP training(Jan 18) **Action : HT needs to update DSL training Jan 20**

DSL attended Behaviour and Safety Network meetings

All teachers and support staff are level A trained as are all the volunteer helpers. (Training log) – Sept 19

Staff Induction includes Safeguarding policy, Code of conduct, whistle blowing policy, behaviour policy

There is a named governor with responsibility of Safeguarding

Safeguarding Policy is updated each year - Oct 19

HT reports to governors each meeting in the HT report and presents a Report to Governors each year

Single central record is up to date. **Action : Gov needs to check SCR**

Safer Recruitment checklist is used during Recruitment

HT and a member of SMT/govs has completed Safer Recruitment training **Action : HT to attend refresher**

All Staff received online Safety training and signed ICT code of conduct (Sept 19)

Online Safety Policy (July 19), ICT code of conduct signed by staff, parents and pupils.

Norfolk online Safety Toolkit completed Nov 17, 360 Safe completed Dec 18

We participate in Safer Internet Day every year (Feb 19)

DSL has attended Prevent awareness training/ All staff have received Prevent training (Jan 19)

Headteacher has completed Evolve training

All staff have first aid training (2017) **Action : needs updating in 2020**

Headteacher has attended all relevant Health and Safety training

Parent questionnaire – My child feels safe at school - 98% agree (Apr 2018)

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 2018)**

**90% of year 6 pupils said that "They are looking forward to High School. (pupil questionnaire 2018)**

## 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 since 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](#))

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](#))

Reception teacher attends joint training with Preschool leaders

**Impact: Standard on entry has improved dramatically in the past 5 years particularly in the prime areas.**

**The areas of weakness on entry are Reading, Writing, The World, People and Communities**

Standard on Entry - % children working 40-60 months - Improved dramatically in the past 5 years						
	Sept 2013	Sept 2014	Sept 2015	Sept 2016	Sept 2017	Sept 18
Listening & attention	7%	53%	53%	48%	67%	57%
Understanding	24%	43%	67%	79%	71%	61%
Speaking	14%	50%	63%	74%	67%	65%
Moving and handling	14%	37%	37%	74%	67%	57%
Health and Self care	17%	47%	80%	90%	93%	96%
Self Confidence + awareness	24%	43%	70%	84%	79%	61%
Managing feelings + behaviour	31%	57%	67%	79%	88%	57%
Making Relationships	7%	53%	70%	84%	88%	65%
Reading	0%	17%	23%	23%	21%	30%
Writing	3%	10%	3%	6%	8%	13%
Number	0%	27%	57%	68%	75%	70%
Shape, Space + measure	3%	27%	63%	90%	79%	78%
People + communities	0%	0%	0%	0%	4%	0%
The World	0%	0%	0%	6%	0%	0%
Technology	3%	20%	3%	95%	100%	91%
Exploring + using materials	0%	13%	10%	0%	13%	13%
Being Imaginative	0%	10%	7%	42%	8%	0%

Boys start school well below girls

On Entry	All	Boys	Girls	PP
Listening & attention	67%	30%	87%	67%
Understanding	71%	50%	80%	67%
Speaking	67%	50%	73%	67%
Reading	21%	10%	27%	67%
Writing	8%	0%	13%	33%
Number	75%	40%	93%	100%

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 Literacy toolkit and Early Maths toolkit training 2015/2016/17

The reception teacher visits both preschools and leads Letters and Sounds Phase 1

The Reception teachers are members of EYFS Network and attend EYFS cluster meetings

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

High number of children start school with speech, language, communication needs – Cluster Speech therapist works at the school 1 day each week.

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

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.’ The Reception teacher is Forest school trained.

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

Average Total points below National Average due to lower proportion of children reaching Exceeding

	2014	2015	2016	2017	2018	2019	Nat
EYFS GLD %	60 %	52 %	70 %	71%	75%	67%	72%
EYFS CL %	73 %	55 %	90 %	100%	96%	81%	82 %
EYFS PSE %	83 %	79 %	100 %	94%	100%	85%	85 %
EYFS Lit %	63 %	52 %	70 %	71%	75%	67%	73 %
EYFS Maths %	77 %	66 %	83 %	82%	88%	67%	79%

Boys finish Year R below girls. Pupil Premium Children well below the rest.

	All	Boys	Girls	PP
EYFS GLD %	67% (Nat 72%)	65%	70%	33%
Ave Total points	32.7 (Nat 34.5)	32.1	33.7	

Action: Reception teacher to attend training/ work with local schools to increase proportion of Exceeding (Mar 18)

End of Reception Target 2018 % Exp/Exc in all strands = 70% (Nat 71%)

Progress in Year R – All children make excellent progress in all Early learning Goals

	Progress in YR 2017/18		Progress in YR 2018/19	
	On Entry% 40-60 mth	End of Nov % 40-60 mth	On Entry% 40-60 mth	End of Nov % 40-60 mth
Progress in year R 2016/17				
Listening & attention	67%	96%	57%	75%
Understanding	71%	96%	61%	71%
Speaking	67%	96%	65%	71%
Moving and handling	67%	100%	57%	67%
Health and Self care	93%	100%	96%	96%
Self Confidence + awareness	79%	100%	61%	88%
Managing feelings + behaviour	88%	96%	57%	88%
Making Relationships	88%	92%	65%	83%
Reading	21%	96%	30%	75%
Writing	8%	79%	13%	63%
Number	75%	96%	70%	83%
Shape, Space + measure	79%	96%	78%	92%
People + communities	4%	46%	0%	58%
The World	0%	46%	0%	50%
Technology	100%	100%	91%	96%
Exploring + using materials	13%	100%	13%	63%
Being Imaginative	8%	100%	0%	75%

All groups make good progress (+8 points is expected)

Progress 2018-19	All	Boys	Girls	PP
EYFS CL	+9.4	+9.6	+9.3	+9.8
EYFS PSE	+9.2	+9.0	+9.5	+8.6
EYFS Lit	+11.3	+11.1	+11.2	+10.4
EYFS Maths	+9.2	+9.3	+9.3	+9.3

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.